



UNITED STATES OFFICE OF PERSONNEL MANAGEMENT

Washington, DC 20415

SEP 28 2015

Employee Services

MEMORANDUM FOR HUMAN RESOURCES DIRECTORS

FROM: MARK REINHOLD 
**ASSOCIATE DIRECTOR, EMPLOYEE SERVICES
AND CHIEF HUMAN CAPITAL OFFICER**

Subject: Federal Supervisory and Managerial Frameworks and Guidance

I am pleased to announce the U.S. Office of Personnel Management's (OPM) issuance of new frameworks and guidance to help Federal agencies develop current and aspiring Federal supervisors and managers. These products provide direction on the development of individuals in supervisory, managerial and executive positions, as well as individuals whom agencies identify as potential candidates for such leadership positions, based on the agencies' succession plans as specified by 5 CFR 412.201. These resources cover both mandatory training and recommended training on leadership competencies and human resources (HR) technical knowledge, important for supervisory and managerial success. The materials also help agencies accomplish the delivery of required training for new supervisors, within one year of an employee's initial appointment to a supervisory position, as well as refresher training to all supervisors and managers at least every three years, as mandated by 5 CFR 412.202.

The *Federal Supervisory and Managerial Frameworks and Guidance* are a result of OPM's partnership with the Federal Chief Learning Officers Council (CLOC), and the formation of an Interagency Training Working Group (ITWG). The ITWG enhanced a previous supervisory development product – *The Federal Supervisory Training Framework*, originally released in December 2012 – and further identified the most salient modern leadership competencies and HR-related technical knowledge on which to focus the new frameworks and guidance. Additionally, the frameworks and guidance include OPM-developed definitions, learning objectives, and evaluation materials to assist agencies in evaluating the effectiveness of their supervisory and managerial development programs.

The *Federal Supervisory and Managerial Framework and Guidance* will be located on OPM's Manager's Corner, a cost-free web portal containing leadership development resources and courses, accessed through HR University (www.hru.gov). Agencies are further encouraged to continue sharing additional course information and training solutions that align with the new frameworks and guidance. For policy questions relating to these new products or general supervisory and managerial training and development, please contact Julie Brill (Julie.Brill@opm.gov, (202) 606-8046) or Yadira Guerrero (Yadira.Guerrero@opm.gov, (202) 606-7954).

cc: Chief Human Capital Officers, Deputy Chief Human Capital Officers, Chief Learning Officers, and Offices of Diversity and Inclusion

Attachments:

Federal Supervisory and Managerial Training Fact Sheet
Federal Supervisory and Managerial Frameworks
Definitions and Learning Objectives
Training Evaluation Field Guide Supplement, Logic Model Template, and Leadership Development Matrix

Federal Supervisory and Managerial Training Fact Sheet

Introduction

Leading in the Federal Government comes with unique challenges that require supervisors and managers to both act and react with decisiveness, savvy, credibility, and competence. For this reason, their proficiency in leadership competencies and human resources technical knowledge is important. Effective supervisors and managers impact employee engagement, communicate expectations, and effect organizational performance. Agencies must focus on developing effective leaders, if they are to move the needle on employee engagement and retention.

The 2010 Merit Systems Protection Board (MSPB) report [A Call to Action: Improving First-Level Supervision of Federal Employees](#) provides a set of recommendations for improving the effectiveness of supervisors, including building a comprehensive supervisory training program. Their report highlights the importance of agencies' investment in training and development. OPM agrees with the thrust of these recommendations and has fashioned these materials to help accomplish that objective. Supervisory and managerial training and development must reach beyond the requirements in 5 CFR 412.202.

Project Overview

The Office of Personnel Management (OPM), in collaboration with the Federal Chief Learning Officer's Council (CLOC), established an Interagency Training Working Group (ITWG) to develop a comprehensive managerial training framework and enhance The Federal Supervisory Training Framework. The frameworks incorporate mandatory training, recommended training, as well as leadership competencies and human resources technical knowledge needed to succeed as a supervisor and manager. The frameworks are intended to assist agency instructional designers and training managers in charting supervisory and managerial development and to assist senior leaders with succession planning. Aspiring leaders, current supervisors, and experienced managers are also encouraged to review the frameworks to assess their knowledge of Government-specific leadership and technical competencies.

The Federal Supervisory and Managerial Training Frameworks identify learning objectives considered critical to achieve results by effectively leading organizations and people and managing processes. To that end, the Frameworks are based on relevance, practicality, and innovation. The Frameworks:

- Bridge strategic, tactical, and operational perspectives
- Align with Federal regulations
- Are accountable and measurable
- Incorporates diverse learning delivery approaches

To assist agencies evaluate the effectiveness of their programs, OPM also developed definitions, learning objectives, evaluation materials, and guidance for HR-Related technical knowledge and leadership competencies. The learning objectives demonstrate increased proficiency aligned with an employee's career progression from an aspiring leader/team leader through an experienced manager. For example, conflict management is critical for both an aspiring leader/team leader and a new supervisor; however, the new supervisor would be expected to demonstrate higher proficiency for this competency. For more information, view [OPM's Proficiency Levels for Leadership Competencies](#).

OPM does not require a specific number of hours of training for supervisory and managerial development. These materials are intended to be used by Agencies to enhance their existing programs. Agencies are free to set their own policies and requirements for supervisors and managers to engage in training that meets the needs of the organization.

Mandatory Training Requirements

To implement the mandatory training requirements, OPM published final regulations on Supervisory, Management, and Executive Development, [5 CFR part 412](#), on December 10, 2009. It discusses systematic training and development of supervisors, managers, and executives and requires new supervisors to receive:

- Initial supervisory training within one year of the new supervisor's appointment, and
- Follow-up training in each of the four areas at least once every three years

Agencies must provide training when employees make critical career transitions, for instance, from a non-supervisory position to a supervisory position or from manager to executive. This training should be consistent with assessment of the agency's and the employee's needs. Agencies are also to provide for the development of individuals whom the agency identifies as potential candidates for those positions, based on the agencies' succession plans (5 CFR 412.201).

Supervisory and Managerial Training – FAQs

Q. Is there a requirement on the specific number of hours for new supervisory and managerial training or the refresher training?

A. No, OPM does not require a specific number of hours for supervisory and managerial development. OPM recommends assessing the needs of your agency's supervisors and managers, and providing them with the appropriate training and other developmental solutions to meet the training requirements and their staff's needs as new and continuing supervisors and managers. Review the Federal Supervisory and Managerial Training Frameworks for recommended topics to include in an agency's needs assessment.

Q. What topics can be included in both new and refresher training?

A. The regulations (5 CFR 412.202) mention specific topics related to performance management, including mentoring employees, improving employee performance and productivity, conducting employee performance appraisals, and dealing with unacceptable performance, but OPM recommends agencies go beyond the requirements outlined in 5 CFR part 412 when developing supervisory and managerial programs. Review the Federal Supervisory and Managerial Training Frameworks for additional recommended topics.

Q. Are the requirements specified within 5 CFR part 412 the only ones that need to be followed when developing supervisor and manager training?

A. No, agencies may include additional requirements for supervisor and manager training and should do so if a need is identified. OPM recommends agencies go beyond the topics listed in the regulations. Agencies should assess their supervisory and managerial training needs and include these needs in their programs.

Q. Can agencies provide the same training to new supervisors and managers, and to experienced supervisors and managers for refresher training?

A. Yes, agencies may provide the same training to new supervisors and managers and to experienced supervisors and managers for refresher training. It is up to the agency to decide which refresher training is required for current supervisors and managers, provided the requirements in 5 CFR part 412 are met.

Q. Are new supervisors and managers required to complete individual development plans?

A. It is up to the agency whether new supervisors and managers must complete individual development plans (IDPs). IDPs are only required for executives (5 CFR 412.401(a)-Executive Development Plan), but many agencies also

implement them for their employees. Agencies develop their own IDP policies. However, it is recommended that new supervisors and managers develop IDPs to help facilitate their development during their first year. Supervisors and their managers should work together to outline developmental goals and select appropriate training to meet the requirements and their needs. For more information on IDPs, see OPM's [IDP wiki page](#) on [OPM's Federal Training and Development Wiki](#).

Q. Are new supervisors and managers required to have a mentor?

A. No, new supervisors and managers are not required to have a mentor, but it is strongly encouraged for new supervisors and managers to obtain a mentor, especially one with extensive supervisory or managerial experience. Agencies may develop a mentoring component in their supervisory and managerial training programs.

Q. Can agencies require a continued service agreement for supervisory and managerial training programs?

A. It is up to the agency whether to require a continued service agreement (CSA) for supervisory and managerial training, except agencies may not require a CSA for the Federally-mandated portions of the program. For more information on CSAs, see the [OPM Fact Sheet on Continuing Service Agreements](#) on [OPM's Training and Development Policy Webpage](#).

Q. Can new supervisors and managers opt out of all or some of the training?

A. If a new supervisor or manager previously completed part of an agency required supervisory training course within 12 months of his or her initial appointment, the new supervisor or manager may opt out of the part of the course that was already covered. For example, if a new supervisor or manager completed a recruitment and hiring course 8 months before initial appointment into a supervisory position, the new supervisor or manager may opt out of the part of the supervisory course covering recruitment and hiring.

However, it is up to the agency whether to allow supervisors or managers to opt out of any part of the training. The agency may decide to make all components of its supervisory training program mandatory for new supervisors and managers.

Q. What if an individual is new to the Federal Government and was a supervisor or manager in another organization? Can new supervisors and managers opt out of all or some of the new supervisor training?

A. Those individuals new to the Federal Government who were previously supervisors or managers in another organization must receive the supervisory training within their first year of appointment. Agencies may decide if these individuals should complete the entire new supervisory training program or only the parts of the program required by 5 CFR part 412.

Q. Do political appointees with supervisory responsibilities need to receive training?

A. Political appointees with supervisory responsibilities must receive training within their first year of appointment. They must also receive refresher training. Agencies should incorporate training of political appointees into their supervisory training policies.

Q. What type of training delivery format may agencies use for the training(s)?

A. Agencies may decide which delivery method best meets their and their supervisors' needs. Here are some possible delivery methods:

- Instructor-led (e.g., degree programs, courses, seminars, workshops, case presentations and discussions, distance learning, passive computer-based instruction)

- Experiential activities (e.g., on-the-job training, action learning, service learning, team projects, simulations and games, scenario planning)
- Developmental relationships (e.g., coaching, mentoring, networking, supervisor support, peer-to-peer learning partners, shadowing)
- Assessments and feedback (e.g., self-assessments, assessment tools, developmental assessment centers; multisource and 360-degree feedback)
- Self-development (e.g. individual development plans, self-guided learning activities)

Agencies should decide which delivery option is best to achieve the goals of the training. Some methods are more effective for certain courses. For example, a performance management course usually includes role-play scenarios, which are usually better for in-person, classroom training. Please see the Merit Systems Protection Board's 2010 study [Making the Right Connections: Targeting the Best Competencies for Training](#) for more information on training delivery methods as they relate to specific competencies.

Q. How often should an agency update its supervisory and managerial training programs?

A. Agencies should update their supervisory and managerial training program(s) as needed. One way to identify areas for improvement/updating is to annually assess whether the programs are meeting the agency's needs.

Q. Are there reporting requirements for this training?

A. [5 CFR 410.601\(b\)](#) requires agencies to electronically submit reports of all training activities to OPM's data warehouse—Enterprise Human Resources Integration (EHRI)—on a monthly basis.

Q. Can an agency include new supervisor training as a requirement for the probationary period?

A. Employees are required by [5 CFR 315.904\(a\)](#) to serve a probationary period prescribed by the agency upon an initial appointment to a supervisory and/or managerial position. [5 CFR 315.905](#) gives agencies the authority to determine the length of the probationary period, provided that the period is of reasonable fixed duration, appropriate to the position, and uniformly applied. However, agencies have the option to establish different probationary periods for different occupations or a single one for all agency employees.

Agencies may establish requirements on what constitutes satisfactory completion of a probationary period. Agencies may include completion of new supervisory training as part of these requirements. For example, an agency requires a new supervisor to complete a probationary period of one year from the date of his or her initial appointment. For the new supervisor to complete the probationary period successfully, the agency lists a number of requirements, including completing the agency's new supervisory training program within the probationary period. If the new supervisor does not complete the training program, the new supervisor would not meet the requirements to complete the probationary period satisfactorily even if the new supervisor meets the remaining requirements.

Q. What happens if a new supervisor does not complete the training within his or her first year of initial appointment?

A. It is up to the agency. Agencies should develop a policy regarding the consequences for not completing required new supervisor training within in the designated time period. For example, some agencies include the training as a requirement of the probationary period.

Q. What happens if a supervisor or manager does not complete refresher training within three years?

A. It is up to the agency. Agencies should develop a policy regarding those who do not complete refresher training within the designated time period.

Q. Can agencies grant extensions for new supervisors to complete their training?

A. Yes, agencies may grant extensions for new supervisors. Once a new supervisor comes on board, agencies should take the initiative to schedule training in accordance with their respective agency policies. However, there are circumstances that could prevent new supervisors and managers from completing the training within the one-year period. These circumstances include, but are not limited to:

- Injury or illness
- Maternity or parental leave
- Uniformed service
- Loss of a family member

Agencies should establish policies that outline the procedures for granting extensions, including the circumstances in which extensions may be granted, for those who cannot receive the necessary training within the one-year period.

Q. How should agencies evaluate new and refresher training?

A. [OPM's Training Evaluation Field Guide](#) provides helpful information regarding evaluating training courses and training programs. Agencies should consider the type of evaluation tool utilized (e.g., interviews, surveys, and focus groups) and go beyond assessing the participants' reactions to measuring the intermediate and long-term outcomes. For further assistance review the [OPM's Training Evaluation Field Guide Supplement](#) and [Logic Model Template for Federal Supervisory and Managerial Training](#).

Q. How does this training requirement relate to the Guidelines for Managerial Development?

A. OPM established [guidelines](#) in September 12, 2006, to ensure the ongoing leadership capacity of the Federal workforce and to assist agencies in meeting several managerial development objectives. Consistent with 5 CFR part 412, these guidelines cover programs at all levels from developing future leaders to development of supervisors, managers and executives.

Q. How should agencies fund supervisory and managerial training program(s)?

A. Agencies should use their training budget(s) to fund their supervisory and managerial training program(s). OPM collected a set of cost-free solutions, shared by other agencies, which align with some of the requirements listed in the frameworks. These solutions are available on the [Manager's Corner](#).

Q. Whom should I contact if I have additional questions?

A. Please contact OPM at HRDLeadership@opm.gov. You may also check the [OPM Training and Development Wiki](#) for agency best practices and additional information related to supervisory and managerial training.

Q. How was the Federal Supervisory Training Framework enhanced?

A. The enhanced Federal Supervisory Training Framework was reorganized to reflect overarching topics encompassing critical human resources technical knowledge. In addition, definitions and learning objectives were added to support the Framework.

Q. How were the definitions and learning objectives developed?

A. The definitions and learning objectives were developed by the Interagency Training Working Group through research, agency course material reviews, and focus groups. The definitions clearly describe and explain the meaning of each competency. The learning objectives describe the learner's expected performance by the end of the experience

and provide direction for the developmental activity. The objectives are stated in terms of what the learner will be able to think, feel, or do as a result of the instruction and are measurable.

References

[The Federal Workforce Flexibility Act of 2004 \(P.L. 108-411\)](#)

[5 CFR 315.904\(a\)](#)

[5 CFR 315.905](#)

[5 CFR 410.601\(b\)](#)

[5 CFR 412](#)

[5 CFR 412.201](#)

[5 CFR 412.202](#)

[5 U.S.C. 7103\(a\)\(10-11\)](#)

[Logic Model Template for Federal Supervisory and Managerial Training](#)

[OPM Fact Sheet on Continuing Service Agreements](#)

[OPM's Executive Best Practices Guide](#)

[OPM's Guidelines for Managerial Development](#)

[OPM's Training and Development Policy Webpage](#)

[OPM's Training Evaluation Field Guide](#)

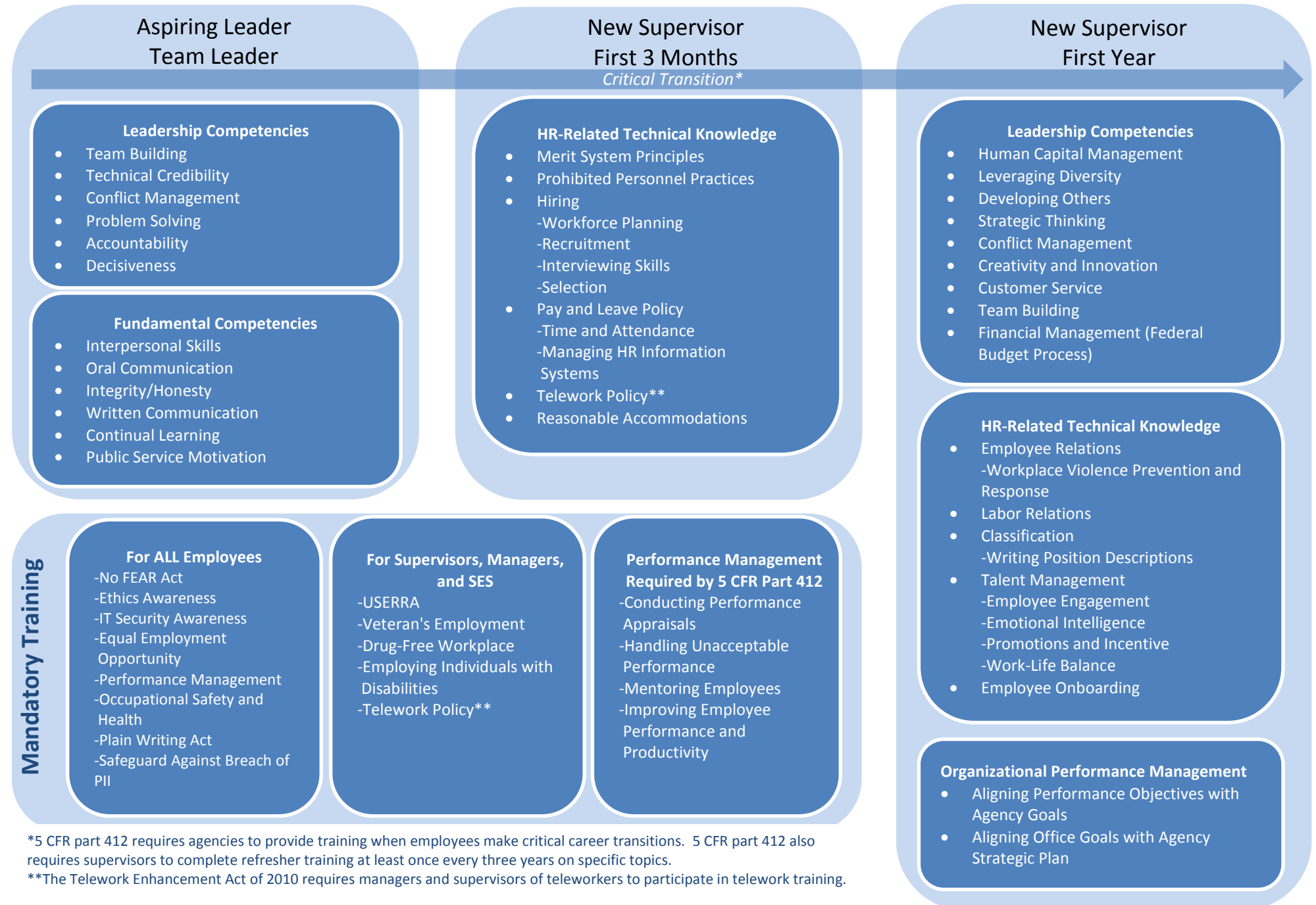
[OPM's Training Evaluation Field Guide Supplement](#)

[OPM's Federal Training and Development Wiki](#)

[OPM's Proficiency Levels for Leadership Competencies](#)

Federal Supervisory Training Framework

The framework outlines mandatory training and recommended competency development for aspiring leaders, team leaders, and new supervisors. It also includes overarching topics encompassing critical HR-related technical knowledge represented as sub-headings.

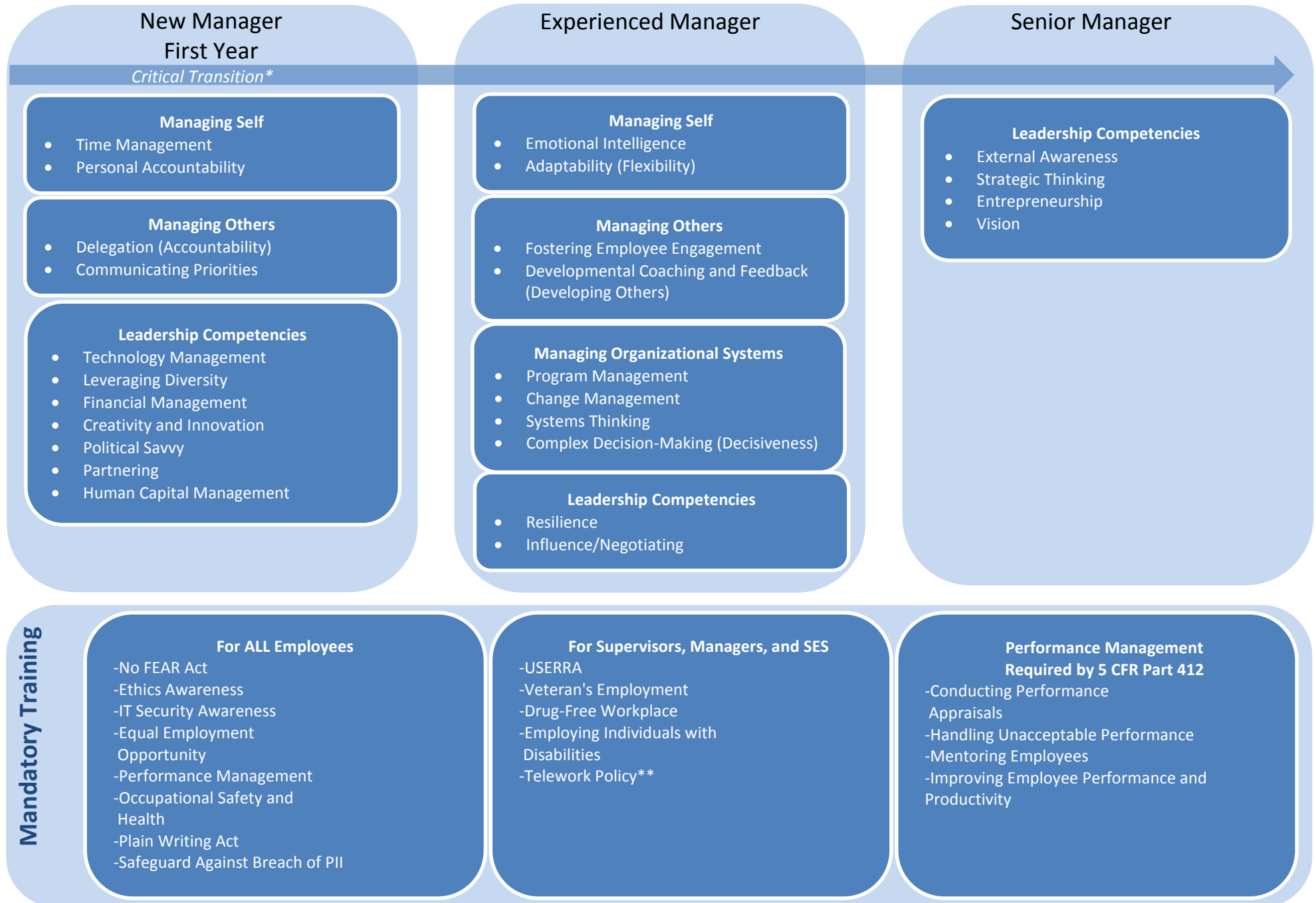


*5 CFR part 412 requires agencies to provide training when employees make critical career transitions. 5 CFR part 412 also requires supervisors to complete refresher training at least once every three years on specific topics.

**The Telework Enhancement Act of 2010 requires managers and supervisors of teleworkers to participate in telework training.

Federal Managerial Training Framework

The framework outlines mandatory training and recommended competency development for new managers, experienced managers, and senior managers.



*5 CFR part 412 requires agencies to provide training when employees make critical career transitions. 5 CFR part 412 also requires supervisors to complete refresher training at least once every three years.

**The Telework Enhancement Act of 2010 requires managers and supervisors of teleworkers to participate in telework training.

Federal Supervisory and Managerial Training Framework Definitions and Learning Objectives

This document provides definitions and learning objectives to help agencies execute OPM’s Federal Supervisory and Managerial Training Framework. The following definitions describe and explain the meaning of each leadership competency identified in the Frameworks. The following learning objectives describe the expected performance and outcomes of the learner at the conclusion of a learning activity. The definitions and learning objectives are stated in terms of what the learner will be able to think, feel, or do as a result of the selected learning activity. They are measurable, and each one describes increases in proficiency aligned with an employee’s career progression from an aspiring leader/team leader to experienced manager. These materials are intended to be used by Agencies to enhance their existing programs. Agencies are free to set their own policies and requirements to engage in training that meets the needs of the organization. OPM does not require a specific number of hours of training for supervisory and managerial development.

Supervisory Training Framework Definitions and Learning Objectives

| Aspiring Leader/Team Leader: Leadership Competencies | | |
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| Leadership Competency | Definition | Learning Objectives An aspiring leader/team leader will be able to: |
| Team Building | Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation, and motivates team members to accomplish group goals. | <ul style="list-style-type: none"> • Identify the stages of team development • Establish behavioral norms with teams • Describe approaches to building effective teams • Clarify team purpose and goals • Utilize team building exercises to improve team dynamics • Demonstrate how to encourage employees to share skills and abilities within work groups to facilitate completion of challenging tasks • Organize teams to identify and address agency concerns |
| Technical Credibility | Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise. | <ul style="list-style-type: none"> • Interact with employees to understand technical aspects of job duties • Gather technical information from internal and external stakeholders • Provide employees with feedback and support on technical issues • Formulate technically-sound recommendations to develop effective work products |

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| Conflict Management | Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner. | <ul style="list-style-type: none"> • Identify conflict management styles and situations where they are most appropriate • Describe the nature of conflict and its effects • Identify causes of conflict • Identify and address employee grievances • Implement changes to ensure the work environment is fair and equitable based on employee concerns • Manage and resolve conflicts and disagreements in a constructive manner |
| Problem Solving | Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations. | <ul style="list-style-type: none"> • Determine possible causes of workforce problems and recommend corrective action • Identify solutions to improve customer satisfaction • Collect and analyze pertinent data/information and seek ideas/feedback from stakeholders • Assess routine organizational problems by leading a team to brainstorm potential solutions • Establish guidelines to clarify complex and/or controversial processes |
| Accountability | Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules. | <ul style="list-style-type: none"> • Understand areas of accountability for work products, services, and results • Encourage employees to take ownership of work products, services, and results • Monitor programs and activities and take corrective action when necessary • Delegate work to employees to ensure employees meet key requirements • Develop written policies and procedures to ensure consistent adherence by employees • Investigate claims of employee violations and encourage employees to take responsibility for actions • Develop goals and assess workgroup progress towards goal achievement • Assure that effective controls are developed and maintained to ensure the integrity of the work |
| Decisiveness | Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions. | <ul style="list-style-type: none"> • Develop meeting agendas and determine topics for group decision-making • Understand the importance of involving others in decision-making • Determine the appropriate individuals needed for a decision-making process • Seek out best practices when making organizational decisions • Understand the importance of making sound and timely decisions for a project, team, or work unit • Effectively manage decision-making as a process • Utilize awareness of personal decision patterns when making decisions |

Aspiring Leader/Team Leader: Fundamental Competencies

| Fundamental Competency | Definition | Learning Objectives An aspiring leader/team leader will be able to: |
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| Interpersonal Skills | Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations. | <ul style="list-style-type: none"> • Interact with peers in a tactful manner • Demonstrate empathy and respect to employees • Demonstrate openness and approachability to employees at all levels • Examine and correct employee mistakes in a courteous manner • Respond appropriately to the needs, feelings and views of different people (including senior leaders, stakeholders, and customers) in different situations • Apply and practice effective listening strategies and techniques • Foster an atmosphere where employees are able to voice their opinions, concerns, or ideas without fear of criticism, ridicule, or retaliation |
| Oral Communication | Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed. | <ul style="list-style-type: none"> • Identify his or her own communication style • Identify barriers to effective communication and identify ways to overcome them • Conduct regular meetings to discuss initiatives and current events • Actively listen to and show understanding of oral communication from employees, customers, and other stakeholders • Understand how to defuse intensity during difficult conversations and interactions • Orally present ideas and facts in a clear, organized, and convincing manner and in a style, tone, and level appropriate to the audience and the occasion • Communicate agency goals and initiatives to employees in a clear and concise manner |
| Integrity/ Honesty | Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics. | <ul style="list-style-type: none"> • Demonstrate an increased awareness of the Code of Ethics for Government Service and other laws governing ethical behavior • 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 • Instill a climate of trust, openness, and honesty by admitting own mistakes and taking responsibility for one's actions • Display fortitude to support ethical actions that may negatively impact self or stakeholders |

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| Written Communication | Writes in a clear, concise, organized, and convincing manner for the intended audience. | <ul style="list-style-type: none"> • Examine various writing styles and formats, and understand the appropriate contexts in which to use them • Express facts and ideas in writing in a clear, convincing, and organized manner that is appropriate to the audience and occasion • Write documents using clear terminology and a concise format • Review technical reports, edit materials, and provide suggestions to improve clarity while ensuring documents are targeted to the intended audience |
| Continual Learning | Assesses and recognizes own strengths and weaknesses; pursues self-development. | <ul style="list-style-type: none"> • Recognize opportunities for self-development • Solicit periodic feedback to continually improve quality of own work • Recognize areas needing improvement, and take training to increase skills • Develop an Individual Development Plan (IDP) to address developmental areas • Integrate acquired knowledge or skills (e.g., team/work unit sharing, lessons learned, sharing information data bases) into day-to-day work • Engage in systematic, self-directed training and development activities aligned with the strategic needs of the agency |
| Public Service Motivation | Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests. | <ul style="list-style-type: none"> • Understand the importance of treating the public with deep respect and tact – maintaining a reputation for public service devotion • Respond promptly and accurately to public inquiries about agency policies • Review unit policies and procedures on a regular basis to ensure they are consistent with public needs • Emphasize the adherence of spending activities to legal requirements and established procedures to ensure appropriate use of public resources • Cultivate relationships with community stakeholders to validate usefulness of proposed products and services • Create and foster a culture that encourages a commitment to public service |

New Supervisor: First 3 Months
HR-Related Technical Knowledge

| HR-Related Technical Knowledge | Definition | Learning Objectives A new supervisor will be able to: |
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| Merit System Principles | Holds self and others accountable for efficient and effective human resources management in support of agency's mission in accordance with Merit System Principles. | <ul style="list-style-type: none"> • Identify and describe the merit system principles that form the foundation of supervisors' legal and human resources management responsibilities • Understand the importance and value of merit system principles to the United States Federal government • Understand a supervisor's responsibilities for protecting the merit system • Consider sound supervisory advice before taking action or making personnel decisions • Apply merit system principles to daily work situations |
| Prohibited Personnel Practices | Possesses knowledge and understanding of prohibited personnel actions, including equal employment opportunity (EEO) practices. | <ul style="list-style-type: none"> • Define the term "personnel action" • Identify and describe the prohibited personnel practices • Understand how to prevent and correct discriminatory practices • Understand the role and responsibilities of supervisors to enforce EEO • Identify agency EEO contacts and resources • Identify agency EEO law and doctrine • Develop EEO dispute resolution techniques • Understand whistleblower retaliation |
| Hiring | Illustrates knowledge, understanding and application of hiring initiatives and best practices in relation to a number of hiring areas, including: workforce planning, recruitment, interviewing, and selection. | <ul style="list-style-type: none"> • Explain the basic hiring process, position classification, behavioral interviewing, and the supervisor's role in each of these areas • Describe the process for filling a position and the supervisor's role in this process • Identify hiring best practices and common issues • Discuss predictors of good hiring selections and causes of bad selections • Develop sound behavioral-based interview questions and recognize inappropriate interview questions • Apply hiring best practices to Interview candidates for positions; recommend appointments, promotions, or reassignments to such positions • Identify and apply workforce restructuring strategies |

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| <p>Pay and Leave Policy</p> | <p>Illustrates knowledge, understanding, and application of supervisor’s responsibilities to comply with Federal pay and leave law and regulations relating to a number of areas, including time and attendance as well as management of HR information systems. Follows OPM’s policies and guidance to administer pay policies and programs for employees.</p> | <ul style="list-style-type: none"> • Identify the different types of leave, when they apply, and the process by which they are requested and approved • Explain the supervisor’s role in leave administration • Compare and contrast overtime, compensatory time, and credit hours • Identify instances of leave abuse and address suspected leave abuse • Discuss indicators and appropriate steps to take in leave abuse situations • Understand Alternative Work Schedules (AWS) and telework and how to apply these flexibilities • Describe typical hours of work and characteristics of flexible and compressed work schedules • Identify a supervisor’s roles and responsibilities in managing the agency’s HR information system to maintain employees’ accurate pay and leave records |
| <p>Telework Policy</p> | <p>Illustrates knowledge, understanding and application of agency’s telework policy and telework best practices to effectively manage remote personnel.</p> | <ul style="list-style-type: none"> • Describe the potential personal and organizational advantages of telework • Explain agency telework principles and procedures • Use the telework agreement to have meaningful discussions about the expectations of teleworking employees • Identify employee work habits and job tasks that are suitable for telework • Identify the roles and responsibilities in establishing and managing telework • Identify best practices in managing remote personnel • Clearly state expectations for performance to ensure the standards do not create inequities or inconsistencies between teleworking and non-teleworking employees |
| <p>Reasonable Accommodations</p> | <p>Illustrates knowledge, understanding, and application of supervisor’s responsibility in complying with Federal reasonable accommodation law and regulations.</p> | <ul style="list-style-type: none"> • Describe how reasonable accommodation is applicable to the hiring process and to the performance of a job • Determine whether a person is an individual with a disability, including appropriate situations when medical documentation may be required • Understand how to determine whether a person is qualified for a job including how to identify the essential functions of a position and how to determine whether/what reasonable accommodation should be granted and what constitutes an undue hardship to the agency • Identify different types of accommodations related to job performance including: job restructuring, leave, modified or part-time schedule, modified workplace policies, and reassignment • Describe the employing agency’s reasonable accommodation process and procedures |

**New Supervisor: First Year
Leadership Competencies**

| Leadership Competency | Definition | Learning Objectives A new supervisor will be able to: |
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| Human Capital Management | Builds and manages workforce based on organizational goals, budget considerations, and employees' needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded. Takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations. | <ul style="list-style-type: none"> • Apply and recommend appropriate personnel actions to recruit, hire and retain employees • Implement effective performance management practices that set expectations, monitor progress, develop employees, evaluate, and reward good performance • Take or recommend selection/promotion actions based upon criteria and requirements applicable to specific positions • Consider the impact of personnel decisions on current employees • Recognize and address deficiencies of human resources processes or tools |
| Leveraging Diversity | Fosters an inclusive workplace where individual similarities and differences are valued and leveraged to achieve the vision and mission of the organization. | <ul style="list-style-type: none"> • Create a diverse and inclusive environment which brings together different cultures, ideas, and experiences • Identify creative approaches for targeted recruiting to develop a workforce that draws from all segments of society and thus benefits from diverse strengths • Build a diverse staff, composed of members with a variety of skills who function effectively to accomplish the mission of the organization • Create a work environment and team that leverage the diverse capabilities of employees • Define diversity and articulate the business case for diversity and inclusion • Demonstrate adherence of everyday work duties and activities to diversity and EEO laws, policies, goals, objectives, procedures, and philosophies • Create and promote an environment in which individuals are appropriately respected and recognized for their perspectives and contributions. • Create a work environment and teams that leverage the diverse capabilities of employees |

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| <p>Developing Others</p> | <p>Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.</p> | <ul style="list-style-type: none"> • Support learning before, during, and after learning experiences to maximize effectiveness • Provide developmental feedback, guidance, and reinforcement to employees regarding job performance and expectations • Identify opportunities for employees to learn through formal or informal methods • Identify learning opportunities and outcomes from difficult conversations • Describe the importance and value of IDPs in relation to the career growth and success of supervisors and their employees |
| <p>Strategic Thinking</p> | <p>Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.</p> | <ul style="list-style-type: none"> • Differentiate between tactical approaches and strategic approaches to thinking • Identify detractors that commonly prevent strategic thinking • Articulate the agency's strategic plan, goals, and metrics • Describe current or new developments and decisions that impact agency's programs, resources, and mission • Develop and implement an organizational plan with goals, strategies, and metrics aligned to the agency's strategic plan • Communicate to all employees how work unit activities and priorities relate to agency strategic goals • Create project teams and staffing plans based on consideration of strategic objectives • Develop team objectives that are consistent with the strategic plans of the agency and the organization • Regularly monitor organizational progress, including progress of individual teams, towards strategic goals |
| <p>Conflict Management</p> | <p>Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.</p> | <ul style="list-style-type: none"> • Anticipate potential conflict situations and diffuse them before they escalate • Anticipate the outcomes of conflict • Identify ways to leverage productive conflict • Manage conflict among team members by utilizing mediation techniques • Address concerns regarding critical issues with employees in an open and honest manner • Resolve and address behavior issues to ensure employees treat each other with respect • Recognize conflict and take steps to address issues by meeting with the involved parties • Resolve conflicts arising at the agency level due to competing objectives, limited resources, or differing perspectives |

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| Creativity and Innovation | Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes. | <ul style="list-style-type: none"> • Explain the need for and the relationship between creativity and innovation • Illustrate the ability to think comprehensively and multi-dimensionally • Develop strategies to overcome individual and team obstacles to creativity • Recognize and reward creative and innovative efforts • Review and consider innovative ideas generated by others |
| Customer Service | Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services, and commits to continuous improvement. | <ul style="list-style-type: none"> • Understand the importance of customer service in the Federal government • Develop an understanding of who customers are and how to gauge their expectations • Learn the rational and emotional elements of customer relationships • Evaluate customer service efforts • Deliver high-quality products and services • Establish and use feedback systems to meet customer requirements and expectations • Design and implement guidelines to improve products and services • Address customer service deficiencies by involving employees to identify solutions • Design and continuously evaluate innovative customer service initiatives |
| Team Building | Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals. | <ul style="list-style-type: none"> • Create an environment that encourages and rewards cooperation, collective problem-solving, and participative decision-making • Develop team mission and goals by including the entire team in the decision-making processes • Lead the team from various organizational units to create new systems or processes • Promote team cohesiveness by defining roles and responsibilities of each team member and establishing overall objectives • Foster interagency networks to accomplish long-term strategic goals |

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| Financial Management | Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities. | <ul style="list-style-type: none"> • Demonstrate an understanding of the Federal budget process and how it affects the work unit's plans, decisions, and actions • Apply Federal and agency guidelines and procedures to develop budget requests and operating plans • Justify requested funding in relation to program objectives – optimizing likelihood of funding approval • Allocate and obligate funds according to approved funding levels and operating plan • Monitor income and expenditures for projects to ensure appropriate and accountable spending – avoiding anti-deficiencies due to over-spending and lapsed funding resulting from a failure to spend |
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New Supervisor: First Year
HR-Related Technical Knowledge

| HR-Related Technical Knowledge | Definition | Learning Objectives |
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| Employee Relations | Illustrates knowledge, understanding, and application of Federal employee relations policies and regulations that maintain supervisor-employee relationships, including workplace violence preventions and response. | <p>A new supervisor will be able to:</p> <ul style="list-style-type: none"> • Examine and resolve complaints from employees • Identify common employee relations issues including those relating to: performance, misconduct, and time and attendance • Apply minor disciplinary measures, such as warnings and reprimands, while referring group grievances and more serious unresolved complaints to a higher level supervisor or manager • Describe and apply progressive discipline • Identify the steps in the disciplinary action process • Describe employee discipline and the agency misconduct investigation process • Identify appropriate actions and options for addressing performance, in consultation with the agency's servicing Employee Relations office • Identify available HR resources that provide information and guidance for supervisors to carry out their responsibilities • Recognize the warning signs of potential workplace violence, with the advice and assistance of the agency officials who are designated to provide assistance on this issue • Identify a supervisor's responsibilities for creating and maintaining a safer work environment • Identify and describe the skills needed to take preventive action against workplace violence • Describe the agency's plan and procedures for workplace violence situations |

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| <p>Labor Relations</p> | <p>Illustrates knowledge, understanding, and application of Federal labor relations policies and regulations. Understanding of the supervisor’s role in managing unionized employment situations to minimize conflict.</p> | <ul style="list-style-type: none"> • Describe the basics of labor relations and union interactions to resolve daily workplace issues • Identify agency labor and employee relations contacts • Explain the role of unions in the Federal government • Explain the rights of supervisors and employees • Describe both the importance of the Collective Bargaining Agreement in governing the day-to-day working conditions of bargaining unit employees and the limits upon such agreements (i.e., that in the case of any conflict with applicable law, applicable law governs). • Explore typical labor management situations (e.g., changes in working conditions, formal discussions, investigative meetings, grievances) • Explain the supervisor’s role in agency grievance procedures • Describe the Federal Service Labor-Management Relations Statute (FSLMRS) (5 USC § 7101-7135) and how it governs labor relations in the Federal government • Describe the core rights reserved to management under 5 USC § 7106(a)(1) |
| <p>Classification</p> | <p>Illustrates knowledge and understanding of the position classification process through which Federal jobs (i.e., positions) are assigned to a pay system, series, title, and grade or band, based on consistent application of position classification standards, including the development and use of position descriptions.</p> | <ul style="list-style-type: none"> • Describe the purpose and use of position descriptions, classification, and job analysis • Explain basic position classification principles and the supervisor’s role in classifying positions • Assess and update position descriptions to ensure accuracy and relevance |
| <p>Talent Management</p> | <p>Illustrates knowledge and understanding on the development, retention, and management of people with the required skills and aptitude to meet current and future organizational needs, including in the following areas: employee engagement; emotional intelligence; compensation; recognition; and work-life balance.</p> | <ul style="list-style-type: none"> • Recognize the importance of the Federal Employee Viewpoint Survey (FEVS) and how to leverage it to increase engagement within your organization • Identify the factors that influence employee engagement and employee disengagement within your team and organization • Assess employee development and training needs to foster employee growth and advancement • Identify key attributes of emotionally intelligent (EI) leaders • Recognize the value of managing emotions in the workplace • Manage the work performance of subordinates, including: planning and setting expectations; developing employees to enable their success; monitoring progress; evaluating performance; and rewarding good performance • Apply a strategic approach, emphasizing mission and organizational outcomes, when determining and implementing work/life initiatives |

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| Employee Onboarding | Illustrates knowledge, understanding, and application of the process for integrating new employees into an organization and equipping them to become successful and productive. | <ul style="list-style-type: none"> • Describe agency’s onboarding process • Identify and describe role in each phase of the onboarding process • Explain and set cultural expectations for new employees (e.g., when to “cc” the supervisor on e-mails, what decisions can be made without supervisor approval, communication styles) • Monitor performance and provide formal and informal feedback and support throughout the employee’s first year |
| New Supervisor: First Year Organizational Performance Management | | |
| HR-Related Technical Knowledge | Definition | Learning Objectives A new supervisor will be able to: |
| Organizational Performance Management | Addresses individual and organizational performance matters necessary to properly create and sustain a results-oriented culture by aligning performance objectives with agency goals and aligning office goals with the agency strategic plan. | <ul style="list-style-type: none"> • Describe each stage and function of the agency’s performance management cycle, as well as the supervisory responsibilities corresponding to each stage • Explain the agency’s mission, vision, and strategic priorities • Discuss key elements of the agency’s work environment and culture • Define meaningful, relevant, and measurable performance standards and objectives that align with the agency strategic plan |
| Performance Management Required by 5 CFR Part 412 | | |
| Training Requirement | Learning Objectives A new supervisor will be able to: | |
| Conducting Performance Appraisals | <ul style="list-style-type: none"> • Differentiate the mid-year and annual review process • Explain how a mid-year and annual review are conducted • Identify critical job performance elements that define results to be achieved • Conduct effective performance discussions with employees • Describe and demonstrate how to rate performance objectives and behavioral performance consistently and fairly across employees at the end of the rating cycle • Develop effective and meaningful narratives for employees | |

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| Handling Unacceptable Performance | <ul style="list-style-type: none"> • Communicate and document performance concerns • Identify and apply appropriate actions to effectively address ongoing performance and work-habit problems • Identify appropriate opportunities to provide performance feedback to employees |
| Mentoring Employees | <ul style="list-style-type: none"> • Define mentoring • Define employee development conversations • Apply active listening, powerful inquiry, detailed feedback, and clarification of outcomes in employee development conversations • Provide objective and positive suggestions to employees on appropriate office conduct and work ethics • Provide objective and positive suggestions on how employees may improve work proficiency and productivity |
| Improving Employee Performance and Productivity | <ul style="list-style-type: none"> • Implement a decision-making tool for analyzing performance and closing performance gaps • Distinguish among the types of support to offer to employees and the optimal timing for each type of support (e.g., coaching, mentoring, developmental counseling, instructing/teaching, and consulting). • Reward excellent performance • Address poor performance |

Federal Managerial Curriculum Definitions and Learning Objectives

| New Manager: First Year Managing Self Competencies | | |
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| Managing Self Competency | Definition | Learning Objectives |
| | | A new manager will be able to: |
| Time Management | Manages time effectively and strategically by analyzing goals, structuring goals into tasks, and prioritizing those tasks. Requires ability to prepare prioritized task lists, sequence and queue tasks, and estimate timeframes to effectively schedule and meet deadlines. | <ul style="list-style-type: none"> Clearly define and prioritize personal and organizational goals, and eliminate unnecessary activities Differentiate and prioritize urgent and important tasks for action Recognize dependencies that should be considered when sequencing tasks Identify a strategic method to efficiently complete tasks within assigned timeframes Make sound strategic-level decisions in a timely manner Manage competing priorities and maintain accountability Recognize the value of operating as a strategic leader in both work and personal life Identify strategic leadership techniques to overcome work life and personal obstacles, and how to adapt as stressors change over time |
| Personal Accountability | Holds self accountable for accomplishing measurable, high-quality, timely, and cost-effective results. Accepts responsibility for errors; complies with established control systems and rules; and plans and executes the work. | <ul style="list-style-type: none"> Model and promote personal accountability to benefit the organizational culture Identify and communicate key organizational goals and take ownership for goal achievement Apply tools and practices that accelerate greater accountability in the accomplishment of organizational goals |

| New Manager: First Year Managing Others Competencies | | |
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| Managing Others Competency | Definition | Learning Objectives A new manager will be able to: |
| Delegation (Accountability) | Empowers employees by assigning tasks and granting appropriate authorities. Engages direct reports by allocating responsibilities to maximize organizational, team, and individual effectiveness. Provides appropriate resources and timely, accurate, and objective feedback on assignments. | <ul style="list-style-type: none"> Identify activities and tasks suitable for delegation Delegate tasks to employees based on objective criteria (e.g. skill, experience, developmental needs and interests, workload and fairness) Engage staff through effective delegation Provide support, encouragement, and valuable feedback on progress towards goals |
| Communicating Priorities | Conveys information concerning important organizational objectives in written and verbal form with staff, customers, and other stakeholders. Actively listens and considers feedback. | <ul style="list-style-type: none"> Seek and understand the sources of organizational priorities Develop a deliberate approach for sharing identified priorities Manage and communicate changing priorities and shifting demands |
| New Manager: First Year Leadership Competencies | | |
| Leadership Competency | Definition | Learning Objectives A new manager will be able to: |
| Technology Management | Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems. | <ul style="list-style-type: none"> Strategically prioritize investments for information technology (IT) applications and systems Collaborate with IT leaders to identify system shortcomings, research options, and advocate a redesign and restructure of the process to effect positive change Improve organizational ability to gather and act on data from stakeholders through online surveys and related IT tools Improve organizational productivity by optimizing the use of existing IT applications for use by customers and staff Apply technical knowledge of IT systems to ensure access to, and security of, the systems Use IT-provided knowledge to streamline data collection processes and increase output |

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| <p>Leveraging Diversity</p> | <p>Fosters an inclusive workplace where individual similarities and differences are valued and leveraged to achieve the vision and mission of the organization.</p> | <ul style="list-style-type: none"> • Create a diverse and inclusive environment that brings together different cultures, ideas, and experiences • Identify creative approaches for targeted recruiting to develop a workforce with diverse strengths that draws from all segments of society. • Build and develop a diverse staff with a variety of skills who function effectively to accomplish the mission of the organization • Develop a creative initiative focused on recognizing the various dimensions of diversity to encourage inclusiveness in the workplace • Ensure EEO in the workplace to maintain a work environment conducive to the appreciation and support of diversity and inclusion |
| <p>Financial Management</p> | <p>Understands the organization's financial processes. Prepares, justifies, and administers the portfolio budget. Leverages procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.</p> | <ul style="list-style-type: none"> • Leverage a financial management system to meet organizational objectives • Understand agency-wide financial procurement procedures • Leverage the agency's procurement system to support organizational programs, within time and budgetary constraints • Facilitate and assess processes, situations, and issues and corrective actions • Develop, justify, and manage budgets for annual projects and programs in accordance with agency guidance • Conduct research to determine resource needs and leverage the procurement process to acquire resources |

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| <p>Creativity and Innovation</p> | <p>Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.</p> | <ul style="list-style-type: none"> • Solicit feedback from team members in the creation of new agency initiatives and services • Create new methods for planning, designing, executing, and evaluating program objectives • Organize and lead cross-divisional work group in developing creative solutions to address problems • Create a system to redistribute work across units during unexpected situations |
| <p>Political Savvy</p> | <p>Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.</p> | <ul style="list-style-type: none"> • Assess political issues to effectively work with Congress • Respond to Congressional hearing inquiries • Ensure staff understand documentation and required metrics to analyze political issues • Establish a clear vision for the organization by meeting with managers agency-wide to ensure initiatives are understood • Address controversial political issues by conducting research and considering best practices • Evaluate political implications by considering different courses of action on key issues |
| <p>Partnering</p> | <p>Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.</p> | <ul style="list-style-type: none"> • Develop, publicize, and garner support for programs and policies through constructive and influential engagements with key individuals or groups (e.g., senior leaders, colleagues, unions, employees, customers, and stakeholders) • Partner with offices and organizations to develop shared strategic goals and activities; coordinate to ensure consistent, constructive action and communication across organizations • Gain support from key leaders within the organization to ensure support for work objectives and team initiatives |

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| Human Capital Management | Builds and manages the workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, developed, appraised, and rewarded; takes action to address performance problems or misconduct. Manages a multi-sector workforce and a variety of work situations. | <ul style="list-style-type: none"> • Provide strategic customer service by considering organizational goals, timeframes for achieving goals, and staff responsibilities • Analyze staffing needs and develop strategy to address recruitment needs • Provide learning and development opportunities to employees based upon individual employee need as well as organizational need • Leverage agency incentive/reward programs to recognize and retain high-performing and/or critical employees and suggest ways to improve incentives and rewards • Identify creative strategies to overcome resource limitations in order to recruit and retain employees with the required skills and qualifications • Identify mission-critical occupations and associated competencies needed to perform organizational functions • Review and update position descriptions and performance plans |
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Experienced Manager
Managing Self Competencies

| Managing Self Competency | Definition | Learning Objectives |
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| Emotional Intelligence | Possesses the social competence involving the ability of a person to monitor and understand his/her emotions and the emotions of others and then to use this information to inform the person's thinking and actions. | <p>An experienced manager will be able to:</p> <ul style="list-style-type: none"> • Identify EI fundamentals • Identify key attributes of EI leaders • Identify internal and external stimuli that influence EI • Recognize the value of managing emotions in the workplace • Recognize and successfully manage self-conscious emotions • Promote healthy relationships in the workplace • Respond productively to workplace pressures • Identify and respond effectively to the emotions of others • Assess current and desired levels of EI proficiency |
| Adaptability (Flexibility) | Remains flexible and open to new ideas, and models behavior that encourages others to value flexibility. Adjusts behavioral and/or leadership style or approach necessary to achieve a goal. Responds to change with a positive attitude and a willingness to learn. | <ul style="list-style-type: none"> • Identify personal barriers to adaptability • Identify situations that require a change in approach, and adapt accordingly • Develop tools and approaches to manage and react to changing circumstances • Analyze the changing environment and model a positive attitude towards change to influence the flexibility of others. • Adjusts timelines, results and expectations appropriately to changing circumstances |

Experienced Manager
Managing Others Competencies

| Managing Others Competency | Definition | Learning Objectives |
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| Fostering Employee Engagement | Guides, inspires and motivates staff to meet challenges and achieve objectives. Promotes employee ownership and responsibility for desired outcomes. | <p>An experienced manager will be able to:</p> <ul style="list-style-type: none"> • Recognize the importance of the Federal Employee Viewpoint Survey (FEVS) and how to leverage EVS data to increase engagement within your organization • Identify the factors that influence employee engagement and employee disengagement within your team and organization • Identify and address employee disengagement issues and implement appropriate solutions • Develop high-trust relationships within and across teams • Undertake a candid and accurate self-assessment to measure their own level of engagement or disengagement • Design and implement a meaningful personal action plan to improve personal engagement • Assist employees in identifying and obtaining diverse experiences to address their developmental needs • Provides periodic information and observations that will enhance and optimize employee performance through their optimal discretionary effort |
| Developmental Coaching and Feedback (Developing Others) | Evaluates and addresses the developmental needs of employees and assists them in selecting learner-centric diverse experiences to gain necessary skills. | <ul style="list-style-type: none"> • Identify opportunities for employees' development • Prepare an individual development plan • Encourage employees to take ownership and responsibility for their personal improvement and development • Listen actively to employee concerns and consider employee perspectives with an open mind, avoiding interference from the manager's internal filters, biases, or preferred approaches • Plan, prepare and implement a coaching session • Ask powerful and enabling questions, and provide constructive feedback • Communicate observations that are grounded in behaviors and facts • Communicate high expectations, provide necessary resources, follow-up periodically to assess progress • Work through any resistance to coaching by continuing to ask questions while resisting the impulse to provide advice for every situation |

| Experienced Manager Managing Organizational Systems Competencies | | |
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| Managing Organizational Systems Competency | Definition | Learning Objectives An experienced manager will be able to: |
| Program Management | Applies knowledge, skills, and techniques to execute programs effectively and efficiently. | <ul style="list-style-type: none"> • Define a program's scope and objectives • Identify key critical success factors • Identify key stakeholders whose support and/or buy-in are critical for program success • Identify and obtain necessary resources and assign responsibilities • Identify key program elements and tasks • Develop a program schedule • Monitor program status and take appropriate corrective actions • Communicate/and or report program status and issues to senior leadership and other key stakeholders |
| Change Management | Defines and instills values, attitudes, norms, behaviors, and steps within an organization that support strategic approaches for accomplishing work and overcoming resistance to change. | <ul style="list-style-type: none"> • Recognize when change is necessary, and strategically plan agency and organizational change initiatives • Recognize effective approaches to lead organizational change • Create and communicate a vision for change, including how it will impact the organization • Articulate the intended result of the change process • Demonstrate commitment and support for change |

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| <p>Systems Thinking</p> | <p>Possesses the ability to collectively assess interrelationships, interconnectedness, and patterns of change across different domains in complex situations.</p> | <ul style="list-style-type: none"> • Describe systems thinking and systems thinking methodology • Apply practical systems thinking approaches to solve complex problems • Assess the impact of policies and decisions that relate to organizational growth, stability, and performance • Recognize how organizational culture can impact different positions, organizational work units, and teams. • Identify relationships and patterns using management and organizational diagnostic tools • Understand systems thinking as it relates to leading organizational change efforts • Recognize barriers to change from within oneself, from others, and from the organizational environment |
| <p>Complex Decision-Making (Decisiveness)</p> | <p>Approaches complicated, ambiguous challenges by developing effective viable solutions intended to drive organizational effectiveness and promote buy-in with affected stakeholders.</p> | <ul style="list-style-type: none"> • Break down decisions into manageable parts, analyze possible alternatives, use available information and consider decision makers' preferences • Meet challenges by analyzing problems and determining criteria to create successful outcomes while minimizing risks • Develop multiple options or approaches to address the challenges • Apply and design effective decision-making processes • Assess the potential impacts and associated risks of each option • Select, implement and evaluate an optimal decision based on desired outcomes, value, costs, and risks |

**Experienced Manager
Leadership Competencies**

| Leadership Competency | Definition | Learning Objectives |
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| Resilience | Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. | <p>An experienced manager will be able to:</p> <ul style="list-style-type: none"> • Demonstrate persistence when providing rationale to staff during times of significant organizational challenges • Respond to setbacks by developing alternative approaches to determine the best course of action • Maintain unit's effectiveness, quality, and morale during organizational and environmental challenges • Maintain commitment and execution of projects, even when faced with changing objectives, deliverables, and deadlines • Develop creative and alternative strategies to achieve objectives, using available resources, when faced with significant budget limitations |
| Influence/Negotiating | Persuades others; builds consensus through trust and compromise; gains cooperation from others to obtain information and accomplish goals. | <ul style="list-style-type: none"> • Develop trust and convince senior leaders, colleagues, and other stakeholders (including customers) to obtain information and accomplish goals • Influence external executive decision-makers and stakeholders to achieve substantive goals • Negotiate with leaders for organizational changes (including reorganization or budget reallocation) • Lead a team of experts to provide advice on, build credibility for, and influence a multi-level negotiation process • Persuade manager to change leadership position or approach to better fit a situational need • Facilitate agreements with other organizations and contractors to accomplish goals |

**Senior Manager
Leadership Competencies**

| Leadership Competency | Definition | Learning Objectives A senior manager will be able to: |
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| External Awareness | Keeps current on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment. | <ul style="list-style-type: none"> • Understand the external environment and external stakeholders who impact decisions • Take into account multiple, diverse views and needs of other organizations or external organizations • Reflect industry best practices in the development of agency-wide policies and procedures • Synthesize complex information gathered from a variety of external sources, and disseminate to staff |
| Strategic Thinking | Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks. | <ul style="list-style-type: none"> • Conduct review of the agency's core mission and gathers information from relevant sources to support development of a strategic plan • Lead and direct a strategic planning team to address and outline the future direction of an organization • Identify and develop strategic goals, objectives, and supporting strategies • Establish strategic performance measures to allow the organization to continually assess and adjust program direction |
| Entrepreneurship | Positions the organization for future success by identifying new opportunities. Builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives. | <ul style="list-style-type: none"> • Assess customer needs, and develop innovative products and services to address recommendations • Take calculated risks by creating new and innovative business lines and approaches • Conduct research, and develop associated business proposals resulting in a high return on investment • Create a new product, service, or policy based on requirements submitted by users • Make recommendations on investment in emerging technologies to produce new products |

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| Vision | Takes a long-term view and builds a shared vision with others. Acts as a catalyst for organizational change. Influences others to translate vision into action. | <ul style="list-style-type: none">• Understand the agency's vision and how the manager's portfolio aligns with that vision• Consider various viewpoints from internal and external sources when developing new organizational mission and vision• Direct and provide guidance to employees to develop long-term strategic plan for the division• Conduct workshop with employees, human resources staff, and customers to build a shared vision• Acknowledge organizational strengths and develop a plan to address areas needing improvement• Communicate vision and mission of new organizations to employees while incorporating employee feedback for ideas on accomplishing new goals and objectives |
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Training Evaluation Field Guide Supplement

The OPM Training Evaluation Field Guide Supplement is an abbreviated version of the *OPM Training Evaluation Field Guide* located at http://www.opm.gov/policy-data-oversight/training-and-development/reference-materials/training_evaluation.pdf

Federal Supervisory and Managerial Training Evaluation: Demonstrating the Value of Training at Every Level

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|----------------|--|--|---|--|--|---|----------|----------|
| Planning Stage | Pg. 11 | Pg. 13 | Pg. 15 | Pg. 17 | Pg. 20 | Pg. 22 | | |
| | Step 1: Address Stakeholder Issues | Step 2: Refine Expectations to Define Results | Step 3: Determine Critical Behaviors | Step 4: Determine Required Drivers | Step 5: Identify Leading Indicators | Step 6: Address Necessities for Success | | |
| | Inputs | Outcomes | Outcomes | Outcomes | Outcomes | Inputs | Outcomes | Baseline |
| | Understand and identify the business/organizational need—be the consultant and ask questions. | Determine the desired results of the initiative (what does success look like so you achieve what outcome?). | Determine a manageable number of observable critical behaviors that lead to on-the-job success and targeted results. | Determine if formal training is needed by considering if knowledge, skills or the right attitudes are lacking. If not, drivers alone can support the identified critical behaviors and training is not needed. | Determine immediate outcome(s) for each critical behavior—describing how those being trained would specifically apply the critical behavior to successfully perform their actual jobs. | Reconvene stakeholders and review the training initiative plan. Discuss, negotiate and build consensus to obtain approval. | | |
| | Determine key stakeholders for the initiative—the critical group whose opinions will be most critical to the success of the initiative. | Determine how the results will be measured or quantified. | Ensure identified critical behaviors align with the performance requirements to which those being trained are held accountable in their jobs | Determine the required types of support and accountability drivers that will best ensure performance of identified critical behaviors on the job. Gain support for the execution of required drivers. | Ensure that identified critical behaviors, leading indicators and targeted results, directly correlate to the outcomes. | Discuss organizational cultural realities that will impact participants' ability and willingness to perform the critical behavior on the job. | | |
| | Begin to identify the roles and responsibilities of training and business partners. Determine primary and secondary responsibilities (pg. 24). | Determine if the results are attainable with available resources. | Determine the extent and the degree to which identified critical behaviors are currently being practiced. | Focus required drivers on the most significant critical behaviors that have the greatest likelihood of successful impact on behavior and results. | | Identify any missing conditions (e.g., resources and systems) required to drive critical behaviors. Determine feasibility of establishing these conditions. | | |
| | Identify collateral and intangible benefits that may also be achieved (e.g., increased employee engagement, reduced turnover). | Identify conditions, including enablers and barriers, for the current level of application of the identified critical behaviors. | For important initiatives, select at least one driver from the four dimensions: reinforce, monitor, encourage and reward (pg. 17). Select realistic drivers that are not contrary to a particular organizational culture. | | Discuss what type of quantitative and qualitative data will be required by each group of stakeholders to demonstrate training impact and to include in evaluation plan. | | | |

Execution Stage

| Pg. 28 | Pg. 31 | | | Pg. 47 | | | Pg. 49 | Pg. 50 | | Pg. 52 | Pg. 53 | | |
|--|---|----------|----------|--|----------|----------|--|---|----------|--|-----------------------------------|--|--|
| Step 1: Design and Develop Pre-training, Training Program and Drivers | Step 2: Design and Develop Evaluation Tools | | | Step 3: Build Dashboard | | | Step 4: Deliver Pre-training and Training | Step 5: Measure at Levels 1 and 2 | | Step 6: Initiate Ongoing Reinforcement and Monitoring | Step 7: Measure at Levels 3 and 4 | | |
| Inputs | Outputs | Outcomes | Baseline | Inputs | Outcomes | Baseline | Outputs | Outputs | Outcomes | Outcomes | Outcomes | Baseline | |
| Design pre-training activities (e.g., advance materials, online introductory training) to prepare the participant for the actual training initiative. | Ensure methods are in place to monitor the ongoing and ultimate effectiveness of the initiative. Consider data needs based on stakeholder input gained during the planning phase. | | | Develop an initiative-specific dashboard to monitor and communicate progress towards outcomes. The dashboard should include key metrics covering summative Kirkpatrick Level 1 and 2 assessment, required drivers, critical behaviors, leading indicators, and Level 4 Results. Set targets for each metric when possible. If a target cannot be set prior to training, monitor early performance, and subsequently set the target as appropriate. | | | Ensure pre-training is disseminated and completed. The pre-training activities should prepare participants for the training content | Administer Level 1 and 2 evaluations as indicated in the evaluation plan. Consider using qualified personnel other than the instructor to increase honesty and candor. | | Ensure implementation of drivers no later than the conclusion of training (or on a start date upon which training participants agree) to optimize participant commitment to learning and application of critical behaviors in their actual jobs. | | Administer Level 3 and 4 evaluations as planned. Encourage participants to engage in post-training evaluation activities. | |
| Create course objectives and training content (with input from Subject Matter Experts) that will prepare participants to perform critical behaviors on the job. The objectives and content should align to the targeted results of the initiative. They should also include activities and scenarios that simulate, and challenge participants to address, real work situations. | Measure all four Kirkpatrick levels for mission-critical programs. Do not overemphasize Levels 1 and 2 or ignore Levels 3 and 4. Samples provided starting on pg. 35. | | | Make the dashboard a standardized tool reserved and used for all mission critical programs. | | | Deliver the training according to the training initiative plan developed during the planning stage. This should include post-training activities to further reinforce learning and the achievement of results. | Immediately analyze the evaluation data in relation to targeted standards. If metrics are below target, determine the cause. | | Monitor the drivers at the training outset to ensure actual implementation. Make modifications to the training initiative plan when indicated by data. | | Immediately analyze data in relation to targeted standards. If actual metrics are below targets, determine the cause(s). Dashboard samples start on pg. 54 | |
| Create the drivers, identified in step 4 of the planning stage, that are the responsibility of the training function. | Use a blend of formative and summative evaluation methods whenever possible. Do not use surveys as the primary evaluation method/tool. Examples of evaluation methods begin on page 33. | | | Update the dashboard on a monthly basis to optimize its value as a dynamic management system for making informed decisions, as well as a communication tool to keep participants, team members, stakeholders, and other apprised of initiative progress. | | | | Determine proper interventions where indicated by data. Communicate training initiative modifications resulting from feedback to participants and stakeholders where indicated. | | | | Determine and implement proper interventions where indicated. | |

Demonstration of Value Stage

| Pg. 76 | | Pg. 78 |
|--|---------|--|
| Step 1: Prepare Chain of Evidence | | Step 2: Report Data and Information |
| Inputs | Outputs | Outcomes |
| Consider the audience identified in the planning stage and the types of evidence requested by each. Consider the following: not all data is for all audiences; degree of detail will vary by stakeholder; and more data is not always better. | | Verify that the report provides the most relevant information to the specific audience for which the report is intended. |
| Present the evidence sequentially to the Kirkpatrick Levels, starting with Level 1 and ending with Level 4. Include data on required drivers and leading indicators. Highlight connections between training, learning, job environment, performance, and mission accomplishment. | | For oral presentations, rehearse to ensure successful delivery. |
| Where appropriate, include employee testimonies that will help make powerful connections between the levels to demonstrate value. | | If appropriate, offer recommendations for future applications of the Kirkpatrick Business Partnership Model (pg. 7). |
| Identify any intangible or collateral benefits at the end of the chain of evidence. | | |
| Determine the simplest way to communicate the data: verbally, in writing, with the dashboard, or through other key visuals (graphs, tables, charts). | | |

Resolutions to common challenges

| Pg. 80 | |
|--|--|
| Common Challenges | Strategic Business Partnership Solution |
| “Our budget is too small to train.” | Solicit and obtain senior agency leadership commitment to training, and emphasize a resource-efficient interagency training solution to minimize agency-specific costs and a resulting quantifiable return on investment. |
| “Our budget is too small to do much other than train.” | Review and strategically realign resources to organizational mission and training priorities: <ul style="list-style-type: none"> • Conduct an inventory of your current training programs and prioritize these programs based on organizational value including impact on strategic goals. • Identify more cost-effective learning methods, particularly for lower-value programs (e.g., technological solutions can often provide electronic or other distance-learning methods as a substitute for content-heavy instructor-led or even on-line training, and training needs may at times be met through job aids or other on-the-job interventions). • Apply resulting savings in resources (time and budget) to Level 3 efforts for delivering more strategic and impactful programs. |
| “We do not have clear enough direction from senior leaders to ‘start with the end in mind’” | Delivery of training or any type of intervention without knowing the “destination” will often lead to wasted resources, minimal mission accomplishment, and inadequate leadership commitment. This message needs to be brought boldly to senior leaders, and collaborative sessions arranged to identify specific, measurable Level 4 Results that will accurately reflect mission accomplishment and be realistic to accomplish. |
| “Our leaders are only asking for training. They are not interested in the other aspects of the model.” | Move from being a training provider to a strategic business partner. Educate your leaders as to the inefficiency and ineffectiveness of training events alone: <ul style="list-style-type: none"> • Show them relevant research and best practices. • Convince them of a better way, typically through a successful business partnership pilot program within your agency. • Articulate specifically how you can enable your leaders to achieve strategic outcomes through a more substantive training program; explicitly state what participants will learn and how it will benefit the agency. |
| “We do not have enough staff to go beyond Level 2.” | Make Level 1 and 2 evaluations as efficient as possible to save resources for the higher-impact Levels 3 and 4. <ul style="list-style-type: none"> • For Level 1, use short, learner-centered reaction sheets. • For Level 2, use retrospective pre- and post-assessments instead of full pre- and post-tests. • Conduct Level 3 and Level 4 surveys and focus groups only for mission-critical programs. |

Logic Model Template for Creating Federal Supervisory and Managerial Training

Purpose

The logic model is a tool which provides a systematic and visual aid to describe the training curriculum's sequence of related events and a clear understanding of the curriculum goals and evaluation. The logic model identifies curriculum components (inputs, outputs, outcomes and evaluation methodology) and illustrates the relationship between them.

Reading a Basic Logic Model

The logic model enables the user to connect the components of a training program to identify and measure cause and effect. In the specific logic model described in this document, the user performs a series of sequential steps to identify and assess the basic components of the training curriculum basics – from the planning stage at the beginning through the results stage at the end. For each stage, the user applies a chain of reasoning focused on answering “If this, then that?” questions to discern and evaluate activities and their relation to outputs and ultimately to outcomes.

Building a Logic Model by Basic Curriculum Components

The logic model is developed during the planning phase and used in conjunction with OPM's Training Evaluation Field Guide and the Training Evaluation Field Guide Supplement. The following logic model template has been prepopulated with Federal managerial curriculum-specific examples to assist you in creating your agency's managerial logic model. You should reference the template when determining the factors to include for each of the logic model components. Keep in mind that the template is not an exhaustive list of factors. You should consult with your agency stakeholders to determine which factors to include.

1. **Inputs** are the major resources you will invest in the curriculum which potentially enable or limit curriculum effectiveness.
 - **Protective factors** are enabling resources which may include the agency's strategic plan, strategic learning plan, EVS results, training needs assessment, potential collaborating partners, existing organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, and supplies.
 - **Limiting risk factors** might include such things as assumptions, the political environment, lack of resources, policies, laws, and regulations.
2. **Outputs** are composed of activities and their direct products.
 - **Activities** are the processes, techniques, tools, events, technology, and actions of the planned curriculum. The things you will do with your resources.
 - **Direct Products** are the *results* of the activities, and describe the size and/or scope of the services and products delivered or produced. For example, the *number* of classes taught, meetings held, or materials produced and distributed.
3. **Outcomes** are specific changes in attitudes, behaviors, knowledge, skills, or conditions expected to result from the activities. The logic model template includes examples of organizational and curriculum metrics for each outcome level.
 - **Short-Term Outcomes (Level 2)** - To what degree participants acquire the intended knowledge, skills, attitudes, confidence, and commitment based on their participation in a training event
 - **Intermediate Outcomes (Level 3)** - To what degree participants apply what they learned during training when they are back on the job
 - **Long-Term Outcome (Level 4)** - To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement with a focus on Return on Expectations (ROE) and impact
4. **Baseline Data** is the initial collection of data which will serve as a basis for comparison with the subsequently acquired data. This section was included to assist you in formulating your evaluation plan, tools, and questions. The template includes examples of evaluation methods and tools to use when evaluating the effectiveness of your curriculum.

Logic Model Template for Federal Supervisory and Managerial Development

Program Office Goal: To develop an effective managerial curriculum and evaluation methodology that meets government-wide requirements.

Business Objective: Create leadership pipeline for sustained organizational success

Target Population: Federal Supervisors & Managers

| Inputs | Outputs | | Outcomes | | | Baseline Data | |
|--|--|---|--|---|--|---|--|
| Major resources needed | Activities associated with the resources | Direct products of activities | Changes/impacts that occur because of activities | | | Baseline data is necessary for each evaluation method | |
| | | Immediate Level 1 | Short-term Level 2 | Intermediate Level 3 | Long-term Level 4 | Evaluation Methods (p. 20, 33-46) | Evaluation Tools (p. 33 – 46) |
| | | | Changes in Learning (p. 31-32, 50) | Critical & Sustained Behaviors | Return on Expectations | | |
| <p>Organization Factors Agency's Strategic Plan and Goals Strategic Learning Plan EVS results Agency's training needs-assessment</p> <p>Risk Factors Laws/Regulations Political environment Organizational culture Assumptions (facts or conditions you assume to be true)</p> <p>Protective Factors Program budget Facilities Staff resources Office supplies Technology</p> | <p>Design and develop a curriculum</p> <p>Implement managerial training curriculum (delivery strategy)</p> <p>Assess quality of managerial curriculum and identify training gaps</p> <p>Develop a marketing strategy</p> | <p>Specific to Curriculum Goals & objectives Courses offered Curriculum design Learning delivery systems Instructor training # of training hours</p> <p>Specific to Implementation # of supervisors and managers trained # of supervisors and managers/course # of courses delivered # of new certifications (if applicable) # of managers completing multiple training</p> <p>Specific to Quality Assessment of Courses % participant satisfaction</p> <p>Specific to Marketing Strategy # of fliers & brochures # of social media sites and threads # of Webcasts/Podcasts # of web posts # of website hits/responses # of hits/responses to promotional messages posted to a Listserv # of News releases # of posters (signage in general)</p> | <p>Change in knowledge, attitudes, and skills specific to the courses delivered</p> <p>Closed competency gaps</p> <p>Increased awareness</p> <p>Increased commitment</p> <p>Increased confidence</p> <p>Changed motivation or aspiration</p> <p>Broader perspectives</p> | <p>Increased collaboration/sharing of best practices within and across agencies</p> <p>Increased transparency</p> <p>Increased manager-employee interaction</p> <p>Increased employee advocacy</p> <p>Increased use of rewards</p> <p>Increased use of just-in-time training/job aides</p> <p>Ability to successfully address challenges</p> <p>Changed policies, practices, or decisions</p> <p>Increased agility when responding to and leading change</p> <p>Drivers of Learning Transfer Opportunity to apply new knowledge Reinforcement (mentoring, discussion groups, practice) Encouragement (OTJ observation, feedback, coaching) Reward (acknowledgement of changed behavior) Monitor (dashboard, surveys)</p> | <p>Employee Impact Promotion Increased satisfaction and engagement Increased retention Reduction in # of grievances filed Reduction in % of successful grievances Employee Turnover (Involuntary vs. Voluntary)</p> <p>Work Culture Better team performance leading to better work products More innovative ideas More creative solutions Compliance with laws Improved communication</p> <p>Organization Impact Decreased training costs Increased efficiency Team learning Shared vision</p> <p>Succession Planning Measures Organization's ability to fill key jobs with internal candidates Ethnic & gender diversity in promotions Positive performance evaluations following promotion Leadership effectiveness High potential retention & attrition</p> | <p>Interviews with senior leaders/employees (3, 6, and 12 months after the program)</p> <p>Track developmental activities in the daily operational context (how did the supervisor/manager follow up or offer feedback to the employee?)</p> <p>Track \$ spent on training</p> <p>Track # of monetary & non-monetary rewards/recognition</p> <p>On-the-job observations of progress</p> <p>Monitor employee engagement scores</p> <p>Track customer satisfaction scores</p> <p>Monitor quality of work products</p> <p>Track employee retention rates</p> | <p>Checklist/L3 Survey</p> <p>Team meeting reports</p> <p>360-degree evaluations</p> <p>L3/L4 surveys</p> <p>Accounting records</p> <p>Tracking sheet</p> <p>Checklist</p> <p>Employee Viewpoint Survey/Agency survey</p> <p>Customer survey</p> <p>Supervisor and Manager survey/customer survey</p> <p>HR system</p> <p>Other: Organizational climate survey</p> <p>Labor & Employee Relations Office</p> |

OPM Leadership Development Matrix (adapted from the draft OPM Effective Learning Interventions for Developing ECQs)

The Office of Personnel Management (OPM), in partnership with researchers from George Mason University (GMU), conducted a thorough review of leadership development efforts, with three specific objectives:

- To increase training innovation, rigor, and effectiveness within Federal leadership development programs;
- To promote increased efficiencies by informing the design, development and implementation of new leadership development programs with theoretically-grounded research; and,
- To aid in a data-driven approach to evaluate the potential effectiveness of Commercial Off-The-Shelf (COTS) development solutions offered by external vendors.

Key Themes and Conclusions

The following key themes and trends emerged consistently throughout the research and benchmarking interviews of Federal organizations:

- Effective leadership development emerges from a combination of multiple developmental experiences, and
- The impact of some developmental interventions depends on the active inclusion of other interventions.

Definitions

Researchers address five categories of leadership development interventions and learning activities specific to each. The five categories are:

- Instructor-led
- Experiential activities
- Developmental relationships
- Assessments and feedback
- Self-development

The research suggests that the most effective leadership development programs will likely be those that combine and integrate learning activities from one or more of these categories. The following are definitions of the specific learning activities used throughout this report.

| <i>Interventions/ Activities</i> | <i>Definitions/Descriptions</i> |
|---|---|
| Instructor-led | This type of training is facilitated by an instructor either online or in a classroom setting. Instructor-led training allows for learners and instructors or facilitators to interact and discuss the training material either individually or in a group setting. |
| Structured Training Programs; Formal Course Work; Skills Workshops; Web-based Training | Structured learning activities involve instructor led presentations of leadership theories, models, principles, and skills. Students are provided with lectures, demonstrations, and exercises to foster knowledge and skill acquisition. These types of learning activities are usually a precursor to more active learning exercises. |
| Case Discussion | Case discussions, or the case method approach, present learners with descriptions of organizational and leadership problems and the effective (or ineffective) solution strategies used by the actors in the case scenario. Learners analyze and discuss the case in groups to form understanding of the issues involved in particular cases, learn appropriate solution strategies, and develop relevant skills. |
| Experiential Variety | Experiential variety involves providing learners with multiple, carefully structured practice problem scenarios that vary significantly in the kinds of solutions that need to be generated for success. |
| Cultural Assimilator | A cultural assimilator is a computer-based training intervention in which a learner receives a series of intercultural vignettes and is asked to respond to forced choice questions about cultural nuances and differences. Responses are followed by automatic feedback. |
| Experiential Activities | Experiential activities are developmental tasks that occur in immersive environments and allow learners to naturally generate questions. These questions are optimally answered at the time they are generated. The key to experiential activities is hands-on learning and conversation; either virtually or in face-to-face interaction. |
| Action Learning; Active learning | Action learning and active learning are a self-directed approach to learning in which individuals and teams develop and present solutions to actual organizational problems. |
| Outdoor Challenge Exercises; Personal Growth Programs | Outdoor challenge exercises involve groups of learners participating in physically oriented team exercises. These exercises are designed to encourage growth in team trust, team communication, and interpersonal cooperation. Personal growth programs focus more decision making and self-exploration exercises that are intended to foster greater self-awareness. |
| Service Learning | Service learning involves active learning projects and exercises where the central tasks and problems have a form of community service as their primary focus. |
| Scenario Planning | In scenario planning, learners consider and develop multiple future strategic alternatives for organizations. These alternative scenarios are then used as the basis for collective discussions, decision making, and organizational learning. |

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| Error Management Training | In error management training, learners engage in active learning where they are encouraged to experiment with different solutions, and learn from the errors they make in their problem solving. |
| Simulations; Games | Simulations and games present learners with realistic problem scenarios that require them to play roles in generating solutions. They typically include constrained problem environments with specific parameters for solution generation. |
| Modeling | Modeling is a training approach that involves emulating the use of targeted behaviors and skills in defined contexts. In modeling exercises, learners are shown displays of effective targeted behaviors, and provided practice opportunities with feedback. |
| Developmental Assignments | A development assignment is one that is designed to stretch a learner beyond existing skills, to challenge the learner to expand and grow these skills in order to meet more complex leadership performance requirements. |
| Job Rotation | In a job rotation, learners are reassigned to alternative organizational positions in order to learn about different functional areas and acquire new job knowledge and skills. |
| "Stamping-in" Assignments | Stamping-in assignments provide opportunities for learners to practice skills gained in formal courses and workshops. |
| Developmental Relationships | Developmental relationships are either formal or informal and involve one individual taking an active interest in and initiating actions to advance another's development. They are the kinds of relationships that serve as key sources of assessment, challenge, and support. |
| Coaching | Coaching involves an interaction between a coach and a leader that focuses on fostering the leader's self-understanding, the preparation of an individual developmental plan, and guidance and support in fulfilling that plan. |
| Networking | Networking involves the formation of learning partnerships, where learners acquire sources of social support for their developmental efforts. These partners provide advice about appropriate learning activities, and feedback about these activities. Networks can also provide support for career development and upward job mobility. |
| Mentoring | Mentoring is a process in which a more experienced and senior member of an organization provides developmental support and career advice to a less experienced and more junior protégé. Mentors may also help protégés gain a better understanding of complex organizational and strategic environments. |
| Adaptive Guidance | Adaptive guidance involves the provision of information to learners about their most appropriate developmental strategies and learning directions. |

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| Assessments & Feedback (i.e. Multisource Feedback; Feedback intensive programs) | Multisource feedback is a process of acquiring performance feedback from multiple rates and sources, including a leader's superiors, peers, and subordinates. Leaders also provide self-ratings. Feedback intensive programs include not only assessments of performance, but of leader personality, skills, and other dispositions. Such feedback is intended to foster greater self-understanding and facilitate the construction of effective individualized development plans. |
| Self-Development | Self-development is any self-initiated and proactive learning process where learners are responsible for (a) assessing their own strengths and developmental needs, (b) designing and completing their instructional curriculum, and (c) evaluating their own learning progress. (e.g. individualized development plans, self-guided learning activities). |

Table 2. **Leadership Development Matrix:** Summary of Recommended Developmental Activities for each ECQ Competency

| ECQ Competency | Recommended Leadership Development Activities |
|---|---|
| ECQ 1: Leading Change: Creativity and Innovation | <ul style="list-style-type: none"> • Engage in <i>action learning</i> projects with leaders from different functional areas within the organization. Projects should focus on development of new ideas, policies, and other activities that require creative and innovative thinking. <i>Action learning</i> projects should include <i>feedback</i> mechanisms, and <i>mentoring</i>. • Engage in a <i>developmental assignment</i> that entails such activities as brainstorming and refining new policies, leading a policy launch effort, assessing implications of new technologies on organizational processes, or turning around a failing policy or process. Such assignments should be paired with <i>feedback mechanisms</i> and <i>mentoring</i>. |
| ECQ 1: Leading Change: External Awareness | <ul style="list-style-type: none"> • Engage in <i>scenario planning</i> exercises where generating future scenarios for the organization requires consideration of key stakeholders, numerous external trends (political, economic, societal, technological, legal, environmental, and industry), and the uncertainties of the future. • Utilize a <i>mentor</i> who can serve as a source of additional information regarding the industry and its external strategic environment. • Work on a <i>developmental assignment</i> or <i>job rotation</i> outside the organization or one that requires the leader to work with others from different organizations to set up a new policy or strategic direction |
| ECQ 1: Leading Change: Flexibility | <ul style="list-style-type: none"> • Engage in <i>job rotations</i> where the leader experiences different work environments and learns new perspectives. • Engage in multiple <i>developmental assignments</i> that differ significantly from one another in the nature of the challenges they present to the leader. Each assignment should require the leader to work with new and different frames of reference. • Work with leadership and peer <i>coaches</i> who promote considerably different ways and perspectives for understanding work problems. • Participate in leader development <i>workshops</i> that utilize complex work <i>simulations</i> featuring <i>active learning</i>, significant variety in experienced problems, and structured <i>feedback</i> and guidance. |

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| <p>ECQ 1: Leading Change: <i>Resilience</i></p> | <ul style="list-style-type: none"> Engage in <i>structured training programs</i> that emphasize stress management tools and stressor-coping mechanisms. Work with a <i>coach</i> to identify and develop solutions to stress-inducing work problems. Such <i>coaching</i> should be paired with <i>multi-source feedback</i>. |
| <p>ECQ 1: Leading Change: <i>Strategic Thinking</i></p> | <ul style="list-style-type: none"> Engage in <i>developmental assignments</i> that involve setting new directions, working on strategic formulation projects, and leading change. Participate in a variety of strategically oriented <i>experiential</i> exercises, including (a) <i>active learning</i> projects that have a strategic focus; (b) group dialogue of strategic <i>case discussions</i>, and (c) strategic business <i>games</i> and <i>simulations</i>. Attend <i>courses</i> and <i>workshops</i> that provide models of strategic thinking and pair these models with <i>experiential</i> exercises. Utilize a <i>mentor</i> who can guide the leader's cognitive development of more strategic frames of reference. |
| <p>ECQ 1: Leading Change: <i>Vision</i></p> | <ul style="list-style-type: none"> Engage in <i>developmental assignments</i> that entail long term planning and development of new directions for the organization. Participate in team-based <i>workshops</i> comprised of <i>action learning</i> projects that create cross-functional exposure and include exercises aimed at future trends of the organization. Engage in <i>scenario planning</i> with team members to create a shared vision towards the future. |
| <p>ECQ 2: Leading People: <i>Conflict Management</i></p> | <ul style="list-style-type: none"> Engage in <i>developmental assignments</i> that entail working in situations likely to be significantly conflict-laden (e.g., dealing with a problem employee, serving as a negotiator or mediator, working with people from different cultures, and leading groups with diverse members). Participate in and/or lead an <i>action learning</i> project with teams composed of members from different functional areas and with different perspectives Work with a leadership <i>coach</i> that helps identify leadership problem areas that can contribute to poor conflict management. Construct a leader development plan to address these areas. <i>Coaching</i> should be combined with conflict management <i>workshops</i>, and <i>development/ action learning</i> assignments. Attend <i>workshops</i> that provide insight into conflict management styles and conflict resolution strategies. Such <i>workshops</i> should include not only lectures but discussions around conflict management case studies and role play exercises. |
| <p>ECQ 2: Leading People: <i>Leveraging Diversity</i></p> | <ul style="list-style-type: none"> Engage in <i>developmental assignments</i> that entail working with groups containing members from diverse backgrounds and perspectives. Such assignments should be paired with <i>feedback</i> providers. Engage in <i>service learning</i> assignments paired with feedback and coaching. Participate in extended <i>workshops</i> that utilize <i>behavioral modeling</i>, role plays, <i>cultural assimilators</i>, and reflective discussions to foster greater appreciation for diversity. Such course work should be paired with <i>mentoring</i> and <i>action learning projects</i>. |
| <p>ECQ 2: Leading People: <i>Developing Others</i></p> | <ul style="list-style-type: none"> Participate in a <i>coaching</i> relationship. The coaching should focus specifically on skills in providing <i>feedback</i> and opportunities to subordinates, active listening techniques, and asking open-ended questions. Engage in a <i>mentoring</i> assignment -- such assignments should be paired with peer and |

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| | <p>leadership <i>coaching</i>.</p> <ul style="list-style-type: none"> • Attend <i>workshops</i> that focus on active listening, providing <i>feedback</i>, and helping subordinates construct individual development plans. • Engage in a formal <i>self-development</i> intervention that requires diagnosis of self-learning needs, construction of a self-learning curriculum, and evaluation of learning gains. Practice with such an intervention can foster skills that generalize to developing others. • Solicit <i>multisource feedback</i> from supervisors, peers, and subordinates, focusing on skills in developing others, including active listening, providing feedback, and assigning developmental activities. Such <i>feedback</i> should be paired with <i>coaching</i>. |
| ECQ 2:Leading People: Team Building | <ul style="list-style-type: none"> • Lead a team-based <i>action learning</i> project. The <i>action-learning</i> project should also include <i>feedback</i> mechanisms, and <i>mentoring</i>. • Participate in <i>coaching</i> with <i>multi-source feedback</i>. These <i>coaching</i> exercises should focus on team management strategies such as the use of team charters and team process facilitation that motivates team members and increases team commitment. Such <i>coaching</i> should also be paired with <i>multi-source feedback</i> to increase the self-awareness of the team building skills that need improving. • Engage as a team lead in <i>challenge exercises</i>, adventure learning exercises, and team-based <i>simulations</i>. <i>Feedback</i> should be included to ensure that leaders grasp the purpose of these exercises, and their team's sense of cohesion continues when they return to the organization. |
| ECQ 3: Results Driven: Accountability | <ul style="list-style-type: none"> • Establish a <i>coaching</i> relationship that emphasizes the importance of concrete goal establishment and responsibility for goal completion. Such <i>coaching</i> can also focus on delegation as well as time and project management skills. <i>Coaching</i> should include <i>multisource feedback</i> that focuses on these skills. • Establish peer <i>coaching</i> relationships to foster a climate of shared responsibility and accountability. Peer <i>coaches</i> create a higher level of self-awareness and reflection as well as a greater awareness of others' responsibilities and needs. • Take <i>workshops</i> and <i>courses</i> on time/project management skills and performance management strategies. These <i>workshops</i> should include <i>role play</i> exercises that utilize <i>scenarios</i> displaying low accountability by peers and subordinates. |
| ECQ 3: Results Driven: Customer Service | <ul style="list-style-type: none"> • Engage in an <i>action learning</i> project that focuses on improving internal and external customer service systems and processes. This project should be paired with <i>self-reflection</i> or <i>personal growth programs</i> to foster greater self-awareness • Take part in a <i>coaching</i> program that centers on growing self-awareness and on improving recognition of client needs and balancing those with the leader's own needs and constraints. This <i>coaching</i> should include guidance on how to set attainable goals towards the final product and on developing the leader's planning techniques • Take an interpersonal skills workshop that includes <i>role playing</i> exercises reflecting both typical and non-typical internal customer service situations. |
| ECQ 3: Results Driven: Decisiveness | <ul style="list-style-type: none"> • Participate in <i>workshops</i> and <i>courses</i> that offer <i>simulation-based</i> training exercises requiring multiple complex decisions. Such exercises need to reflect novel and ill-defined situations leaders are likely to encounter on the job. Offer opportunities to work through appropriate solutions. Opportunities should be interactive in nature and accompanied by <i>feedback</i> and guidance. • Engage in an <i>action learning</i> project that focuses on solving multiple problems within a constrained time period. This will serve to foster decision making under time pressure |

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| | <p>and allow for increased comfort with making such decisions when a comprehensive evaluation of the problem scenario is not feasible. These projects can be paired with <i>coaching</i> and job assignments to reinforce learning gains.</p> <ul style="list-style-type: none"> • Take on a <i>developmental assignment</i> that requires a solution to an ill-defined problem or one that has been outstanding in the organization for some time. Such assignments should be paired with <i>feedback</i> from supervisors, mentors, coaches, and/or other learning partners. |
| ECQ 3: Results Driven: Entrepreneurship | <ul style="list-style-type: none"> • Participate in <i>workshops</i> or <i>courses</i> that focus on entrepreneurship. The requirements of the class or workshop should include the leader’s completion of a formal business plan for a new venture and its presentation to others. This program should be paired with catalytic <i>coaching</i>, where coaches/instructors encourage leaders to engage in more entrepreneurial thinking. • Engage in an <i>action learning</i> project that includes the exploration of new ventures and opportunities. Such projects should be paired with <i>coaching</i> and <i>mentoring</i>. • Engage in a <i>developmental assignment</i> that entails such activities as exploring, designing, and developing new ventures (e.g., policy, service-related tools and products). Such assignments should also be coupled with <i>coaching</i>, or <i>mentoring</i> for expert support and advice. |
| ECQ 3: Results Driven: Problem Solving | <ul style="list-style-type: none"> • Engage in problem solving experiences with co-workers. The intent is to help each other better understand problem approaches and solutions. • Participate in a <i>workshop</i> where external <i>case studies</i> are presented and discussed. These <i>case studies</i> should provide examples of the kinds of problems a leader is expected to confront in their leadership environment. • Participate in a <i>simulation</i> exercise where leaders have the opportunity to work through realistic problem scenarios. • Engage in an <i>action learning</i> project that entails working on existing problems within the sponsoring organization. Such projects should be paired with <i>feedback</i> mechanisms and <i>coaching</i> opportunities. • Engage in <i>developmental assignments</i> that entail opportunities to work on problems that are ill defined or reoccurring within the organization. Such assignments should be paired with <i>feedback</i> mechanisms and <i>coaching</i> opportunities. |
| ECQ 3: Results Driven: Technical Credibility | <ul style="list-style-type: none"> • Take <i>formal courses</i> or <i>workshops</i> on specific topics and areas where there is a need to develop technical competence. Such <i>courses</i> should be followed by job assignments that allow acquired skills to be practiced. • Develop a <i>mentoring</i> relationship with a senior (i.e., more technically expert) employee in the organization. The <i>mentor</i> should encourage open communication and be available to answer technical questions. • Engage in <i>job rotations</i> that entail work tasks utilizing targeted technical skills. |
| ECQ 4: Business Acumen: <ul style="list-style-type: none"> • Financial Management • Human Capital Management • Technology Management | <ul style="list-style-type: none"> • Take <i>formal courses</i> or <i>workshops</i> on specific topics and areas where there is a need to develop business acumen. Such <i>courses</i> should be followed by job assignments that allow acquired skills to be practiced. • Develop a <i>mentoring</i> relationship with a senior (i.e., more technically expert) employee in your organization. The <i>mentor</i> should encourage open communication and be available to answer technical questions. • Engage in <i>job rotations</i> that entail work tasks utilizing targeted financial management, human capital management, or technology management skills. |

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| <p>ECQ 5: Building Coalitions: Partnering</p> | <ul style="list-style-type: none"> Engage in <i>action learning</i> projects with a team of leaders from different functional and organizational areas. The project should involve extensive collaboration. Engage in job assignments that entail working on cross functional and cross boundary teams. Develop a <i>mentoring</i> relationship with a more established and senior leader in the organization. The <i>mentor</i> should provide access to a wider professional network, and especially to "brokers" who can link to other professional networks. The organization should help match <i>mentors</i> to the appropriate mentees. Join and participate in professional societies and organizations that foster <i>networking</i> opportunities among its members. |
| <p>ECQ 5: Building Coalitions: Political Savvy</p> | <ul style="list-style-type: none"> Take a <i>workshop</i> on organizational political dynamics that includes <i>case studies</i> of successful political climate navigation. The <i>course</i> should involve interactive and <i>role play</i> exercises and <i>simulations</i> in which leaders need to evaluate political acceptance of decisions in several decision contexts. Attend a <i>workshop</i> or forum of senior employees who share their experiences working within the organization. The sessions should provide opportunities for interaction and engagement between speakers and attendees. Develop a <i>mentoring</i> relationship with a more senior employee in the organization, who can provide insight into organizational political dynamics. Engage in <i>developmental assignments</i> that require navigation of different organizational areas and levels of management to reach successful solutions. Such assignments should be paired with <i>mentoring</i> and/or <i>coaching</i>. |
| <p>ECQ 5: Building Coalitions: Influencing/ Negotiating</p> | <ul style="list-style-type: none"> Engage in <i>simulations</i> in which leaders are required to influence someone's opinion or negotiate a position. This <i>simulation</i> should be paired with <i>feedback</i> that evaluates the leader's performance and provides recommendations for improved strategies. Engage in a <i>role-play</i> activity in which influencing opinions or negotiation is a key component. This exercise should be paired with instructive <i>feedback</i> and facilitation. Take a <i>workshop</i> that presents case studies of negotiation situations and explains the strategies involved. An important component of this session should be a direct comparison between different cases that highlights underlying principles of influencing and negotiation. Engage in <i>developmental assignments</i> in which leaders must influence peers working on the same project or from whom they need to engender support. Ideally this exercise should be paired with <i>coaching</i> to help leaders uncover the strategies needed to be successful. |
| <p>Fundamental competency: Interpersonal Skills</p> | <ul style="list-style-type: none"> Take <i>workshops</i> that include <i>behavior modeling</i> or <i>role-play</i> exercises. <i>Modeling</i> exercises should target specific interpersonal skills with modeled skill displays and sustained practice with <i>feedback</i>. <i>Role plays</i> should be paired with <i>feedback</i> by trained facilitators. <i>Workshops</i> should be with <i>coaching</i> to extend the lessons learned to your actual behavior on the job. Complete <i>multisource</i> or 360-degree assessments that evaluate interpersonal skills. Work with a <i>coach</i> to develop a learning plan to address identified gaps. |
| <p>Fundamental competency: Oral Communication</p> | <ul style="list-style-type: none"> Attend a <i>workshop</i> that covers techniques and strategies for effective communication. This introduction should be paired with interactive activities such as <i>behavior modeling</i> or leadership <i>simulations</i> that allow leaders to put the content of the workshop into |

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| | <p>action</p> <ul style="list-style-type: none"> • Take on a <i>developmental assignment</i> that offers the opportunity to present to or communicate with areas of the organization with whom the leader normally does not interact. • Enter a <i>coaching</i> relationship in which oral communication abilities is the focal point of development. This relationship should be anchored in a skills audit and assessment or in <i>multisource feedback</i> results as the foundation from which the development plan is created. |
| Fundamental competency: Written Communication | <ul style="list-style-type: none"> • Participate in a writing <i>workshop</i>, or a course on written communication skills. This <i>workshop</i> should be interactive in nature and allow for group discussion as well as direct instructor feedback on participant writing samples • Make use of learning partners and peer <i>coaches</i> to solicit <i>feedback</i> on written communications. |
| Fundamental competency: Integrity/Honesty | <ul style="list-style-type: none"> • Develop a <i>mentor</i> relationship with a senior employee early on in the leader’s career to serve as a <i>role model</i> for ethical conduct. This <i>mentoring</i> should be paired with a formalized organizational ‘code of ethics’ that clearly reinforces a climate of integrity. • Attend a <i>workshop</i> that provides heuristical decision making tools for leaders to rely on in potentially challenging ethical situations on the job. These decision making tools will help guide appropriate action in times of uncertainty. • Take a <i>course</i> or <i>workshop</i> that includes <i>case-studies</i> involving poor ethical conduct. The discussion should emphasize what the ethical failures are, potential causes for the behavior, and recommendations for what should have been done in that situation • Engage in a <i>service learning</i> project with an organization to enhance contact with and understanding of the community in which the organization exists. |
| Fundamental competency: Continual Learning | <ul style="list-style-type: none"> • Engage in <i>self-development</i> skills training. This training should be two-fold—identifying skills that should be developed and discussing how to effectively set goals to development these skills. This identification can be completed through <i>multi-source feedback</i>. Along with the evaluation of the leader’s skills, there should be a formative evaluation so the leader understands why these activities are effective. Organizational support is also important to encourage these self-developmental activities. • Participate in a <i>coaching</i> relationship that can facilitate <i>self-development</i> efforts. <i>Multi-source feedback</i> from supervisors, peers, and subordinates can be used as part of <i>coaching</i> to identify self-learning objectives. |
| Fundamental competency: Public Service Motivation | <ul style="list-style-type: none"> • Engage in <i>service learning</i> activities where leaders apply skills learned in the classroom to actual problems in the community. • Engage in <i>behavioral modeling</i> paired with <i>mentoring</i>. The <i>behavioral modeling</i> should consist of actively portraying public service values of the organization. Leaders should use <i>mentors</i> as support and as experts who embody and model organizational values. |