

TABLE OF CONTENTS

The Pacific Leadership Academy	
Introduction	2
Vision, Mission and Goals	4
The Value of Effective Leadership	5
President's Management Agenda	6
Strategic Management of Human Capital	6
Organization and Board of Advisors	7
Academy Faculty	7
Leadership Program	8
Program Structure	9
Core Curriculum – Senior Leaders Track	10
Program Orientation	10
Leading People	11
Leading Organizations	12
Leading for Results	13
Assessment Program	15
360° Assessments	15
Individual Action Plans	16
Research Paper	20
Mentoring	20
Certification	21
University Partnerships	21
Graduation	21
Optional Electives	21
Interagency Developmental Assignments	21
Online Distance Learning	22
Executive Coaching	22
Alumni Network	23
Program Administration	24
Eligibility	24
Attendance	25
Registration	25
Tuition Fees	25
Training Sites	28
Dress Code	28
Information For Academy Fellows Traveling to Honolulu	28
Special Needs	31
Sexual Harassment Policy	31
Academy Contacts	32
Frequently Asked Questions	33
	36
<u>Appendices</u>	
Appendix A	<i>OPM Executive Core Qualifications for the Senior Executive Service</i>
Appendix B	<i>OPM Leadership Competencies in the Academy's Leadership Program</i>
Appendix C	<i>Leadership Development Continuum</i>

NON-ATTRIBUTION POLICY

The Academy encourages freedom of expression in all academic endeavors. To promote candor and open discussion, the Academy maintains a policy of non-attribution.

PACIFIC LEADERSHIP ACADEMY

INTRODUCTION

The Pacific Leadership Academy was established in August 2002 as a partnership between the Honolulu-Pacific Federal Executive Board (FEB) and the U.S. Office of Personnel Management (OPM). The Academy provides a professional Leadership Program for Federal agencies and other organizations in the Pacific region.



The need to develop leadership skills for Federal personnel cannot be overstated. In its Report “Supervisors in the Federal Government: A Wake up Call,” OPM states that *most agencies still do not identify employees with supervisory potential and develop them for future leadership positions. As a result, supervisory selections primarily emphasize technical expertise without adequate attention to leadership competencies.*

In addition, Federal agencies are facing a human capital crisis resulting from the exodus of “baby boomer” retirees from the workplace and the associated loss of leadership succession and corporate memory.

The Academy enables Pacific-based Federal agencies to meet the challenge of this human capital crisis by training the next generation of leaders and managers to develop strong leadership skills and competencies and to succeed in future leadership positions.

The Academy provides a unique, integrated development program that links professional leadership training and higher education. Developed and taught by recognized experts, this comprehensive program integrates core leadership and management competencies with functional skills and knowledge, thereby providing an optimum balance between theory and practice. The program establishes a path from skills-based learning to an advanced degree and so provides an excellent means of transitioning effectively from “workplace training” to a graduate education.

The Academy’s program curriculum is anchored to the Executive Core Qualifications (ECQs) developed by OPM.

Academy Fellows will have the opportunity to study with a cross-functional team from a world-class teaching faculty in leadership development. Fellows will receive intensive and practical guidance on the knowledge and skills needed to be an effective leader and management team member. In addition, they will network with senior level HR executives from a diverse set of organizations in a variety of industries.

The Academy offers particular benefits for Pacific-based agencies:

- High quality, contemporary and practical leadership development for our next generation of leaders based on approved and certified OPM Senior Executive Service (SES) leadership competencies.
- Senior Leadership training that offers credit for graduate level university semester hours and opportunities for Academy Fellows to pursue full graduate degrees through Academy partnerships with local universities.
- A unique opportunity to network and partner with peers, managers and leaders from Federal agencies and other organizations in the Pacific region.
- Training can be completed on-site with minimum disruption to work and family schedules for many attendees.
- Training is provided at a reasonable cost with no travel costs for local agencies.
- Training is completed over a period of time resulting in less disruption to work.
- Training can be applied practically and directly to the job.

“I’m looking for leaders who are very much in tune with this new way of communicating with people, who understand how to take messages out in the 21st century.”

Colin Powell

VISION, MISSION AND GOALS

Vision

A world-class educational institution dedicated to teaching leadership principles and practices in the Pacific region.

Mission

The mission of the Pacific Leadership Academy is to develop strong and inspirational leaders for Federal agencies in the Pacific region. The Academy is dedicated to providing exemplary, contemporary and professional leadership training for Pacific-based Federal agencies. When possible, the Academy also admits representatives from State and local governments, academia, foreign governments, nongovernmental organizations and the private sector to strengthen leadership capabilities throughout the Pacific community and enhance the diversity of the Academy's classes.

Goals

- Develop an international reputation for excellence by providing the highest quality, university-level leadership training through a rigorous curriculum based on established U.S. Office of Personnel Management competencies for the Senior Executive Service certification.
- Develop knowledge and understanding of the concepts, applications and techniques of leadership with the aim that Pacific region personnel can practically and directly apply this to their professional lives and workplaces.
- Focus on both current and future leaders and to provide leadership training for high potential employees at the earliest stage to ensure a continuous pool of strong leaders in Federal agencies in the Pacific region.
- Offer cost effective state of the art learning experiences and training on contemporary leadership needs and principles to ensure the Academy keeps pace with the changing needs and aspirations of public sector leaders and our citizen customers.
- Partner with other agencies to provide a range of optional learning and development opportunities including mentoring and interagency rotational assignments.
- Partner with other learning institutions wherever possible for resource sharing and to achieve formal accreditation of Academy programs, provide a forum for the exchange of ideas and to pursue distance-learning opportunities.
- Promote an active Alumni networking program.

THE VALUE OF EFFECTIVE LEADERSHIP

Leadership can be defined in many ways. In its simplest form, leadership is the interpersonal influence that inspires people to do their best.

The quality of leadership in an organization is one of the most critical drivers of the organization's effectiveness and continuity in leadership is essential to the organization's long-term success. Successful organizations ensure that each member of the management team has the critical leadership skills needed to carry out the mission. In the face of rapid organizational, technological and workforce changes, top management must ensure that someone is developed and prepared to succeed in each key leadership role.

Leadership and Management

Whereas the functions of leadership and management have much in common, they possess inherent differences. Although both functions are concerned with organizational influence and outcomes, each requires unique skills and processes. Whereas the practice of management utilizes the primary skills of organization and analysis, the practice of leadership utilizes the primary skills of vision and motivation. Whereas management is principally concerned with the process of planning and directing activities, leadership is principally concerned with the process of inspiring and empowering people. Factors such as economies of scale, customer delivery systems and technological capabilities are important to the management of an organization; however, effective leadership is essential to overall organizational success.

“Organizations have been over managed and under led.”

Warren Bennis

“Leadership is the art of accomplishing more than the science of management says is possible.”

Colin Powell

PRESIDENT'S MANAGEMENT AGENDA

The Academy's Leadership Program is designed to complement and facilitate the objectives of the President's Management Agenda (PMA), launched by President Bush in August 2001, to "address the most apparent deficiencies where the opportunity to improve performance is the greatest." In focusing on performance and results, the PMA establishes standards of success in each of the five government-wide initiatives:

- Strategic Management of Human Capital
- Competitive Sourcing
- Expanded Electronic Government
- Improved Financial Performance
- Budget and Performance Integration

Federal agencies are assessed against these standards using the Executive Branch Management Scorecard based on a simple grading system: green for success, yellow for mixed results, and red for unsatisfactory. Together, the five standards of success require the strategic alignment of an agency's mission, vision and goals with the infrastructure of the organization. The aim is to achieve government that is more citizen-centered, results-oriented and market-based.

STRATEGIC MANAGEMENT OF HUMAN CAPITAL

In assisting agencies to meet the Strategic Management of Human Capital standard, OPM has developed a Human Capital Scorecard based on five critical dimensions of human capital management:

- Strategic Alignment
- Strategic Competencies
- Leadership
- Performance Culture
- Learning

The Academy provides agencies with a practical, Federal-focused and world-class leadership program that should significantly assist agencies to "get to green" on key elements of the Human Capital Scorecard.

"Few things help an individual more than to place responsibility upon him and to let him know that you trust him."

Brooker T. Washington

ORGANIZATION AND BOARD OF ADVISORS

The Pacific Leadership Academy, which is a partnership between the Honolulu-Pacific Federal Executive Board (FEB) and the U.S. Office of Personnel Management (OPM) is an operating agency of the FEB consistent with the FEB's charter to direct and establish interagency cooperative programs. The Academy is administered by the Executive Director of the FEB.

A Board of Advisors (the Board) provides oversight in policy direction and program operations for the Academy and meets on a quarterly basis. The Board members, including the Chair and Vice-Chair, represent a cross section of agencies and institutions in the Pacific region. The Board members possess senior-level expertise and experience in the fields of leadership development, human resources management, education and/or other such fields that serve the Academy's interests. The FEB Executive Director serves as the Executive Secretary to the Policy Board.

ACADEMY FACULTY

The Academy's Leadership Program is conducted by a professional, expert and experienced faculty from the OPM Management Development Center, the premier organization in the United States for training government executives and managers.

This ensures that Academy Fellows receive the same world-class standard of instruction as is provided to attendees at OPM's Management Development Centers. Information on the OPM faculty is provided at www.leadership.opm.gov. This faculty also ensures that the Academy's leadership instruction consistently reflects contemporary OPM Executive Core Qualifications and leadership competencies and embodies the latest government-wide policy directions.

In addition, local expert instructors supplement the Academy's leadership program by providing the necessary "Pacific focus" for Academy Fellows to ensure the practical application of the leadership competencies in Pacific-based organizations. More information on the Asia-Pacific region can be found on the Asia-Pacific Area Network (APAN), which is an interactive Web-based network that provides unclassified information exchange throughout the region. APAN can be accessed on <http://www1.apan-info.net/>

Guest speakers may also be invited on occasion to bring their perspectives on leadership to the Academy's Program.

The Academy encourages Fellows to complement their leadership training with courses conducted by OPM at its Management Development Center. Information is available on OPM's leadership website listed above.

"Leadership should be more participative than directive, more enabling than performing."

Mary Poole

Leadership and Learning

At one time, the world's concept of leadership was derived simply from birth or brawn. Under the birthright concept, leadership was vested by inheritance into the hands of an elite few. Those of the right breed could lead and all others must follow. In that culture, no amount of learning leadership skills could change your position or make you a leader. Under the concept of brawn, leadership was vested into the hands of the physically strongest who could force others to follow. During the past century, however, the world has undergone dramatic political, economic, cultural and technological transformation. Consequently, though the measure of leadership; i.e., influence, has remained constant, the dynamics of leadership have changed. We now recognize that leadership skills can be learned and developed in people who are not endowed by nature as "born leaders" and that each person, when empowered, can make a difference in their organization's success. This is the foundation for the Pacific Leadership Academy's mission - to train current and future generations in the Pacific region to understand and apply effective and contemporary leadership skills.

"Leadership and learning are indispensable to each other."

John F. Kennedy



THE ACADEMY LEADERSHIP PROGRAM

PROGRAM STRUCTURE

The Academy's Leadership Program is composed of:

- **Senior Leaders (SL) Track** for GS-13 to 15s (Military Equivalents) and high potential GS-12s with written justification.

Emerging Leaders (EL) Track for GS-9 to 12s (Military Equivalents) and high potential GS-7's with written justification.

The Leadership Program is composed of three major phases:

- Learning the competencies
- Applying the competencies on the job
- Evaluating the application of the competencies

The Senior Leaders Track consists of three main elements:

- Core curriculum that provides the foundation of leadership training, with both tracks based on a total of 18 of the OPM leadership competencies required for Senior Executive Service (SES) certification
- Mandatory assessment program that employs a range of appraisal and evaluation tools
- Optional electives that complement the core curriculum to provide Academy Fellows the opportunity to deepen their leadership development experience.

The Senior Leaders Track commences with a 'three one-week leadership classes' over a period of nine months. The Emerging Leaders Track will comprise two weeks of leadership classes, with the second week conducted about three months after the first week of class.

In addition, Academy Fellows are required to participate in a range of assessment mechanisms, including:

- 360-degree assessment
- Individual Action Plans
- Research paper

Academy Fellows who successfully complete the Senior Leaders Track will receive six graduate university level credit hours through the American Council on Education.

The Leadership Program uses a wide range of methods to maximize learning including lecture and discussion, team exercises, case studies, simulations, workshop, role plays, skill practice and videos. Emphasis is placed on sharing ideas, concerns and situations and providing feedback to one another. These exchanges between participants represent an important element in the learning process.

SENIOR LEADERSHIP TRACK

CORE CURRICULUM

The Academy's mandatory Senior Leaders core curriculum consists of three weeks of classroom instruction. All Academy Fellows are required to take the core curriculum. The three core classes are:

- **Leading People**
- **Leading Organizations**
- **Leading for Results**

The curriculum is based on 18 OPM leadership competencies required for Senior Executive Service (SES) certification, with modifications to fit the needs of Federal agencies in the Pacific region. These competencies are critical for leadership success. A list of all 27 OPM leadership competencies is provided at APPENDIX A and a description of these competencies as applied in the Academy leadership training is provided at APPENDIX B.

In addition to undertaking the three core classes, Academy Fellows are required to undertake a 360^o competency assessment, complete an Individual Action Plan after each week-long class, and submit two research papers. During each class, Academy Fellows will also form groups to develop a group project for presentation at the end of each weekly class. A list of required pre-reading will be sent to Academy Fellows prior to commencement of each class.

The Senior Leaders classes will cover the details and objectives of the President's Management Agenda, particularly focusing on performance and results. The Academy's Program is designed to assist Fellows to contribute effectively to achieving more citizen-centered, results-oriented and market-based Federal agencies.

Details of the core curriculum classes and mandatory assessment instruments are provided on the following pages.

Leading People

This one-week training session focuses on development of the advanced interpersonal skills required to be a leader. Emphasis is placed on dealing effectively with both individuals and teams without simply resorting to the use of one's authority. Academy Fellows learn to influence others to bring about positive results for both the organization and the customers it serves.

A primary activity throughout the session is the development of Individual Action Plans for applying the learning to Academy Fellows' specific work situations. Academy Fellows learn to manage individual performance, develop team performance, and build relationships with managers and peers and lead employees through change.

Key Results

- Demonstrate effective oral communication
- Set clear performance expectations, develop and coach employees to meet these expectations
- Apply a range of techniques to enhance the productivity of work teams
- Deal effectively with others at all levels in the organization
- Employ the power of language in influencing the direction of the organization
- Negotiate effectively with others

Leadership Competencies Covered

- Interpersonal Skills
- Team Building
- Customer Service
- Integrity/Honesty
- Conflict Management
- Influencing/Negotiating

“Leadership is not domination but the art of persuading people to work toward a common goal.”

Daniel Goleman

“In organizations, real power and energy are generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions.”

Margaret Wheatly

Leading Organizations

This one-week session builds on the competencies learned in the first session: Leading People. Emphasis is placed on tools for obtaining desired organizational outcomes. Academy Fellows explore the importance of innovation and flexibility in solving problems and attaining results. They develop an understanding of the steps a leader must take to develop a high accountability workforce. They learn of the impact technology is having on all aspects of work and organizations. Academy Fellows are energized to achieve superior levels of organizational excellence and are invigorated in their ability to deal with the day-to-day challenges of their workplace.

Academy Fellows are involved in a variety of exercises and small group work. As in the previous seminar, they create action plans to transfer the skills learned in the classroom to the workplace.

Key Results

- Break down barriers to creativity and innovation and develop cultures that promote these qualities
- Implement a performance management system based upon a measurement of outcomes and core competencies
- Manage change and foster innovation
- Acquire skills for group problem solving and decision making
- Overcome resistance and achieve buy-in while leading a change initiative

Leadership Competencies

- Creativity and Innovation
- Flexibility
- Resilience
- Problem Solving
- Human Resource Management
- Leveraging Diversity

“Example is not the main thing in influencing others. It is the only thing.”

Albert Schweitzer

”Leadership should be born out of the understanding of the needs of those who would be affected by it.”

Marian Anderson

Leading for Results

This one-week session concentrates on the competencies critical for leadership success. Academy Fellows learn to think and act strategically in a dynamic environment and within unique organizational cultures. They learn techniques for gaining power and using their influence to lead in all directions with subordinates, superiors, coworkers, and those outside the agency.

The session approaches leading for results from a macro perspective; making change at high levels involving structure, strategy and policy. It provides skills for Academy Fellows to act strategically communicate orally in a variety of settings and interact positively with external constituencies

Also, Academy Fellows discuss leadership in the context of today's realities and examine the values that create and maintain an ethical environment.

Key Results

- Demonstrate how to foster a shared sense of mission, vision, and sense of direction
- Develop appropriate performance objectives, indicators, and measures
- Use feedback from others to gain insight into personal strengths and areas in which improvement will have the greatest impact
- Adapt one's individual leadership style to different situations
- Apply leadership skills to address succession-planning issues
- Understand the need to develop networks, collaborate across boundaries, and find common ground with a wide range of stakeholders
- Link individual performance with organizational needs and outcomes.

Leadership Competencies

- Vision
- Strategic Thinking
- External Awareness
- Accountability
- Entrepreneurship
- Partnering

"The first responsibility of a leader is to define reality."

Max DePree

"It is easier to apologize than it is to get permission."

Admiral Grace Hopper

Leadership and Values

Some would argue that values are personal and relative and not essential to effective leadership. The fact is, however, that leadership without values does not exist. Values are our core beliefs that motivate our attitudes and actions. All leaders have a set of values or ethical standards that eventually become reflected in the organization's culture. The only question is what values leaders hold dear. If all values and ethical choices were equal, there would be no way to distinguish between the ethical leadership of Hitler and Gandhi. History demonstrates that unethical leadership, over the long term, causes organizational deterioration. For that reason, the term "Watergate" has become synonymous with unethical political leadership and, more recently, the term "Enron" with unethical business leadership. Unfortunately, as leaders climb the ladder of achievement and success, there are many temptations to abandon ethical standards. Too often leadership is seen as a privilege with associated perks rather than as a responsibility to the people under their care. Ethics is more than a set of ideals; it is a commitment to action. Character, we're told, is what you are when no one is looking. It takes character - a commitment to the values of honesty, trust and fairness - to rise above the corrupting entrapment of power. The foundation for a lasting leadership legacy is integrity – ethics based decision-making and behavior.

"Leadership is not rank, privilege, titles or money. It is responsibility."

Colin Powell

"Try not to become a man of success but rather become a man of value."

Albert Einstein

ASSESSMENT PROGRAM

The real test of how well competencies are learned is how successfully they are applied on the job. The Academy's Leadership Program incorporates practical assessment instruments to help Academy Fellows seek feedback, understand their progress and implement appropriate Individual Action Plans. The assessment program enables Academy Fellows to look at themselves and the perceptions others have of them and develop action plans for personal and organizational growth. In addition to deepening self-understanding, Academy Fellows gain overarching insights of lifelong value, the importance of continuous learning to leadership effectiveness, and the role of diversity and empowerment in building team and organizational effectiveness.

Academy Fellows are encouraged to meet regularly with their supervisor and mentor to review their Individual Action Plans and to obtain feedback on learning and application of the leadership competencies. Those Academy Fellows who successfully complete all three phases of the Leadership training are certified by the Academy as having completed the program and being proficient in the competencies.

The Academy's assessment program is designed to provide Academy Fellows with an increasingly challenging assessment and development process to enhance their leadership skills as they progress through their careers. The assessments and feedback provided throughout the Program strengthen the ability of managers to exert influence, negotiate and gain cooperation from others and create a work environment that values diversity.

360° Assessments

The 360-degree skills assessment is a multi-rater assessment vehicle that obtains ratings from people "above, below, and around" an employee, including input from the Academy Fellow's supervisor, subordinates and peers. The assessment instruments that provide 360-degree feedback are used to develop information on how the employee's effectiveness as a leader and manager is perceived. By collecting information from multiple perspectives, 360-degree feedback increases awareness, facilitates learning, motivates behavioral change and provides a practical measurement of how well Academy Fellows implement leadership competencies in their own organizations.

Academy Fellows are instructed about the 360-degree process in the Program Orientation package that will be sent prior to the first day of class. People providing 360-degree assessments of the Fellows will be required to return the completed assessments to OPM two to three weeks prior to commencement of the first class to enable OPM to score them. It is the Fellow's responsibility to keep tabs on those people he or she has asked for assessments, and ensure those people respond to OPM by the deadline.

Individual Action Plans

The best way to assure that goals are reached is to outline specific actions to take in order to achieve them. An important element of the Leadership Program is the implementation and evaluation of competencies learned and achievement of tangible outcomes. Academy Fellows are required to develop and complete an Individual Action Plan (IAP) following each week-long class (a total of three IAPs for the Program.)

The IAPs require Academy Fellows to apply the leadership competencies learned to their own organization work environments. The IAPs track progress on competencies and describe how Academy Fellows have practically sought to implement leadership competencies, and the obstacles encountered and practical successes achieved. The IAPs incorporate the basic leadership principles into the Academy Fellow's everyday actions so the competencies become characteristic of the Academy Fellow's management style.

Academy Fellows have a week after each class to submit their IAP to the Academy. Fellows then have 4 weeks to implement the IAP, which is then submitted for grading (pass or fail).

The Academy has established an IAP Consultants Group comprising a number of IAP consultants who will work with Academy Fellows in the development and execution of their IAPs. IAPs are submitted to the IAP Review Board for grading.

A copy of the IAP to be used by Academy Fellows in both leadership tracks is provided on pp. 19-21.



PACIFIC LEADERSHIP ACADEMY
INDIVIDUAL ACTION PLAN (IAP)

DUE: _____

Name			
Agency			
Leadership Track (e.g. SL-FY__-1)			
Class Title (check relevant class)	Leading People	Leading Organizations	Leading for Results
Supervisor	Name:		
Mentor	Name:	Agency:	

COMPETENCIES (check those relevant to this class/IAP)			
Interpersonal Skills		Problem Solving	
Team Building		Leveraging Diversity	
Customer Service		Human Resources Management	
Integrity/Honesty		Vision	
Conflict Management		Strategic Thinking	
Influencing/Negotiating		External Awareness	
Creativity and Innovation		Accountability	
Flexibility		Entrepreneurship	
Resilience		Partnering	

<p>Planning Phase</p> <p>a) Project Title:</p> <p>b) Describe the background and current issues relevant to the project (the what and the why):</p> <p>c) What are your objectives? (Specific, Measurable, Accountable, Realistic, Timely)</p>

Implementation Phase

- a) Develop an action plan (what, with whom, when, where, how) for a 30-day period and describe how these actions would demonstrate at least two (2) of the competencies listed above.

Assessment Phase

- a) What happened when you implemented your action plan?

- b) What went well? (Impact on Organization)

- c) In retrospect, would you have done anything differently?

Supervisor's Comments

Reflection Phase

(Use the following questions to help guide your reflection of the situation/project)

- a) What concepts, principles and/or approaches have you learned from this project?

- b) What new information did you acquire that changed your knowledge and understanding of the project/situation?

- c) What have you learned about yourself in terms of leadership that might be useful to you in the future?

Mentor's Comments

Supervisor's Comments

IAP reviewed and discussed:

Academy Fellow's signature and date

Supervisor's signature and date

Printed Name

Printed Name

IAP Consultant signature and date

Research Paper

Academy Fellows are required to complete one final research paper in addition to their three IAPs. The research paper requires Academy Fellows to research, analyze and evaluate implementation of the competencies learned. The research paper will address all of the course competencies and focus on results. The research paper is due after the end of the final week of classes. The paper is to be 8-10 pages long (single spaced) with appropriate citations.

All IAPs and the final research paper must be submitted and evaluated before Fellows receive final certification.

Mentoring

Prior to commencement of the Program Orientation for each leadership track, Academy Fellows are strongly encouraged to obtain a mentor at a high level.

Mentoring is a powerful form of human development and is a critical tool in shaping future leaders by linking employees with experienced professionals for career and leadership development. A mentor facilitates personal and professional growth in an employee by sharing their knowledge and insights that have been learned over the years. Both mentors and mentored have an opportunity to expand their technical, interpersonal and leadership skills through the relationship. More specifically, mentoring helps employees identify and prepare for positions that best fit their needs and interests. Mentoring facilitates the smooth transfer of organizational culture, values and other key components to the next generation of leadership.

The role of a mentor is to coach the mentored to help clarify career goals, build a support network and develop competencies. A mentor helps a mentored transition from the relatively narrow focus of technical work to the more complex field of management and leadership. Through this transition, the mentor provides a role model for success. Mentoring is an essential element of the Academy's Leadership Program and is critical to the effective development and execution of Academy Fellows' Individual Action Plans.

A mentor:

- Coaches to enhance leadership skills and intellectual development;
- Provides candid feedback about perceived strengths and developmental needs;
- Points out opportunities for the Academy Fellow to develop and demonstrate leadership capabilities (as well as pointing out pitfalls to avoid);
- Advises on how to deal with real or perceived road blocks;
- Serves as a sounding board;
- Encourages and motivates;
- Builds the sense of self and level of self-confidence;
- Facilitates constructive discussion about short and long-term career goals;
- Facilitates career networking opportunities; and
- Links the employee with others who can enhance the employee's learning.

To assist Academy Fellows secure a mentor, the Academy will maintain a list of available mentors from Pacific-based Federal agencies. Selection of mentors should be based on their length of service, grade and job title, educational background, occupational expertise, special knowledge, skills and abilities the mentor is willing to share, and personal characteristics or qualities that make the person especially qualified to serve as a mentor.

Certification

An important feature of the Academy's Program is the credit of graduate level university credit hours for the Senior Leaders Track. The American Council on Education (ACE) already certifies the OPM core curriculum that serves as the basis for the Academy's curriculum. Academy Fellows who successfully complete the Senior Leaders Track will receive six (6) graduate level university credit hours that may then be transferred to graduate degree programs at selected local universities.

ACE serves as a registry for students to collect ACE-certified course credits for nontraditional training programs. Academy Fellows can use ACE to collect and maintain a permanent record of classes and credits. The ACE transcript is accepted for transfer credit at most universities, depending on specific degree programs.

University Partnerships

The Honolulu-Pacific Federal Executive Board is seeking partnership agreements with one or more local universities in the State of Hawaii to facilitate transfer of the credit hours toward the universities' Masters of Public Administration programs.

Graduation

Academy Fellows who successfully complete the Senior Leaders Track are certified as having completed the program and being proficient in the relevant leadership competencies. Successful completion, including awarding of graduate level university hours, requires full attendance at classes (except where absences are approved as described in Attendance below), satisfactory completion of Individual Action Plans and a passing grade on the final paper.

Graduation Certificates are presented to Academy Fellows following the completion of the full Program. Graduation is normally scheduled to occur about two months after the end of the third class. The graduation event will include a session to highlight the results and impact of the Academy fellows' IAPs in their organizations.

OPTIONAL ELECTIVES

Interagency Developmental Assignments

An exciting option under the Academy's Leadership Program is the opportunity for Academy Fellows to undertake temporary developmental assignments in an agency other than their own for a period of between 30-90 days. To assist in this, the Academy will survey agencies to identify any leadership development opportunities for Academy Fellows and these short-term assignments will be offered to Academy Fellows to undertake, subject to agreement by their own agency. These developmental assignments provide an excellent opportunity for Academy Fellows to apply the competencies learned in a new environment and to broaden their professional perspectives and network.

Interagency developmental assignments form part of the Academy's overall Program on an elective basis – the assignments are not mandatory and do not count towards university-level accreditation.

Online Distance Learning

To supplement the Academy's Leadership Program, the Academy promotes elective online distance learning through the Office of Personnel Management's (OPM) Management Development Center (MDC) Executive Development Seminar. Details of the courses available online are listed in the OPM MDC Catalog of Courses and Seminars or at their website: www.leadership.opm.gov

Online learning forms part of the Academy's overall Program on an elective basis – it is not mandatory.

Executive Coaching

In time, the Academy plans to provide elective follow-on executive coaching that would take place after completion of the Leadership Program to help solidify Academy Fellows' learning and facilitate change in their work environment. The executive coaching is designed to extend the program experience and to support an individual's ongoing development. It would also provide support and assistance in practicing new behaviors developed in response to program insights.

Once operational, the Academy's optional executive coaching program will pair Academy Fellows with highly skilled and experienced coaches throughout the leadership training to improve performance. The follow-on executive coaching sessions would cost agencies an additional fee at registration.

“Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence.”

Bernard Montgomery

ALUMNI NETWORK

The Academy's Leadership Program provides the invaluable opportunity to meet and share experiences with a group of people who have similar responsibilities and challenges, from a wide variety of government and other settings.

The Academy will maintain a database of all graduates and former faculty members to facilitate an alumni network. This will provide an opportunity for former graduates and faculty to maintain contact with the Academy and with each other.

Leadership and Diversity

Whereas autocratic leaders emphasize command and control, contemporary leaders focus on coaching and communicating. Whereas autocratic leaders strongly value loyalty, compliance and conformity, contemporary leaders know that employee trust must be earned and strongly value employee empowerment and diversity. They understand the value of diversity is that each person brings to their organization a unique set of knowledge, skills, abilities, experiences and perceptions. Successful leaders are skilled in the art of fostering synergistic teamwork wherein people of diversity are motivated to work together cooperatively and creatively to fulfill their potential and accomplish their organization's mission.

**“A genuine leader is not a searcher for consensus
but a molder of consensus.”**

Martin Luther King, Jr

PROGRAM ADMINISTRATION

ELIGIBILITY

Admittance to the Academy is based on recommended priority eligibility as follows:

PRIORITY I	U.S. Federal government civilian employees in the Asia-Pacific region (U.S. citizens)
PRIORITY II	U.S. military personnel in the Asia-Pacific region
PRIORITY III	U.S. contractors U.S. Government foreign nationals Academia
PRIORITY IV	State of Hawaii employees City and County of Honolulu employees Private sector employees (in the interests of the U.S. Government)
PRIORITY V	Foreign government officials in the Asia-Pacific region

This broad eligibility for Academy Fellowship is designed to strengthen leadership capabilities throughout the Pacific community and enhance the diversity of the Academy’s classes, with a primary focus on U.S. Federal government employees.

In exceptional cases, agencies may also nominate GS-12s for the Senior Leaders Track if the justification for the nomination clearly demonstrates the individual’s leadership potential and that the scope of the individual’s job merits admittance to the Academy. Justifications for nominations for GS-12s are required to provide the name, grade and title of the nominee and a typewritten one page providing the following information:

1. Past and present job performance in the area of leadership, management and operations;
2. Description of the career impact the Academy training will have on the employee’s professional development;
3. Description of the impact the leadership training will have on the employing Agency’s mission; and
4. Descriptions and dates of any past leadership development training.

ATTENDANCE

Academy Fellows must attend every day of each of the Academy's core curriculum classes as the material presented builds on the previous classes. Being absent on any day, or part day, of a class would make it extremely difficult for Academy Fellows to develop and implement the Individual Action Plan required for ACE accreditation. In the event the absence is due to genuine family emergency or medical reasons, certification is determined on a case-by-case basis by the Academy faculty in consultation with the Executive Secretary, according to the Academy Fellow's ability to make up the time missed. Academy Fellows must arrive on time for all classes.

REGISTRATION

Agency nominations accompanied by payment of the full tuition fee are to be submitted to the FEB. Applicants may use their agency's training form (Department of Defense employees are required to use DD1556 forms) accompanied by the mandatory Academy's Application Form (below) and justification for any GS-11 nominations for the Senior Leaders Track (SL-FY__-1) and send to:

Honolulu-Pacific Federal Executive Board
300 Ala Moana Boulevard, Room 8-125
Box 50268
Honolulu, HI 96850

FAX: (808) 541 3429
Ph. (808) 541 2637/2638
Email:guyehara@hpfep.org

The due dates for applications and payment are prescribed in separate announcements for each individual track.

The Program is limited to 40 Academy Fellows and nominations are processed by the Academy on a first-come, first-served basis subject to priority eligibility and to ensure diversity of organizations and occupations are represented.

Applicants are advised in writing or by email by the Academy whether their application was accepted.

TUITION FEES

The due dates for payment are prescribed in separate announcements for each individual track. The tuition fee includes all Program materials.

Payment arrangements are outlined in the sample Application Form on p. 29.

Commitment of Current FY Funds

In relation to commitment of current fiscal year funds for training in the next fiscal year, agencies should rely on their interpretation of Comptroller General Decision B-238940 regarding properly charging current fiscal year funds. In this respect, OPM has formally

advised agencies that “*in Decision B-238940, the United States Comptroller has ruled that when there is a “bona fide” need for training in the present year, an agency may set aside funds that will be used in the next fiscal year provided the time between procurement and performance is not ‘excessive.’ The same Comptroller General Decision permits agencies to pay for discounted tuition payment in one fiscal year for training to be completed in the next fiscal year – again, provided the time between payment for the receipt of training is not excessive.*”

Cancellation Policy

In the event that nominees who are registered for the program cancel their enrollment fewer than thirty calendar days before the start of the Program Orientation, agencies are required to pay the full tuition fee unless a substitute has been approved. Substitutions may be made in registration up to ten calendar days before the start of a program but are subject to approval by the Academy.

Refund Policy

Since the costs of the Academy’s Program are fixed and not retrievable, agencies are not given a refund (full or prorated) of the tuition fee if an Academy Fellow is dropped or withdraws from the Program for any reason at any time, even if the Academy Fellow intends resuming training in the next Academy’s session. . Substitutions are subject to approval by the HPFEB and will be charged an administrative fee of \$200.

Travel Costs

Any travel, accommodation, meals or other personal expenses associated with participation in the Academy Program are to be met by Academy Fellows, except where specifically provided by the Academy (e.g., residential classes.)

Parking Fees

Any parking fees are the responsibility of the Academy Fellow and may be reimbursed according to their individual agency guidelines.

SAMPLE

**Pacific Leadership Academy
APPLICATION FORM**

SAMPLE

LEADERSHIP PROGRAM

SENIOR LEADERS TRACK

SESSION 1: Commences

SESSION 2:

CONTACT DETAILS

NAME:

POSITION/TITLE:

GRADE/RANK:

(Note: If GS-12, attach justification)

AGENCY:

MAILING ADDRESS:

TELEPHONE:

FAX:

EMAIL:

PAYMENT

IF PAYING BY CASH OR CHECK:

\$4575.00 for payment

IF PAYING BY CREDIT CARD:

\$4575.00

METHOD OF PAYMENT:

DD 1556

SF 182

Other

MasterCard

VISA

Card Number:

Expiration:

Name on Card:

Person, address or fax number to send/fax credit card receipt:

Signature of Card Holder:

NOTE: PLEASE LET THE FEB KNOW IF PAYMENT NEEDS TO BE PROCESSED BY A CERTAIN DATE IN ORDER TO USE CERTAIN FY FUNDS. FOR QUESTIONS REGARDING BILLING OR PAYMENT, PLEASE CONTACT THE FEB EXECUTIVE ASSISTANT AT (808) 541-2637

SPECIAL REQUIREMENTS

E.G., sign language interpreter, large print, handicap accommodations, etc.

No

Yes - Individual needs:

DUE DATE

APPLICATION FORM MUST BE SENT TO THE FEB OFFICE BY FAX: (808) 541-3429 or EMAIL: guyehara@hpfeb.org

TRAINING SITES

Unless otherwise stated, the training site will be at Tokai University.

DRESS CODE

Business casual or “aloha” attire is the designated standard dress for all Academy Fellows attending the Leadership sessions. For men, this means slacks, short sleeve shirt with open collar, shoes and socks. For women, attire should be functional, comfortable and professional in appearance.

INFORMATION FOR ACADEMY FELLOWS TRAVELING TO HONOLULU

Practical information for Academy Fellows who are required to travel to Honolulu to attend the Leadership Program is provided below.

Travel and per diem for **an** Academy Fellow traveling to Honolulu to attend Academy Programs is to be arranged and paid for by the Academy Fellow’s own agency. Academy Fellows are encouraged to contact the FEB (see Academy contacts) for any local information that may assist them.

Car Rental

Academy Fellows traveling to Oahu to attend the Leadership Program are encouraged to arrange to rent a car for the duration of their stay for commuting to and from their hotel and training site (except where these are co-located). Weekly car rental can be arranged with major car rental companies located at Honolulu Airport. However, you are advised that traffic in Waikiki and Honolulu is very congested so sufficient time must be allowed to ensure arrival at classes on time. Parking can also be difficult and expensive, especially in the Waikiki and downtown areas.

In the State of Hawaii, individuals from the following countries are legally allowed to rent a car with a valid passport and driver’s license from their country: Australia, Bangladesh, Bhutan, Brunei, Burma, Cambodia, Canada, Fiji, French Polynesia, India, Indonesia, Japan, S. Korea, Laos, Madagascar, Malaysia, Mauritius, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Russia, Samoa, Singapore, Sri Lanka, Thailand and Vietnam.

Public Transportation

On the island of Oahu public transportation is mainly by city bus known as “The Bus.” For a \$2.00 fare, people can travel one-way nearly anywhere on the island, but travel between Waikiki and Waipahu, for example, would take over an hour. Transfer tickets (available free upon boarding) may occasionally be needed to transfer to a specific destination. A request for a transfer should be made when the fare is paid.

Clothing Considerations

In addition to business/aloha casual wear at Academy classes, visiting Academy Fellows may wish to bring swimwear, athletic clothes and casual clothes for off-duty recreational time. Hawaii is warm, but can get cool in the evenings so Academy Fellows may wish to bring a sweater or light jacket.

Hawaiian Customs

Cultural diversity is very apparent in Hawaii. People from all over the world come to Hawaii to vacation and live. Most malihini (newcomers) notice a marked difference in the pace here in the islands. There is a good-natured, friendly, relaxed approach to life, referred to as the “aloha spirit” by kama’aina (long-time residents). The Hawaiian language is used extensively in the names of people, towns, streets and the island flora and fauna. Many people struggle with the pronunciation of these words.

Accommodation

A list of various types of accommodation for visiting Academy Fellows is provided below. (Note: only Department of Defense personnel can stay at the Bachelor Officer’s Quarters (BOQ))

Selected Hotels in Honolulu

Visit the GSA website for the latest information, <http://www.hotelsatperdiem.com/>

Doubletree Alana Waikiki 1956 Ala Moana Blvd Honolulu, Hawaii 96815-1897 Ph: (808) 941 7275 : 800-222-TREE Fax: 808-949-0996 Web: www.alana-doubletree.com	Holiday Inn Waikiki 1830 Ala Moana Blvd Honolulu, Hawaii 96815 Ph: 888-992-4545 Fax: 808-947-1799
Marriott Waikiki Beach Resort 2552 Kalakaua Ave Honolulu, Hawaii 96815 Ph: 800-367-5370 Fax: 808-921-5255	Best Western Ohana Surf 2280 Kuhio Ave Honolulu, Hawaii 96815-2699 Phone: 800-528-1234 Fax: 808-921-3677
Renaissance Ilikai Waikiki Hotel 1777 Ala Moana Blvd Honolulu, Hawaii 96815-1606 Ph: (808) 949-3811 Toll-Free in USA and Canada: 1-800-2ILIKAI (1-800-245-4524) Fax: 808-947-4523 Web: http://www.ilikaihotel.com/cont.htm	Best Western Plaza Hotel Intl Airport 3253 N Nimitz Hwy Honolulu, Hawaii 96819 Ph. (808) 836-3636 : 800-800-4683 Fax: 808-834-7406
Royal Hawaiian Hotel 2259 Kalakaua Ave Honolulu, Hawaii 96815 Phone: 808-923-7311 Fax: 808-924-7098	Ilima Hotel 445 Nohonani St Honolulu, Hawaii 96815 Ph: 800-801-9366 ; Fax: 808-924-2617
Sheraton Moana Surfrider Hotel 2365 Kalakaua Ave Honolulu, Hawaii 96815 Phone: 800-325-3535 Fax: 808-923-0308	Outrigger Waikiki on the Beach 2335 Kalakaua Ave Honolulu, Hawaii 96815-2941 Ph: 808-923-0711 Fax: 808-921-9749 Email: beachfront.waikiki@outrigger.com

<p>Sheraton Princess Kaiulani 120 Kaiulani Ave Honolulu, Hawaii 96815 Phone: 800-782-9488 Fax: 808-931-4577</p>	<p>Outrigger Reef on the Beach 2169 Kalia Rd Honolulu, Hawaii 96815-1989 Ph: 808-923-3111 Fax: 808-924-4957 Email: beachfront.reef@outrigger.com</p>
<p>Sheraton Waikiki Hotel 2255 Kalakaua Ave Honolulu, Hawaii 96815 Ph. (808) 922 4422 : 800-325-3535 Fax: (808) 923 8785 Web: www.sheraton-waikiki.com</p>	<p>Outrigger Island Waikiki on Lewers near the Beach 270 Lewers St Honolulu, Hawaii 96815-1950 Ph: 808-923-7711 Fax: 808-924-5755 Email: oiw@outrigger.com</p>
<p>Hilton Hawaiian Village 2005 Kalia Road, Honolulu, HI 96815 Ph: :1-808-949-4321 Fax:1-808-947-7898</p>	<p>Ala Moana Hotel 410 Atkinson Dr Honolulu, Hawaii 96814-4722 (Next to Ala Moana Shopping Center) Ph: (808) 955-4811 US and International Toll Free: (888) 367-4811 Toll Free from Neighbor Islands: (800) 446-8990 Reservations Fax: (808) 944-6839 Email amh.resv@gte.net Web: http://www.alamoanahotel.com/</p>
<p>Waikiki Shore Outrigger Resort Condominium 2161 Kalia Road Honolulu, Hawaii 96815 Ph: 808-971-4500 Fax: 808-971-4580 Email: wsr@outrigger.com</p>	

Bachelor Officer's Quarters (DoD Personnel Only)

<p>Hale Koa Hotel (DOD military and civilian) – Waikiki 2055 Kalia Road Honolulu, Hawaii 96815 Ph: (808) 955-0555 (800) 367-6027 FAX (800) 425-3329</p>	<p>Tripler Guest House Ph. (808) 839-2336</p>
<p>Navy BOQ's - Central Billeting BOQ 372 (Makalapa/CINCPACFLT), BOQ 1315 (Naval Station) and Lockwood Hall BOQ 662 Ph: (808) 421-4500 DSN (315) 421-4500 FAX (808) 423-1372</p>	<p>Marine Corps Base Hawaii BOQ Building 503 Nimitz Road, MCBH Ph. (808) 257 2409</p>
<p>Hickam AFB BOQ Ph: (808) 448-5888 DSN (315) 448-5888</p>	<p>Army BOQ's - Central Billeting Ft. Shafter / Schofield Barracks Ph: (808) 624-9650 DSN (315) 655-5036</p>

Note: The provision of contact information does not constitute endorsement by the Academy of the information, products or services contained therein.

Per Diem Rates for Hawaii

Visit the following website for current Per Diem Rates.

http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA_BASIC

Visa Issues

Academy Fellows from countries for which the U.S. Government requires a visa must ensure that their visa is valid for the entire duration of the Leadership Program. These Academy Fellows must also have a valid passport for the duration of their stay in the United States.

SPECIAL NEEDS

Participants who require special accommodations (e.g., sign language interpreter, large print materials, and mobility devices) should notify the Academy of these requirements at the time of nomination.

SEXUAL HARASSMENT POLICY

The Pacific Leadership Academy follows U.S. federal statutes that govern the standards of acceptable behavior between the sexes. These statutes specifically forbid such unacceptable behavior as: lewd and suggestive language, unwanted physical contact, and actions of a similar nature. We ask that each Academy Fellow be especially mindful of this sensitive subject. Improper behavior toward members of the opposite sex is not tolerated and could result in dismissal from the Academy.

ACADEMY CONTACTS

The Executive Director of the Honolulu-Pacific Federal Executive Board administers the Pacific Leadership Academy. Registration, payments, and all inquiries should be directed to the FEB as outlined in this Handbook. The contact details for the FEB are:

HONOLULU-PACIFIC FEDERAL EXECUTIVE BOARD
300 Ala Moana Boulevard
Box 50268, Room 8-125
Honolulu, Hawaii 96850
TELEPHONE: (808) 541-2637/2638
FAX: (808) 541-3429
WEB PAGE: www.honolulu-pacific.feb.gov

Contact Ms. Gloria Uyehara, Executive Director, at 541-2638 or guyehara@hpfeb.org

FREQUENTLY ASKED QUESTIONS

1. *What information should be included in the one-page justification that must accompany the nomination for high potential GS-7 (Emerging Leaders) and GS-12 Senior Leaders Track employees?*

To nominate high potential GS-7 (Emerging Leaders) and GS-12 Senior Leaders Track employees, the justification for the nomination must clearly demonstrate the individual's leadership potential and that the scope of the individual's job merits admittance to the Academy. Justifications for nominations are required to provide the name, grade and title of the nominee and a typewritten one page providing the following information:

- Past and present job performance in the area of leadership, management and operations;
- Description of the career impact the Academy training will have on the employee's professional development;
- Description of the impact the leadership training will have on the employing Agency's mission; and
- Descriptions and dates of any past leadership development training.

2. *Can I be nominated for the Leadership Programs if I am available for almost all of the class dates, but will not be available for part of the classes?*

No. Nomination for the Academy's Programs must be based on the availability of the nominee to attend all days of the session.

3. *Will the Academy certify me for the Senior Executive Service?*

No. However, the leadership competencies taught and certified through the Pacific Leadership Academy Program is from the OPM Leadership Competencies required for SES certification (the Academy's full Program uses 20 of the 27 OPM competencies.) Accordingly, the Academy's Program provides a very good foundation for both developing towards the SES and meeting Executive Core qualifications required for SES certification.

4. *Will attendance at the Academy get me promoted?*

No, attendance at the Academy's Programs does not guarantee promotion. However, the Academy's Programs provide Fellows with world-class leadership education that significantly enhances Fellows' knowledge and skills and development for future advancement.

5. *Are the Academy Programs identical to the courses in OPM's Management Development Center?*

No, but they are very similar in terms of the competencies taught. In addition to undertaking the Academy's Program, you are encouraged to also attend the Management Development Center sessions that complement the Academy's Program. Details on OPM's program are provided at www.leadership.opm.gov.

6. I understand that American Council on Education (ACE) certification of the Academy's Program will result in university level credits for the two leadership tracks. How does this work?

The American Council on Education (ACE) already certifies the OPM core curriculum on which the Academy's curriculum is based. Accordingly, Academy Fellows who successfully complete the Senior Leaders Track will receive six (6) graduate level university credit hours. ACE serves as a registry for students to collect ACE-certified course credits for nontraditional training programs. After paying a one-time fee to establish a transcript with ACE, fellows can use ACE to collect and maintain a permanent record of classes and credits. The ACE transcript is accepted for transfer credit at most universities, depending on specific graduate degree programs. Emerging Leaders Track will be eligible for 4 undergraduate college credits and 3 graduate level credit hours. Fellows are eligible to apply for college credits only upon successful completion of all program requirements..

7. Do I have to complete the Emerging Leaders Track to be eligible for the Senior Leaders Track?

No, but employees will be encouraged to do the Emerging Leaders Track prior to the Senior Leaders Track, depending on their grade level.

8. The Handbook says that under exceptional circumstances a GS-12 may be eligible for the Senior Leaders Track. Which track would be best for GS-12: Emerging Leaders or Senior Leaders?

It depends on individual circumstances. If a GS-12 has already had leadership training that is similar in foundation to the Academy Program and he or she meets the criteria for exceptional admittance, the Senior Leaders Track maybe the best for them. In most cases, however, the Academy encourages GS-12s to first do the Emerging Leaders Track, before the Senior Leaders Track.

“Leadership will always require people who have a vision of where they wish to take ‘the led.’ Leadership will always require people who are able to organize the effort of (others) to accomplish the objectives that flow from the vision.”

Colin Powell

APPENDIX A

OPM EXECUTIVE CORE QUALIFICATIONS FOR THE SENIOR EXECUTIVE SERVICE

The Executive Core Qualifications (ECQs) define the competencies and characteristics needed to build a Federal corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization. The Executive Core Qualifications are required for entry to the Senior Executive Service and are used by many departments and agencies in selection, performance management, and leadership development for management and executive positions. Our programs and seminars are designed around specific sets of these important leadership competencies.

ECQ 1 - Leading Change

This core qualification encompasses the ability to develop and implement an organizational vision that integrates key national and program goals, priorities, values, and other factors. Inherent to this ECQ is the ability to balance change and continuity; to continually strive to improve customer service and program performance within the basic government framework; to create a work environment that encourages creative thinking; and to maintain focus, intensity and persistence, even under adversity.

ECQ 2 - Leading People

This core qualification involves the ability to design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals.

ECQ 3 - Results Driven

This core qualification stresses accountability and continuous improvement. It includes the ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies.

ECQ 4 - Business Acumen

This core qualification involves the ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission, and the ability to use new technology to enhance decision making.

ECQ 5 - Building Coalitions/Communications

This core qualification involves the ability to explain, advocate, and express facts and ideas in a convincing manner and to negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations and to identify the internal and external politics that impact the work of the organization.

ECQ 1 **Leading Change**

Continual Learning
Creativity/Innovation
External Awareness
Flexibility
Resilience
Service Motivation
Strategic Thinking
Vision

ECQ 2 **Leading People**

Conflict Management
Leveraging Diversity
Integrity/Honesty
Team Building

ECQ 3 **Results Driven**

Accountability
Customer Service
Decisiveness
Entrepreneurship
Problem Solving
Technical Credibility

ECQ 4 **Business Acumen**

Financial Management
Human Resources
Management
Technology Management

ECQ 5 **Building Coalitions/ Communications**

Influencing/Negotiating
Interpersonal Skills
Oral Communication
Partnering
Political Savvy
Written Communication

APPENDIX B

KEY OPM LEADERSHIP COMPETENCY DEFINITIONS FOR SENIOR LEADERSHIP PROGRAM

LEADING PEOPLE

1. **Interpersonal Skills** - Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.
2. **Team Building** - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.
3. **Customer Service** - Balancing interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end products; is committed to continuous improvement of services.
4. **Integrity/Honesty** - Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.
5. **Conflict Management** - Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
6. **Leveraging Diversity** - Recruits, develops and retains a diverse high quality work force in an equitable manner. Leads and manages an inclusive work force that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

LEADING ORGANIZATIONS

7. **Creativity and Innovation** - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.
8. **Flexibility** - Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
9. **Resilience** - Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

10. **Problem Solving** - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.
11. **Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.
12. **Human Resource Management** - Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff is appropriately selected, developed, utilized, appraised and rewarded; takes corrective action.

LEADING FOR RESULTS

13. **Vision** - Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.
14. **Strategic Thinking** - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.
15. **External Awareness** - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.
16. **Accountability** - Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.
17. **Entrepreneurship** - Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.
18. **Partnering** - Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

KEY OPM LEADERSHIP COMPETENCY DEFINITIONS FOR EMERGING LEADERS PROGRAM

PERSONAL LEADERSHIP

1. **Interpersonal Skills** - Considers and responds appropriately to the needs, feelings and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.
2. **Team Building** - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, and trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.
3. **Oral Communication** - Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.
4. **Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.
5. **Resilience** - Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.
6. **Leveraging Diversity** - Recruits, develops and retains a diverse high quality work force in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

LEADING THROUGH OTHERS

7. **Creativity and Innovation** - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.
8. **Flexibility** - Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
9. **Continual Learning** - Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

10. **External Awareness** - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.
11. **Problem Solving** - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.
12. **Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from other to obtain information and accomplish goals; facilitates “win-win” situations.

APPENDIX C

VETERANS' GENERATION	
<p style="text-align: center;"><u>Key Markers:</u></p> <ul style="list-style-type: none"> • World War II • The Great Depression • The New Deal • Extended families • Respect 	<p style="text-align: center;"><u>Key Values:</u></p> <ul style="list-style-type: none"> • Respect for Authority • Sacrifice for the common good • Duty to country • Good guys and bad guys • Thriftiness • Hard work
BABY BOOMER GENERATION (Born 1944-60)	
<p style="text-align: center;"><u>Key Markers:</u></p> <ul style="list-style-type: none"> • Economic Expansion • Television • Move to suburbia • Civil Rights movement • Drugs, sex, rock 'n' roll • Social Security 	<p style="text-align: center;"><u>Key Values:</u></p> <ul style="list-style-type: none"> • Personal fulfillment • Optimism • Save the world • Everybody's rights • Achieving world peace • Value teamwork
GENERATION XER'S (Born 1961-80)	
<p style="text-align: center;"><u>Key Markers:</u></p> <ul style="list-style-type: none"> • Watergate • Layoffs • Double digit recession • Sesame Street • Latch-key children • AIDS • Divorce 	<p style="text-align: center;"><u>Key Values:</u></p> <ul style="list-style-type: none"> • Live with uncertainty • Personal security • Save, save, save • Live for today • Work to live • Like flexibility • Value independence
MILLENIUM GENERATION (Born 1981 -)	
<p style="text-align: center;"><u>Key Markers:</u></p> <ul style="list-style-type: none"> • Computers • The internet • Cellular phones • OJ Simpson • Desert Storm / Somalia • Michael Jordan / Dennis Rodman • Menu-driven thinking 	<p style="text-align: center;"><u>Key Values:</u></p> <ul style="list-style-type: none"> • Live in the moment • Like direction • Ask questions • Earn to spend • "I showed up for class. Why don't I get an A?" • Value diversity