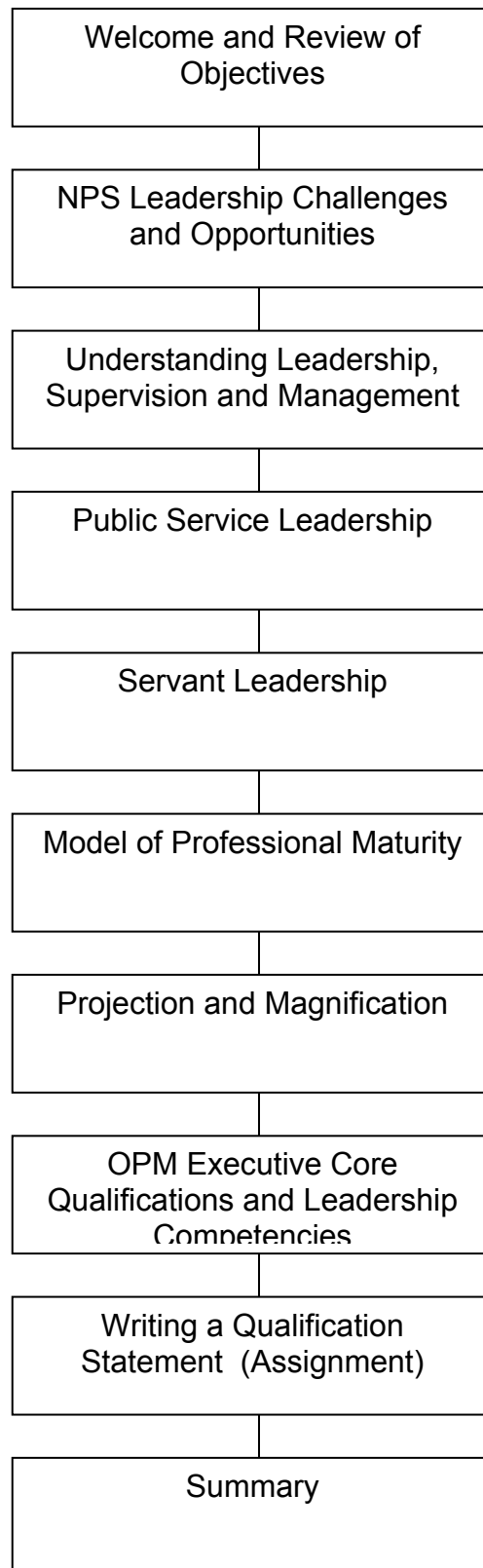


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## ELC Module 100 - Wanted: Leaders Willing to Serve and Take Action! Course Map



## How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TELNPS courses there is also a “protocol” to follow to ensure you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push to talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

When you have a question, press the push to talk button and say,

*“Excuse me [instructor’s first name], this is [your first name] at [your location]. I have a question (or I have a comment).”*

Then release the push to talk button. This is important. Until you release the button, you will not be able to hear the instructor. The best distance from the microphone is 10-12 inches. If you get closer than this, the instructor will have difficulty in hearing you clearly.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.

## **Course Objectives**

At the conclusion of this course, you should be able to—

1. List the challenges and opportunities facing NPS leaders over the next 3 years.
2. Define leadership and explain how leadership is distinguished from supervision and management.
3. List the special responsibilities of being a leader in a public service environment.
4. Define servant leadership and list the characteristics of a servant leader.
5. Use the Model of Professional Maturity to assess your actions within a work setting.
6. Explain how projection and magnification can escalate problems, hinder problem solving and create conflict.
7. List the OPM Executive Core Qualifications and underlying leadership competencies.
8. Complete a personal assessment of your current level of competence on representative OPM leadership competencies. (Work site assignment)
9. Write a qualification statement addressing one of the OPM Executive Core Qualifications using the Challenge-Context-Action-Result model. (Work site assignment)



### **Today's Top Ten List**

What do you feel are the top ten leadership challenges facing NPS leaders over the next 3 years? Take a moment to discuss with others at your location, write down your list and be prepared to share with other students.

## **NPS Leadership Challenges and Opportunities**

### **Challenges**

- Preserving park resources
- Promoting public enjoyment and public safety
- Working with partners to preserve natural and cultural resources (and enhance recreation opportunities)
- Managing the organization and its effectiveness
- Personalizing leadership
- Marketing/Identity

### **Opportunities**

- Development of personnel
- Civic engagement
- Outreach through interpretation and education
- Increasing/expanding the volunteer program
- Consolidated strategic planning effort

## Understanding Leadership, Supervision and Management



### Defining Leadership

We often talk of management and leadership as if they were the same thing. They are not. They are related, but their central functions are different. Take a few moments to write down your preliminary answers to the questions below.

What is leadership?

How does it differ from supervision?

## **Leadership vs. Supervision/Management**

Some key differences\*

- A manager takes care of where you are; a leader takes you to a new place.
- A manager deals with complexity; a leader deals with uncertainty.
- A manager is concerned with finding the facts; a leader makes decisions.
- A manager is concerned with doing things right; a leader is concerned with doing the right things.
- A manager's critical concern is efficiency; a leader focuses on effectiveness.
- A manager creates policies; a leader establishes principles.
- A manager sees and hears what is going on; a leader hears when there is no sound and sees when there is no light.
- A manager finds answers and solutions; a leader formulates the questions and identifies the problems.
- A manager looks for similarities between current and previous problems; a leader looks for differences.
- A manager thinks that a successful solution to a management problem can be used again; a leader wonders whether the problem in a new environment might require a different solution.

\*Source: "Managers vs. Leaders," by James E. Colvard, deputy director of the Office of Personnel Management under President Reagan. (From Viewpoint, July 15, 2003)

### **Are You a Boss or a Leader?**

A boss drives their employees; the leader coaches them.

The boss depends on authority; the leader depends on goodwill.

The boss instills fear; the leader inspires enthusiasm.

The boss says "I"; the leader says we.

The boss assigns the work; the leader sets the pace.

The boss says – gets there on time; the leader beats them all to it.

The boss fixes the blame for the breakdowns; the leader fixes the breakdowns.

The boss may not know how to do it; the leader always shows them how.

- Anonymous

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## **Leadership vs. Supervision/Management (cont.)**



### **Leader or Manager? Or Both?**

Look at each of the phrases below. Decide whether you feel the phrase applies to a manager, a leader or both. In the blank put one of the following letters - M-Manager, L-Leader, B-Both Be prepared to support your answer.

- \_\_\_\_ Authority – positional power
- \_\_\_\_ Operate within prescribed path
- \_\_\_\_ Act in time of risk/uncertainty
- \_\_\_\_ Create process: defined mission
- \_\_\_\_ Problem solving
- \_\_\_\_ Planning, organizing, directing within established mission
- \_\_\_\_ Create new structure/process thru collaboration
- \_\_\_\_ Staffing, analyzing, controlling
- \_\_\_\_ Mobilizing support/aligning people
- \_\_\_\_ Influence – personal power
- \_\_\_\_ Motivating/inspiring/energizing and empowering others
- \_\_\_\_ Evaluates subordinates
- \_\_\_\_ Create vision: establish direction
- \_\_\_\_ Followers evaluate



**Some of the key things I learned from this segment are...**

## **Public Service Leadership**

### **The Environment**

- “Managing democracy”—working for the American people, but having to be responsible to many masters (President, Congress, OMB, GAO to name a few)
  - In public service, there are more stakeholders—in the Parks’ case, visitors, community
- Focus is on accomplishing the mission, not on profits
  - The leader must have a vision and pass it down to employees
  - We’re passionate about our work. We’re not just doing a job, we’re trying to build stewardship. We want the public to have ownership of the park or site with us
  - We are marketing and selling our mission
- Difficulties in measuring the effectiveness of what government agencies do; being creative at justifying



## **Servant Leadership\***

### **What is Servant Leadership?**

- Servant Leadership emphasizes increased \_\_\_\_\_ to others.
- It is a holistic approach to work, promoting a sense of \_\_\_\_\_.
- It is the sharing of power in decision making.

### **Characteristics of the Servant Leader**

- Considers him/herself a servant first
- Serves the needs of the mission, the group and the organization
- Has internal anchors that go way beyond people pleasing. Anchors are the leader's core, center and principles for operating that guide his/her every action.
- Has gratitude for the mission he is charged with and the spirit of "thank you" for the trust others have placed in him/her
- Delivers through generosity and willingness through those he serves
- Does not waste time judging others, but comes from a sense of deep service to support those working toward the mission
- Expresses him/herself honestly and helps others to do the same
- Prizes the seed, rather than the bouquet
- Is willing to see things differently and to see other possibilities, sometimes in the unseen, rather than those who are stuck in and entirely focused on problems
- Feels free to break ranks and challenge the status quo to bring about change
- Is visible and moves among those served
- Operates from compassion and empathy
- Works in teams and knows the value of diverse viewpoints
- Has a passionate commitment to a mission, purpose or cause and is willing to put aside self interest for the cause.

\*Source: Robert Greenleaf, Servant Leadership, book

## **Servant Leadership (cont.)**

### **Servant Leaders**



History has shown us some of the greatest servant leaders in our own times. Please think of someone you know who was an example to you of servant leadership. Specifically,

1. What did they do?
  
  
  
  
  
  
  
  
  
  
2. What were their shining qualities that come to mind?

Please list as many qualities as you can think of and be prepared to share them with the class.



**Some of the key things I learned from this segment are...**

## **Model of Professional Maturity\***

This model was developed over two years observing behaviors that worked within an organization of 140 nationalities.

<b>Reactive</b>	<b>Professionally Mature</b>
Automatic, Trigger Level	At Times it is a Second Response
Unplanned Response	Thoughtful with Good Intent
Overly Emotional	Analytical with Perspective
Child/Parent Responses	Adult Response with Balance
Win/Lose in Reality	Decisions through Win/Win Filter
Lose/Lose	Collaborative Problem Solving
Blaming or Accusatory	Positive - Inspiring Motivation
	Speaking as Equals
	Respecting the Human Dignity
	Equality in Treatment

	<b>Professionally Helpful</b>
Negative Attitude - Cynical	
Talking Down to Others	
Verbally Abusive (Shaming)	
Any Type of Bias	

### **Professionally Harmful!**

A leader who responds in a professionally mature way holds the respect of those who follow. This leader acts with great care for the intended results and for the people he/she serves to achieve those results.

\*Source: Joan Carr-Voigt  
International Leadership Center for Professional Excellence  
5203 Nahant St. Bethesda, MD 20816  
Phone: (301)263-9592 E-Mail: [Joan@ilcpe.com](mailto:Joan@ilcpe.com)

## **Model of Professional Maturity (cont.)**



### **Discuss Your Experiences**

In pairs, discuss with your partner a time you were dealt with in a reactive manner. Look at the left column of the model (the Reactive column) and identify which descriptor the other person used. Discuss what you thought of their professionalism.



### **Role Play - Giving a Professional versus a Reactive Response**

Using one of the situations you just discussed, do a one-minute role play.

Person 1: Take on the role of the undesirable behavior. Spontaneously act out how that person behaved toward you.

Person 2: Act out the reactive response back

Now do another one-minute role play, but with a change in response.

Person 1: Again, act out the undesirable behavior

Person 2: Now act with the professional response back.

When you've finished, identify what you learned from these two exercises, and be prepared to share them with the class.



**Some of the key things I learned from this segment are...**

## Projection: The Leadership Tool for the New Millennium



These next exercises are a part of a tool we call “Projection: The Leadership Tool for the New Millennium.” This tool can help to prevent conflicts from arising, help guide decision-making toward staff, and help mend broken relations.

Think of a person you have been upset with or in conflict with.  
Answer the following:

1. What would you like the other person to do *more of*?

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2. What would you like the other person to do *less of*?

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### **Projection: The Leadership Tool for the New Millennium (cont.)**



Think of someone you do not like. Write that person's name below, followed by all of the qualities, characteristics, and behaviors you dislike. Be thorough!

\_\_\_\_\_ is:

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Now, think of someone you truly admire. Write that person's name below, followed by all of the qualities, characteristics, and behaviors you admire. Be thorough!

\_\_\_\_\_ is:

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## **Projection: The Leadership Tool for the New Millennium (cont.)**

- Projection is one of the most important learnings for international leadership.
- It is a \_\_\_\_\_ mechanism that is very subtle, and without knowledge of it, it can destroy our most important relationships.
- It is **the** major contributor toward separation from others, and **the** \_\_\_\_\_.
- Each of us has sides of our own personalities that we may not like. We try to hide those sides of ourselves in most social interactions.
- Often, those very sides of ourselves that we do not like or try to hide, we can become very upset with when others engage in those same behaviors.
- People who “push our buttons” are showing us a side of ourselves we would like to forget.
- Managing our own projections is key to managing our relationships in a healthy way.
- Leaders **must** be aware of their own mistakes on their learning curve of life. This allows them to be understanding when others make mistakes.
- Without knowledge of projection, leaders can very easily hold damaging biases against others who show them **a side of themselves they dislike**.



## **Projection: The Leadership Tool for the New Millennium (cont.)**



### **Time for Reflection**

1. Ask yourself each time you are upset, "What is this person doing that I have done also in my life?"
2. Write down a full list of all of the attributes that upset you. Reflect on them to see if you have acted in the same way, or can relate in some way.

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### **Concluding Thoughts:**

- Why is it so important to be fully aware of the concept of projection for leadership?
- What types of difficulties can arise if leaders are unaware of this and project onto others?
- Have you seen any specific examples of projection from your recent past?

## **The Magnifying Mind\***

### **Magnification can:**

- Blow things up
- Create disaster thinking
- Make a big deal out of small events
- Zoom in on the negative
- Can create cynical, problem focus
- Escalate problems with others
- Allow our projections to destroy potentially good relationships

### **Steps to refocusing the mind:**

1. Realize there is some good in the worst of us and there is some bad in the best of us. Where I place my energy, interest and focus, my mind will produce evidence.
2. Recognize when our negative focus has become habitual. Ask self, “Am I overly focused on negative aspects vs. assets and potential?”
3. Repetition builds mastery over every mental habit. It requires balance in perspective. Fear of our own projections can separate us from people.
4. Actively refocus on assets and strengths, how to help and serve, and how to heal the relationships. By refocusing, we can create balance in our perspective in order to find appropriate solutions together. Acknowledge our own mistakes and how we would want others to deal with us.
5. Build the awareness that as we focus on mending our own perceptions, the healing of our relationships will increase.



### **Take a moment...**

In what ways have you seen magnification take place in your workplace?  
What was the result?

\*Source: Joan Carr-Voigt  
International Leadership Center for Professional Excellence  
5203 Nahant St. Bethesda, MD 20816  
Phone: (301) 263-9592 E-Mail: [Joan@ilcpe.com](mailto:Joan@ilcpe.com)



**Some of the key things I learned from projection and magnification are...**

## **Writing Executive Core Qualifications Statements: the Challenge-Context-Action-Result Model**

Qualifications Statements document specific, job-related experiences with specific accomplishments. When you apply for a leadership position, you must submit qualifications statements.

Reviewers who read your statements are looking for specific challenges and results.

Following the Challenge-Context-Action-Result Model helps you organize and describe your experience:

**Challenge.** Describe a specific problem or goal.

**Context.** Talk about the individuals and groups you worked with, and/or the environment in which you worked, to tackle a particular challenge (e.g., clients, co-workers, members of Congress, shrinking budget, low morale).

**Action.** Discuss the specific actions you took to address a challenge.

**Result.** Give specific examples of the results of your actions. These accomplishments demonstrate the quality and effectiveness of your leadership skills.

## **Qualifications Statement Example – Leading People**

As a manager for the past 14 years, I have developed performance and training plans, counseled, appraised and hired employees, worked with unions, and taken disciplinary actions. I have gone from supervising five employees to managing 170 headquarters and field employees.

As head of the department's Office of Discrimination Resolution, I inherited a 4-year backlog of Equal Employment Opportunity (EEO) complaints and a 15-member staff. At the same time, the department issued a mandate requiring us to reduce the complaints backlog within 60 days and to eliminate it within 4 months. I had neither the funds nor the time to hire additional staff so I set out to make the maximum use of the human resources I had on board.

My first step was to review the complaints inventory to determine which complaints could be quickly moved through the system and which ones required in-depth review. I then reorganized the office by defining the structural needs of the EEO program and assessing the skill levels of my employees. I created five teams, using my own staff as well as field staff, and ensured that work was evenly distributed to each group. I worked closely with my employees to develop appropriate performance standards for their new assignments. In addition, we discussed the training that would be needed to enhance their performance.

I ensured that each employee understood the importance of his or her contribution to the project. Throughout the transition to teams, I kept an open-door policy and listened closely to employees' suggestions. As a result, the teams developed a remarkable "can do" attitude toward this overwhelming workload. The spirit and determination with which we worked together enabled us to meet the department's goal of eliminating the complaints backlog within 4 months.



## Challenge-Context-Action-Result Model

Read through and identify the four parts of the example, and be prepared to share your findings with the class. The four parts are not necessarily in order, AND, they may occur in more than one place !!

### **Example: Building Coalitions/Communication**

Throughout my career as a private sector attorney, I have represented the interests of a wide variety of organizations, including Fortune 500 companies, small businesses, homeless groups, and local government. This work requires a broad array of verbal and written skills in advocacy, negotiation, and mediation.

An example of this representational skill is my work on behalf of a local homeless clinic. I became aware of a pattern and practice by the city government of purposefully frustrating the orders of the local court system to avoid providing a wide variety of social services for the poor and homeless. While the government's failures were obvious in individual cases, little attention was paid to the fact that, when viewed broadly, this malfeasance occurred in virtually every local program designed to aid poor people. I decided that the only way in which this wide scale problem could be brought to light was by preparing a detailed report describing the city's misconduct in approximately 15 cases.

Working with three associates from my firm, we compiled information on the cases filed against the city by various plaintiffs (e.g., homeless individuals, public interest groups). In addition, we gathered facts from the plaintiffs' attorneys, talked to other legal service providers to identify relevant documents for the cases, and recruited a dozen local lawyers to write chapters for the final report.

Over the 10 months we spent writing the report, we were continuously required to represent the clinic to many diverse groups throughout the city (e.g., lobby groups for the homeless and poor, workers at other homeless clinics) whose cooperation was needed to complete the report. We were often required to make presentations to management officials of those groups, to gain their support.

In drafting and editing the report, we were constantly required to work with these groups to be sure that the report was accurate and reflected everyone's interests. During the writing phase, there were serious conflicts among the groups as to what the report should be addressing; we were frequently required to mediate these disputes without sacrificing the report's quality.

**Example: Building Coalitions/Communication (cont.)**

After publishing the 450-page report, we received hundreds of phone calls and letters praising our efforts. The report was covered on local radio and television stations, and the demand for copies prompted a second printing (500 copies) of the document. As a result of our findings, the Mayor established an oversight office to assure that the homeless would receive appropriate social services. Based on information from employees at various clinics and many homeless individuals, we know that the city's needy population is receiving these services.

In addition to my regular attorney duties, I head the firm's pro bono committee. Committee members spend a considerable amount of their time representing individuals who cannot afford to pay for legal services. Despite the negative attitude toward pro bono work held by some of the firm's attorney, I have encouraged six co-workers to join the committee. I did this by "marketing" committee participation as a way to serve the public and to gain valuable experience working on cases that will have a substantial impact on the community.

Approximately 75 percent of the firm's attorneys are now involved in pro bono work, and we have argued four pro bono cases in the last three terms of the Supreme Court. In addition, the firm has gained a reputation as a public service-minded



## **Writing A Qualifications Statement**

This assignment is to be completed outside of class.

A well-prepared ECQ statement reflects underlying Leadership Competencies (e.g., "Leading Change" reflects creativity and innovation, continual learning, external awareness, etc.).

To help give you practice in writing a qualifications statement, choose an ECQ, and a few of the leadership competencies you wish to highlight from the list in Appendix A.

Draft a statement, using the Challenge-Context-Action-Result Model as a guide. If you have questions when you write your statement, ask your supervisor or your personnel officer.

Review your statement with your supervisor; if there are questions, we suggest you contact your personnel officer. Then email your statement to

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The OPM website has excellent tips on how to focus your content, writing suggestions including tone and format, kinds of references to include, and further examples for you to read.

<http://www.opm.gov/ses/tips.html>



## **Appendix A OPM Executive Core Qualifications and Leadership Competencies**

The law requires that the executive qualifications of each new career appointee to the Senior Executive Service (SES) be certified by an independent Qualifications Review Board based on criteria established by the Office of Personnel Management. The Executive Core Qualifications (ECQs) describe the leadership skills needed to succeed in the SES; they also reinforce the concept of an "SES corporate culture."

This concept holds that the Government needs executives who can provide strategic leadership and whose commitment to public policy and administration transcends their commitment to a specific agency mission or an individual profession. Executives with a "corporate" view of Government share values that are grounded in the fundamental Government ideals of the Constitution: they embrace the dynamics of American Democracy, an approach to governance that provides a continuing vehicle for change within the Federal Government.

OPM has identified five fundamental executive qualifications. The ECQs were designed to assess executive experience and potential—not technical expertise. They measure whether an individual has the broad executive skills needed to succeed in a variety of SES positions - not whether they are the most superior candidate for a particular position. (This latter determination is made by the employing agency.)

### Executive Core Qualifications

- ECQ 1 Leading Change
- ECQ 2 Leading People
- ECQ 3 Results Driven
- ECQ 4 Business Acumen
- ECQ 5 Building Coalitions/Communications

Successful performance in the SES requires competence in each ECQ. The ECQs are interdependent; successful executives bring all five to bear when providing service to the Nation.

## **Appendix B OPM Leadership Competencies**

### **Leading Change**

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.

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.

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.

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.

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.

Service Motivation - Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

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.

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.

## **Appendix B OPM Leadership Competencies**

### **Leading People**

**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.

**Leveraging Diversity** - Recruits, develops, and retains a diverse high quality workforce 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.

**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.

**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.

### **Results Driven**

**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.

**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.

**Decisiveness** - Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

**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.

## **Appendix B OPM Leadership Competencies**

### **Results Driven (cont.)**

Problem Solving - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

Technical Credibility - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

### **Business Acumen**

Financial Management - Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

Human Resources Management - Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.

Technology Management - Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.

### **Building Coalitions/Communications**

Influencing/Negotiating - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

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.

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.

**Appendix B OPM Leadership Competencies****Building Coalitions/Communications (cont.)**

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.

Political Savvy - Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

Written Communication - Expresses facts and ideas in writing in a clear, convincing and organized manner.

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## **Appendix C Tips for Writing Executive Qualifications Statements**

OPM recommends the following:

### **Stay Focused**

- Focus on leadership rather than managerial and technical abilities; all three are important, but leadership is more important.
- Show your experience in all 5 Executive Core Qualifications (ECQ's).
- Follow the Challenge-Context-Action-Result model.
- Each ECQ should contain specific, job-related experiences with specific accomplishments.
- It's not necessary to have experience in every Key Characteristic--your overall record should show that you have the qualifications needed to succeed in the Senior Executive Service.
- Be sure your statement reflects the Leadership Competencies underlying each ECQ.
- Never combine any of the ECQ's.
- Never address an ECQ by referring the reader to other parts of your application (e.g., SF-171).
- Avoid using an identical example for more than one ECQ.
- Avoid a "laundry list" of activities without context, actions, or accomplishments.
- Avoid statements that simply parrot the Key Characteristics.
- Focus on your vision for the organization not your personal vision.
- Focus on recent experience, education, and training. Some reviewers consider experience that's over 10 years old to be stale.
- Highlight awards or other forms of recognition that relate specifically to an ECQ, e.g., "Human Resources Manager of the Year."
- Include non-Federal experiences (e.g., private sector, volunteer and professional organizations) if they support the ECQ.
- Include relevant formal education or training that has enhanced your skills in a particular ECQ.
- Don't forget to include examples of special assignments and details.
- Include special qualifications: public speaking, publications, languages spoken, membership in related professional organizations or scientific societies, or expertise in a technical area (e.g., budget, information technology).
- Show measurable results, especially in terms of improved customer service, increased efficiency, productivity, or money saved.
- Avoid vague statements.

**Good:** I produce two weekly radio shows, one monthly television program, and a bimonthly newsletter to 10,000 employees located in 12 regional offices.

**Bad:** I manage various communication processes to field offices.

## **Appendix C Tips for Writing Executive Qualifications Statements**

### **English 101 Revisited**

- Absolutely no typos or grammatical errors.
- Use personal "I" instead of third person.
- Write in short, complete sentences (subject, verb, proper tense agreement).
- Use common words and expressions instead of bureaucratic ones.
- Economize on words and expressions, but not to a cryptic extreme.

**Good:** I briefed Congress.

**Bad:** I conducted a briefing to key Congresspersons and their staffs. (10 words.)

- Avoid acronyms, unless you spell them out several times in the application.

### **Format**

- Keep length 1 - 1 1/2 pages for each Executive Core Qualification (ECQ).
- Material should be easy to read:
  - Use paragraphs or bullets to separate items.
  - Use headings and subheadings to indicate categories.
  - Use all capital letters, bold or italics to highlight important information.
  - Leave some white space; don't type margin to margin.
  - Avoid using small size type.
- Don't make reviewers hunt for experience (e.g., "see attachments"). Put all relevant information in the ECQ write-up.
- Application should be neat, clean, and typed.
- Make sure photocopies are legible.
- Don't attach copies of training certificates, awards, or position descriptions.
- Number all pages.
- Don't assume Spell-Check and Grammar-Check will catch all the errors; review every word.

## **Appendix C Tips for Writing Executive Qualifications Statements**

### **Tone**

- Be friendly and professional, not stilted, formal, or chatty.
- Avoid passive verbs; use active verbs with the personal "I."

**Good:** I established a new team structure that eliminated the need for six supervisors (only 13 words; concise, clear, good use of personal "I" with an active verb).

**Bad:** The establishment of a new team structure was considered one of my best accomplishments in that it reduced the need for six supervisory positions (too long--24 words; stilted, awkward sentence structure, too passive).

### **References**

- Make sure that individuals you reference can attest to your ability to perform the Senior Executive Service job and can speak to your specific competencies in the Executive Core Qualifications.
- Contact references and tell them about positions for which you have applied.
- Be sure reference information is current (e.g., telephone numbers, addresses).

### **More Tips**

- Avoid statements that describe your personal beliefs, philosophies, or commitment to social or political causes unless you can show bottom line results.
- Don't reveal information about your political affiliation or activities unless you are using experience as a political appointee to qualify.
- Don't identify your race, sex, national origin, color, religion, age, marital status, physical or mental disability, sexual orientation, or any other non-merit factor.

### **And Finally...**

- When you're finished, ask three people (preferably dispassionate and knowledgeable individuals) to review your application.