

# The HUD Leadership Journey Reference Guide



2nd Edition





Welcome to the Leadership Journey Reference Guide, the U.S. Department of Housing and Urban Development's (HUD's) roadmap to leadership development. This Guide was developed to be a tool to promote the empowerment of HUD's management and leadership workforce as well as those employees who aspire to be leaders by engaging in learning opportunities that are focused on long-term development, growth, and performance improvement. In doing so, employees on a leadership journey will more effectively and efficiently change the way the Department operates and accomplishes its mission.

This reference tool will assist employees with their career development and succession planning by outlining the leadership competencies needed for self-development and the development of others.

Using this reference tool allows the user to do the following:

- Gain an understanding of the leadership competencies developed by the U.S. Office of Personnel Management (OPM).
- Identify targeted development goals and activities.
- Define specific actions for his or her development.
- Help others develop their leadership competencies.

As illustrated below, this Guide is divided into four sections. You should use all four sections to complete a step-by-step development process.

## Leadership Development Guide



Throughout the Guide we use icons to denote tools and resources provided in each section.



**Worksheets**



**On-the-Job Development Suggestions**



**Coaching Suggestions**

*Leadership Development Guide* can be found at HUD@Work at: [hud@work.hud.gov](mailto:hud@work.hud.gov). Check this site for the most current issue. In addition, please visit the Online Career Resource Center (CRC) <https://www.hudlearn.net/index.php>.



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# Executive Summary

Over the past several years, the U.S. Department of Housing and Urban Development (HUD) has taken several steps to invest in its workforce by offering engaging performance-centered learning and development opportunities for our leaders. In such times of economic challenges and shrinking resources, the caliber of the organization's leadership strongly affects its success.

HUD LEARN (Learning, Enrichment, and Resources Network) is committed to ensuring that HUD employees are provided with career-mapping tools, planning strategies, and developmental opportunities to build and close leadership skill gaps. Our goal is to implement a roadmap for developing leadership skills as one transitions throughout his or her career as a leader, thereby strengthening the talent pipeline within HUD.





“Learning is what most adults will do for a living in the 21<sup>st</sup> century.”

*Sidney Joseph Perelman*

**Section 1**

Leadership Competency Model



The tools and strategies provided in this Leadership Development Guide are recommendations that you should customize based on your individual needs.

All supervisors and managers are responsible for taking charge of their own continuing development in their current positions and developing themselves for potential future positions. They are also responsible for encouraging the development of subordinates to ensure that the workforce needs are met. This Guide contains information that can help develop employees, supervisors, managers, and executives in the Department.

## Overview

The Agency depends on leaders who possess the knowledge, skills, and abilities to effectively lead the workforce to achieve the strategic goals and mission of the Agency in an ever-changing and increasingly demanding work environment.

HUD is committed to the development of its leaders—and HUD LEARN (Learning, Enrichment, and Resources Network) is committed to providing supervisors and managers with the tools and strategies they need to be effective leaders throughout their careers. Using these tools and strategies, leaders can create an organizational environment where development is a normal part of everyone's job, and where individuals and leaders take equal responsibility for creating and implementing development plans. In doing so, HUD will be able to effectively execute programs and initiatives to accomplish its mission through operational and strategic excellence.

### Developing Leadership Capabilities: What's in It for You?

Changing times bring uncertainty, which affects all supervisors and managers. It is important that we are prepared to deal with change at the individual, program office, and Agency-wide levels. A structured process for identifying targeted goals, establishing plans to meet those goals, and following through with implementation can help prepare individuals and offices for the inevitable changes that are occurring.

### Office of the Chief Human Capital Officer (OCHCO)

OCHCO is responsible for developing and implementing policies and procedures associated with human capital management and strategies of the Department. The Chief Human Capital Officer advises the Secretary and the senior management team regarding all human resource matters.

### HUD Learning, Enrichment, and Resources Network (LEARN)

HUD LEARN establishes the policies and programs for learning and development in order to enhance the knowledge and skills of all employees. This includes designing, developing, delivering, tracking, and evaluating a variety of training and development options to meet organizational, occupational, and individual needs. HUD LEARN is also responsible for establishing and delivering career development and succession management programs.

### Leadership Development Division (LDD)

LDD provides a full range of consulting, training and development services to employees that aspire to be supervisors, supervisors, managers, and executives in the Agency. The consultation services include assessing training needs and managing the delivery of cross-cutting leadership, supervisory, management, and executive training services for broad audiences throughout the Department.



Using this structured process and the tools available can help the workforce prepare for change by:  
Establishing meaningful and realistic career goals and approaching those goals in a step-by-step fashion.

- Looking beyond current job descriptions to identify future knowledge and skills required to support individual and organizational goals.
- Realistically identifying knowledge and skills needed and taking steps to acquire them.
- Helping to make informed decisions about future job goals.

Federal supervisors are the nexus between Government policy and action and the link between management and employees.

### Why Are First-Level Supervisors So Important?

First-level supervisors have a clear and vital role: achieve the organizational goals assigned to their work unit through the unit's employees. Simply put, their job is to do everything they can to help their employees succeed in their jobs and thereby achieve organizational goals. Federal supervisors are the nexus between Government policy and action and the link between Management and employees. They ensure that the decisions made by the President and Congress are implemented through the information and services that employees provide to the American public. Because they have direct and frequent contact with employees, first-level supervisors can have a stronger, more immediate effect on employee performance and productivity than higher-level managers. Organizational research shows that

supervisory proficiency is one of the most important predictors of an agency's performance, and a review of 1,500 journal articles on performance improvement indicated that the most effective way to improve organizational performance is to improve first-level supervisors.

Conversely, deficient supervision can be extremely costly, in terms of both productivity and public confidence in the Government. As the National Academy of Public Administration stated in a 2003 report about Federal supervisors, "It is difficult to quantify the precise cost of supervisory deficiencies, but even a small deficiency could result in the loss of billions of dollars. Data indicate that this problem involves more than 'a small percentage' and real costs could be considerably larger. Without solid programs for identifying, developing, and managing first-level supervisors, agencies pay an enormous price in several ways...." Those ways include low-quality work performance, low morale, low productivity, grievances and complaints from employees and clients, and high employee absenteeism or turnover. Thus, deficiencies in Federal agency performance that are frequently reported in the press—and that perpetuate negative public stereotypes of Federal employees—may reflect deficiencies in supervision, such as inadequate oversight and management, more than deficiencies in the conduct or performance of the employees. Moreover, many studies have demonstrated that a poor supervisor or manager is the most common reason for employee attrition.

### What is the difference between a Manager and a Supervisor?

The manager is responsible for making significant decisions on what the unit does, including its purpose, functions, and role, and for making commitments and decisions that require the expenditure of significant unit resources. Managers have a significant external focus (to the world outside the unit), whereas supervisors have a more internally focused responsibility for implementing the manager's decisions through the work of subordinate employees. Once a decision is made on what to do, supervisors have a significant role in deciding how to achieve the objective established by the manager. Supervisors often perform the same kind of work that subordinates do. Managers do not do the daily work of the unit as a regular part of their work, but they may do it on an exception basis or to resolve the most difficult problems facing the unit.



### How Does Leadership Have an Impact on an Organization?

A successful leader—of an organization or group of people—needs to be both a strong manager and an effective leader to get their team on board to follow them toward the leader’s vision of success. There are many ways of looking at leadership and many interpretations of its meaning. Leadership might be interpreted in simple terms, such as “getting others to follow” or “getting people to do things willingly,” or it might be interpreted more specifically, for example, as “the use of authority in decision-making.” It may be exercised as an attribute of a position, or because of personal knowledge or wisdom. Leadership might be based on a function of personality, or it might be seen as a behavioral category. It may also be viewed in terms of the role of the leaders and their ability to achieve effective performance from others.<sup>1</sup>

In the 21st century, leaders must create an atmosphere in which people believe in strategy, management decisions, and their work. Once people believe in management decisions, there is an excitement within an organization. Such an atmosphere makes an organization prosper. Successful leaders create this sort of environment both inside and outside the organization.<sup>2</sup>

### What is the difference between a manager and a leader?

The manager’s job is to plan, organize, and coordinate. The leader’s job is to inspire and motivate. In his 1989 book *On Becoming a Leader*, Warren Bennis composed a list of the differences:

- The manager administers; the leader innovates.
- The manager is a copy; the leader is an original.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his or her eye always on the bottom line; the leader’s eye is on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager is the classic good soldier; the leader is his or her own person.
- The manager does things right; the leader does the right thing.

## Leadership Competency Development Cycle

Figure 1 on Page 5, illustrates a systematic process for guiding employees and supervisors/managers in identifying target goals, assessing current skills and developmental needs, prescribing ways to address developmental needs, and tracking and reporting progress. This process may be initiated either by supervisors/managers who are planning development at the organizational level, or by individuals who are interested in self-development.

### How to Develop Your Leadership Skills

The Leadership Competency Development Cycle is a six-step process for actualizing leadership development goals. The six steps are pictured in Figure 1 and are explained in more detail in Section 2.

<sup>1</sup> Subir Chowdhury, “The Nature of Leadership.”

<sup>2</sup> Subir Chowdhury, *Management 21C* (Financial Times Prentice Hall, 2000).



Some of us are eager to jump directly to Step 3, “Identify Learning Experiences.” However, Steps 1 and 2, “Identify Your Goal” and “Assess Proficiency” are essential. Showing alignment among your learning goals, your current proficiency level, and your proposed learning experiences will make a stronger case for leadership development, requiring time and monetary commitments from your supervisor.

### How Long Is a Development Cycle?

Ideally, the development cycle begins at the start of the performance year. New employees or employees who change jobs during the performance year should work with their supervisors to begin their development within

60 days of starting the new job and can lengthen or shorten the first development cycle to fit into the performance year. The development cycle may expand to cover one or two performance years, with the norm being one year. A two-year cycle might be desirable, for example, for an employee who is participating in a leadership program lasting more than 12 months.

Figure 1: Leadership Competency Development Cycle



## Leadership Competencies

Competencies are measurable human capabilities that are required for effective performance. They are the building blocks of effective work performance. Competencies may consist of knowledge, skills, abilities, or other characteristics (KSAs or KSAOs), or a cluster of these. The successful completion of most work tasks requires the sequenced or simultaneous demonstration of multiple competencies.

A set of competencies identified as important for successful performance in a particular job role is often labeled a “competency model.” A competency model can establish a common language for the organization, clarify expectations for the job, and provide a map for success in the organization. A competency model is most valuable when each competency is defined in action-oriented, operational terms to make its meaning and application clear. Behavioral examples of how each competency can be demonstrated on the job at different levels of proficiency also help clarify the competencies and increase their usefulness in selection, development, and management. The Office of Personnel Management (OPM) has a document located on the HUD@work page, under TRAINING, HUDLEARN, Learning and Development Tools, Proficiency Levels for Leadership Competencies contains proficiency level illustrations for 28 Leadership Competencies. Proficiency levels indicate different levels of expertise or mastery in a competency. The illustrations provide examples of work behavior at each proficiency level.



The competencies are grouped into five core focus areas. The Agency has aligned its leadership development efforts with the Executive Core Qualifications (ECQs), which were developed by the Office of Personnel Management for use throughout government. ECQs are required for selection to the Senior Executive Service (SES), and they provide a blueprint for leadership effectiveness at all organizational levels.

In addition, OPM has been conducting Government-wide occupational studies using its Multipurpose Occupational Systems Analysis Inventory - Close-Ended (MOSAIC) methodology for more than two decades. MOSAIC, a multipurpose, survey-based occupational analysis approach, is used to collect information from incumbents and supervisors on many occupations for a wide range of human resource management functions. The competencies used in these MOSAIC studies are also available on the HUD@work page under TRAINING, HUD LEARN tab.

## Executive Core Qualifications: Definition

### ECQ 1: Leading Change

**Definition:** This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

Creativity and Innovation	Develops new insights into situations; questions conventional approaches; encourage new ideas and innovations; designs and implements new or cutting-edge programs/processes.
External Awareness	Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's effect on the external environment.
Flexibility	Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.
Resilience	Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
Strategic Thinking	Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.
Vision	Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.





## ECQ 2: Leading People

Definition: This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Conflict Management	Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.
Leveraging Diversity	Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.
Developing Others	Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.
Team Building	Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

## ECQ 3: Results Driven

Definition: This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Accountability	Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with
Customer Service	Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.
Decisiveness	Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.



Entrepreneurship	Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.
Problem Solving	Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
Technical Credibility	Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

#### ECQ 4: Business Acumen

**Definition:** This core qualification involves the ability to manage human, financial, and information resources strategically

Financial Management	Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities
Human Capital Management	Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multisector workforce and a variety of work situations
Technology Management	Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems



## Fundamental Competencies

Competencies are the personal and professional attributes that are critical to successful performance in the Senior Executive Service (SES). The Fundamental Competencies are the attributes that serve as the foundation for each of the Executive Core Qualifications. Experience and training that strengthen and demonstrate the competencies will enhance a candidate's overall qualifications for the SES.

Definition: These competencies are the foundation for success in each of the Executive Core Qualifications.

Interpersonal Skills	Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations
Oral Communication	Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed
Integrity/Honesty	Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.
Written Communication	Writes in a clear, concise, organized, and convincing manner for the intended audience
Continual Learning	Assesses and recognizes own strengths and weaknesses; pursues self-development
Public Service Motivation	Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests
HUD Internal Awareness	Knowledgeable of HUD's mission, core values, and guiding principles. Recognizes and optimizes impact of actions on other parts of the organization



Figures 3–5 identify the level at which each competency should be mastered for aspiring leaders, supervisors, managers, and executives. Definitions of the technical competencies are provided after the Figures.

Figure 3: Federal Supervisory Training Model

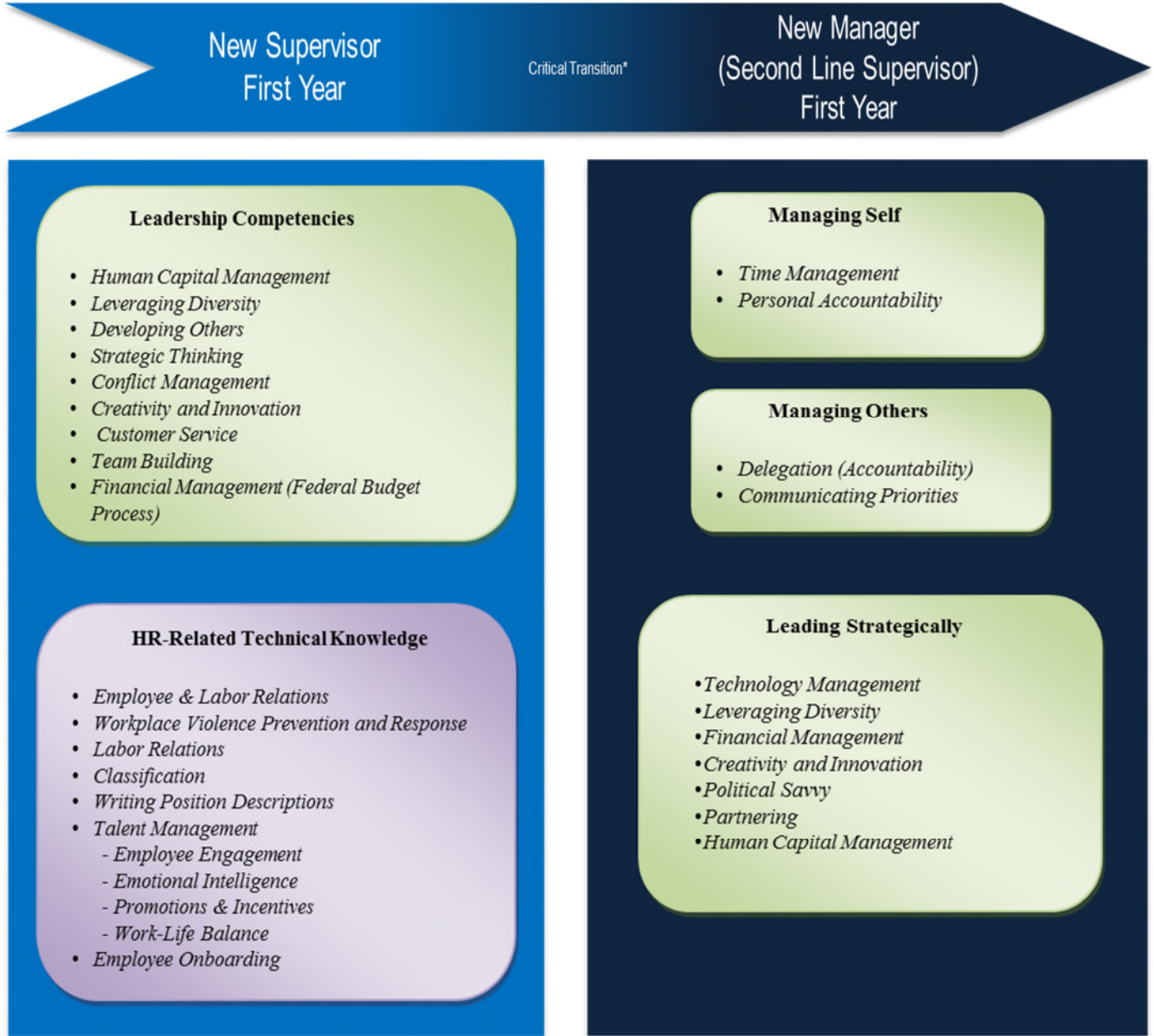




\*5CFR part 412 requires agencies to provide training when employees make critical career transitions. 5CFR part 412 also requires supervisors to complete refresher training at least once every three years.

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



Figure 4: New Supervisor and Manager Training Framework

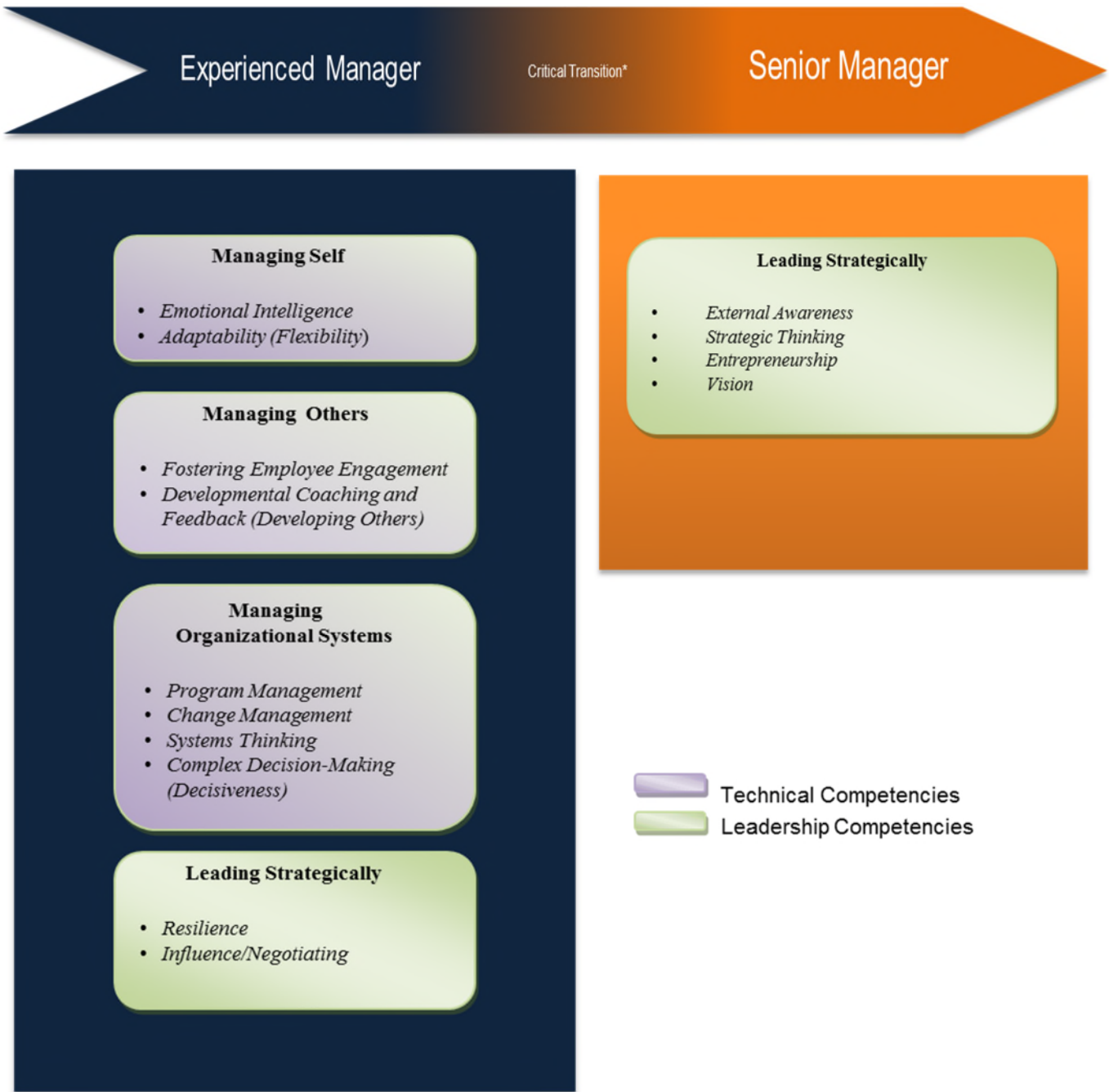


-  Technical Competencies
-  Leadership Competencies

\*5CFR part 412 requires agencies to provide training when employees make critical career transitions. 5CFR part 412 also requires supervisors to complete refresher training at least once every three years.  
 \*\*The Telework Enhancement Act of 2010 requires managers and supervisors of teleworkers to participate in telework training.



Figure 5: Mastery Level-Federal Managerial Curriculum



“The growth and development of people is the highest calling of leadership.”

*Harvey Firestone*



## Technical Competency Model: Definitions

### New Supervisor First 3 Month

#### HR-Related Technical Knowledge

**Merit System Principles:** Holds self and others accountable for efficient and effective human resources management in support of agency's mission in accordance with Merit System Principles.

**Prohibited Personnel Practices:** Possesses knowledge and understanding of prohibited personnel actions, including equal employment opportunity (EEO) practices.

**Hiring:** Illustrates knowledge, understanding and application of hiring initiatives and best practices in relation to a number of hiring areas, including: workforce planning, recruitment, interviewing, and selection.

**Pay and Leave Policy:** Illustrates knowledge, understanding, and application of supervisor's responsibilities to comply with Federal pay and leave law and regulations relating to a number of areas, including time and attendance as well as management of HR information systems. Follows OPM's policies and guidance to administer pay policies and programs for employees.

**Telework Policy:** Illustrates knowledge, understanding and application of agency's telework policy and telework best practices to effectively manage remote personnel.

**Reasonable Accommodations:** Illustrates knowledge, understanding, and application of supervisor's responsibility in complying with Federal reasonable accommodation law and regulations.

### New Supervisor First Year

#### HR-Related Technical Knowledge

**Employee Relations:** Illustrates knowledge, understanding, and application of Federal employee relations policies and regulations that maintain supervisor-employee relationships, including workplace violence preventions and response.

**Labor Relations:** Illustrates knowledge, understanding, and application of Federal labor relations policies and regulations. Understanding of the supervisor's role in managing unionized employment situations to minimize conflict.



**Classification:** Illustrates knowledge and understanding of the position classification process through which Federal jobs (i.e., positions) are assigned to a pay system, series, title, and grade or band, based on consistent application of position classification standards, including the development and use of position descriptions.

**Talent Management:** Illustrates knowledge and understanding on the development, retention, and management of people with the required skills and aptitude to meet current and future organizational needs, including in the following areas: employee engagement; emotional intelligence; compensation; recognition; and work-life balance.

**Employee Onboarding:** Illustrates knowledge, understanding, and application of the process for integrating new employees into an organization and equipping them to become successful and productive.

**Organizational Performance Management:** Addresses individual and organizational performance matters necessary to properly create and sustain a results-oriented culture by aligning performance objectives with agency goals and aligning office goals with the agency strategic plan.

### Performance Management Required by 5 CFR Part 412

#### Training Requirement, Learning Objectives:

##### Conducting Performance Appraisals

- Differentiate the mid-year and annual review process
- Explain how a mid-year and annual review are conducted
- Identify critical job performance elements that define results to be achieved
- Conduct effective performance discussions with employees
- Describe and demonstrate how to rate performance objectives and behavioral performance consistently and fairly across employees at the end of the rating cycle
- Develop effective and meaningful narratives for employees

##### Handling Unacceptable Performance

- Communicate and document performance concerns
- Identify and apply appropriate actions to effectively address ongoing performance and
- Identify appropriate opportunities to provide performance feedback to employees

##### Mentoring Employees

- Define mentoring
- Define employee development conversations
- Apply active listening, powerful inquiry, detailed feedback, and clarification of outcomes in employee development conversations
- Provide objective and positive suggestions to employees on appropriate office conduct and work ethics
- Provide objective and positive suggestions on how employees may improve work proficiency and productivity

##### Improving Employee Performance and Productivity

- Implement a decision-making tool for analyzing performance and closing performance gaps
- Distinguish among the types of support to offer to employees and the optimal timing for each type of support (e.g., coaching, mentoring, developmental counseling, instructing/teaching, and consulting).
- Reward excellent performance
- Address poor performance





## New Manager (Second Line Supervisor) First Year

### Managing Self Competency

**Time Management:** Manages time effectively and strategically by analyzing goals, structuring goals into tasks, and prioritizing those tasks. Requires ability to prepare prioritized task lists, sequence and queue tasks, and estimate timeframes to effectively schedule and meet deadlines.

**Personal Accountability:** Holds self-accountable for accomplishing measurable, high-quality, timely, and cost-effective results. Accepts responsibility for errors; complies with established control systems and rules; and plans and executes the work.

### Managing Others Competency

**Delegation (Accountability):** Empowers employees by assigning tasks and granting appropriate authorities. Engages direct reports by allocating responsibilities to maximize organizational, team, and individual effectiveness. Provides appropriate resources and timely, accurate, and objective feedback on assignments.

**Communicating Priorities:** Conveys information concerning important organizational objectives in written and verbal form with staff, customers, and other stakeholders. Actively listens and considers feedback.

## Experienced Manager

### Managing Self Competency

**Emotional Intelligence:** Possesses the social competence involving the ability of a person to monitor and understand his/her emotions and the emotions of others and then to use this information to inform the person's thinking and actions.

**Adaptability (Flexibility):** Remains flexible and open to new ideas, and models behavior that encourages others to value flexibility. Adjusts behavioral and/or leadership style or approach necessary to achieve a goal. Responds to change with a positive attitude and a willingness to learn.

### Managing Others Competency

**Fostering Employee Engagement:** Guides, inspires and motivates staff to meet challenges and achieve objectives. Promotes employee ownership and responsibility for desired outcomes.



**Developmental Coaching and Feedback (Developing Others):** Evaluates and addresses the developmental needs of employees and assists them in selecting learner-centric diverse experiences to gain necessary skills.

## Experienced Manager

### Managing Organizational Systems Competency

**Program Management:** Applies knowledge, skills, and techniques to execute programs effectively and efficiently.

**Change Management:** Defines and instills values, attitudes, norms, behaviors, and steps within an organization that support strategic approaches for accomplishing work and overcoming resistance to change.

**Systems Thinking:** Possesses the ability to collectively assess interrelationships, interconnectedness, and patterns of change across different domains in complex situations.

**Complex Decision-Making (Decisiveness):** Approaches complicated, ambiguous challenges by developing effective viable solutions intended to drive organizational effectiveness and promote buy-in with affected stakeholders.

## Senior Manager

**External Awareness:** Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

**Strategic Thinking:** Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

**Entrepreneurship:** Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

**Vision:** Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision to action.



## Mandatory Training

Federally Mandated Training, as defined on the Standard Form (SF) 182 Authorization, Agreement and Certification of Training, is “mandatory training for all employees Government-wide”, or in some cases, groups of employees across Federal agencies and departments. This includes training mandated by Executive order, Federal statute, or regulation such as computer security awareness (5 CFR 930.301-305), ethics (5 CFR 2638.703 and 704), and training for managers and supervisors (5 CFR 412.202).

OPM recognizes most agencies have their own required training. Unlike Federally mandated training, this type of training is not mandated by Federal statute for all Federal employees. Agency Required Training as defined on the SF 182 is “required by the agency and provided to Federal employees to achieve the goals and objectives of the Agency as needed.”

Below is a chart listing mandatory training for Federal employees, to learn more about each topic and the legal citation for each topic, please visit OPM’s website: <https://www.opm.gov/wiki/training/Federally-Mandated-Training/Print.aspx>.

Mandatory Training	For ALL Employees	For Supervisor, Managers, and SES	Performance Mgt. Required by 5 CFR Part 412
	<ul style="list-style-type: none"> <li>• NO Fear Act</li> <li>• Ethics Awareness</li> <li>• IT Security Awareness</li> <li>• Equal Employment Opportunity</li> <li>• Performance Mgt.</li> <li>• Occupational Safety &amp; Health</li> <li>• Plain Writing Act</li> <li>• Safeguard Against Breach of PII</li> </ul>	<ul style="list-style-type: none"> <li>• USERRA</li> <li>• Veteran’s Employment</li> <li>• Drug-Free Workplace</li> <li>• Employing Individual with Disabilities</li> <li>• Telework Policy**</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting Performance Appraisals</li> <li>• Handling Unacceptable Performance</li> <li>• Mentoring Employees</li> <li>• Improving Employee Performance &amp; Productivity</li> </ul>

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





“As we look ahead into the next century, leaders will be those who empower others.”

*Bill Gates*

**Section 2**

Leadership Competency Development Cycle



## Overview

An integral part of the Leadership Competency Development Cycles (Section 1) is to make a personal commitment to enhancing your leadership competencies. This section is designed to walk you through a systematic, step-by-step process to identify your target goals, assess skills and development needs, identify learning experiences, complete a Development Plan, accomplish your learning goals, and track and report your progress. This process is designed to be collaborative between you and your supervisor. You can use this same process when working with your subordinate employees to plan their development activities.

## The Leadership Development Plan

In HUD LEARN, we have used the terms Individual Development Plan (IDP) and Leadership Development Plan (LDP) to describe the written document you and your supervisor may create to outline your goals, list your learning experiences, and record your progress. The two are differentiated, with the IDP being more employee focused, and the LDP being more leadership focused. In this Reference Guide we will be using the term Leadership Development Plan (LDP).

The Leadership Development Plan is:

- a planning document that allows you and your supervisor to identify development goals and activities that can help you improve your job performance and meet your career objectives.
- neither a guarantee nor a final commitment from management for Agency-funded training, education, and development. Resource availability and competing organizational priorities may impact the amount of approved development activities.

“I am learning  
all the time. The  
tombstone will  
be my diploma.”

*Eartha Kitt*

## Working Together

A sample LDP can be found on pages 34–35. The LDP is a process, not just a plan. This process is not a one-time activity. You should plan to meet with your supervisor as follows:

- **Initial Meeting:** During the initial meeting, be prepared to discuss your future plans and goals. Identify those competency areas that you most need to work on.
- **Plan Review Meeting:** After discussing your goals and needs, take time to develop your plan. When your plan is drafted, schedule another meeting with your supervisor. At this meeting, work together to finalize the plan.
- **Progress Meetings:** Plan to meet with your supervisor at least twice a year to review, update, and modify your LDP. You should also review your LDP whenever there have been changes to your work assignments or if you begin a new position.



## The Planning Cycle

As referenced in Section 1, the Leadership Development Planning Process is a cycle that begins at Step 1 by Identifying Your Goals and ends with Step 6 Assess Progress (see Figure 6).

Figure 6: Leadership Competency Development Cycle



# Step 1

## Identify Your Target Goals

The first step in developing your Leadership Developing Plan is to identify your target goals. A target goal is a statement of a desired outcome or accomplishment that is specific, observable, and realistic. It is recommended that you complete the following process when identifying your goals:

- Review your position description (PD) and performance standards to become familiar with all of the requirements of your current job. Think about where you would like to be 1, 2, 5, or 10 years down the road.
- Review your program mission and values statements, the program structure, and your program's strategic goals. Think about how you would like to contribute to the mission and goals of HUD and your program.
- To identify the leadership competencies associated with your goals, locate your current level and the level of your desired position on the HUD Leadership Model. Focus on developing proficiency in the competencies.

If your future goals include applying for a specific position, investigate that position. Identify the technical competencies you will need in order to demonstrate technical credibility in that position. You can identify needed technical competencies from a PD for that position. The PD may not list the specific leadership competencies needed for the position, but you can use the HUD Leadership Competency Development Cycle. See Worksheet #1 on Page 27, "Identify Target Goals," to assist you.

# Step 2

## Assess Proficiency

### Assess Your Leadership Competencies.

Leadership competencies support most target goals and are important to consider when identifying your development needs. It is recommended that you assess your leadership competencies by completing the self-assessment found in Worksheet #2. (You can also ask your supervisor, employees, and/or peers to complete this worksheet to give you a broader perspective of your developmental needs.) This assessment will help you select the three to five most critical leadership development needs and write your learning objectives.

### What instruments can I use to assess my proficiency?

There are a variety of instruments you can use and actions you can take to assess your current competency level.

- Use the behavioral examples for your current leadership level (and the next level if you are aspiring to move up in leadership level) to self-assess your proficiency at each competency. (For specific behavioral examples, please see HUD@work). Give copies to a colleague, your supervisor, or a customer and ask that person to rate you as well.
- Discuss your level of performance with your supervisor and request suggestions on areas of development. Request the same type of information from peers, mentors, or others.
- If you supervise others, use a 360° Assessment to assess your proficiency at the 28 competencies.
- If your work unit or program has administered a customer survey, use information from that survey if it refers to you or your position.

Use preference assessments, like the Myers-Briggs Type Indicator or "What's My Communication Style" if those are available. Results from preference assessments may provide further insight into the behavioral assessments described above. Visit the HUD LEARN webpage for more information.





Once you have determined where you would like to be and the competencies you need to get there, you need to assess your current proficiency level. The gaps between your current performance and the competency level needed for that position will indicate which competencies you should first develop.

As you gather assessment information, first check that you are proficient in the competencies considered essential at your current leadership level and at levels below your current level. If assessments indicate you are proficient at those, focus on competencies for the next higher leadership level.

**Identify Your Learning Objectives or Needs.** Based on your assessment of your leadership competencies, list those competencies that you need to enhance in order to meet your target goals. Then write your learning objectives based on the identified needs. Having a learning objective helps you focus on the specific knowledge, skills, or behaviors you want to enhance.

Complete Worksheet #1 to document your learning objective(s).

**Refine Your Goals.** After assessing your proficiency, look back at the goals you set in Step 1. Refine or revise your goals based on the assessment information you have gathered. List the leadership competencies you wish to develop. These could be needs revealed by the assessments or strengths that you would like to further develop.

You can have more than one competency development goal in your Development Plan, but limit the number of goals to three. Including too many competencies dilutes your progress on any one of them. If you reach your goals on three competencies before the performance year is up, you can approach your supervisor about revising your Development Plan to add additional competencies.



## Identify Learning Experiences

A variety of activities and resources are available for accomplishing your learning goals.

List possible development activities that might help you close that gap. Be creative!

Classroom training is only one approach. Consider coaching, mentoring, structured on-the-job training, self-study or distance learning, special projects, assignments, participation on a

task force or special team, developmental details, shadowing assignments, or community projects (development does not have to occur only at work). See Appendix 2 for more ideas.

**Use Your Resources!** Make sure to review Section 3 of this Guide for recommended leadership development activities.

Describe the evidence you will produce or actions you will take to demonstrate how you have increased proficiency in that competency. Part of this description should include how you will transfer what you have learned back to your job.

Consult with the HUD LEARN team by sending an email, [hudLEARN@hud.gov](mailto:hudLEARN@hud.gov), and your program training officer.

**Check your plan. Will the activities meet your learning objectives? Are the activities cost-effective? Will you be able to complete the activities in the established timeframes?**





## Create Your Leadership Development Plan

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The information you've gathered in steps 2 and 3 provides a framework for creating your Leadership Development Plan. This assessment of your status will help you identify additional learning experiences required to progress to the next level.



## Meeting with Your Supervisor to Discuss Your Leadership Development Plan

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Assemble the information you gathered in steps 1 and 2 into a draft Leadership Development Plan. Give or send a copy to your supervisor and schedule a time to meet to review and complete the plan. During your meeting, discuss the entire Leadership

Development Plan with your supervisor, explaining why you have selected those competencies and learning experiences. Be prepared to discuss how developing proficiency in those competencies will benefit you and your work unit and will increase your productivity. A productive discussion with your supervisor should result in a mutually agreed-upon Leadership Development Plan and decisions regarding when and how you will meet to review progress, make necessary adjustments, and evaluate how well you have accomplished your learning goals.



## Complete Learning Experiences

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Schedule regular meetings with your supervisor to review progress on your competency development. Discuss how you have applied what you have learned to your job. If your learning goals change, meet with your supervisor to revise your Leadership Development Plan so it is

up-to-date and accurately reflects your learning plans.

### **When and How Often Should I Meet with My Supervisor?**

Your supervisor is a resource for developing your career plans, and you can utilize his or her expertise throughout the development cycle. At minimum, you should meet with your supervisor twice a year to discuss your goals, design a Leadership Development Plan, and review your accomplishments.

### **How Can I Have a Productive Leadership Development Discussion?**

A leadership development discussion is not a performance appraisal review. This discussion is an opportunity to clarify goals and to agree on actions and expected outcomes to improve in targeted competencies.



The following tips should help ensure that you have a constructive and effective leadership development discussion with your supervisor:

- Dedicate specific, uninterrupted discussion time for the leadership development discussion.
- Initiate the discussion if needed. It does not matter whether you or your supervisor schedules the discussion. It matters that it happens!
- Go over the entire Leadership Development Plan with your supervisor. Be prepared for possible changes to your plans. For example, your supervisor might disagree with your own assessment on some competencies, might know of better resources for developing a certain competency, or might not have enough in the budget for one of your proposed learning activities.
- Finalize a mutually agreed-upon Leadership Development Plan during the meeting. You can enter the agreed-upon changes into the plan after the meeting, but you should come to agreement on the contents of the plan while you are together.
- Establish dates for “check in” follow-up meetings to revisit your Leadership Development Plan, report progress, and adjust timelines, goals, and measurements, as necessary.

As a supervisor, you need to set aside time for employee developmental meetings, during which you help your employees refine their career goals, assess their proficiency at the needed competencies, create Development Plans, and assess their progress.

### What Is My Role and My Supervisor’s Role?

Developing leadership competencies is a joint effort of every employee and that employee’s supervisor.

As an employee, you need to discuss your career goals with your supervisor and work with him or her to assess the leadership competencies you will need to reach those goals. If your supervisor does not approach you for a discussion, you need to initiate that discussion.

As a supervisor, you need to set aside time for employee developmental meetings, during which you help your employees refine their career goals, assess their proficiency at the needed competencies, create Development Plans, and assess their progress.

Both you and your supervisor have very specific roles in planning for your development. You, as the employee or learner, should:

- Identify your learning goals.
- Identify resources and strategies for meeting your learning objectives and the costs involved.
- Identify how you will demonstrate that you have accomplished your learning objectives and how you will use what you have learned.
- Demonstrate how your learning objectives link to your program’s vision, mission, and strategic goals.
- Meet with your supervisor to discuss your plan and finalize your Development Plan.
- Review progress with your supervisor every 6 months.



- Complete all learning experiences.
- Assess your progress and begin the development cycle again.

You, as the supervisor, should:

- Assist in creating a Leadership Development Plan.
- Guide the learner toward useful resources for development.
- Review the Leadership Development Plan and provide feedback.
- Ensure that the employee's goals are aligned with the program mission, vision, and current needs.
- Schedule regular meetings (at minimum, twice per year) to discuss progress, application, and further development.
- Make adjustments, if necessary, to ensure Development Plans of all employees can be accomplished within the training budget, where applicable.
- Support transfer of learning by providing employees with opportunities to practice new skills and by rewarding improved performance.

## Mentoring and Coaching

A mentor is a role model and sounding board who provides confidential guidance. A mentor is someone, not in the employee's chain of command, who is in a position to help with job and career goals, and who is committed to doing so. Mentoring is a constantly evolving process and requires the mentor and protégé to work together as partners to define appropriate mentoring goals and to provide each other with sufficient feedback to enable the achievement of those goals. See Appendix B.

A coach assists in review and self-reflection and helps recipients apply book or classroom knowledge to their current work situation. This reflection helps those receiving the coaching to learn how to analyze and resolve the leadership challenges they are facing. Supervisors, managers, and executives often find a coach especially valuable when facing the challenges of a new leadership position. See Appendix B.

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”

*Alvin Toffler*



## Worksheets and Leadership Development Plan

### Worksheet #1: Identify Target Goals (1 of 2)



The first step in planning your individual development is to set target goals. To set target goals:

- Consider the questions and take notes for your records.
- Use these notes to write your target goals at the end of this worksheet.

#### Determine Organizational Needs

Questions to Consider	Your Notes
<ul style="list-style-type: none"> <li>• How might your role change to meet evolving Agency priorities and goals?</li> <li>• What positions will the Agency need to fill in the future?</li> <li>• Are there any Agency-wide issues that you should learn more about?</li> </ul>	

#### Determine Occupational Needs

Questions to Consider	Your Notes
<ul style="list-style-type: none"> <li>• Are the policies, procedures, or technologies associated with your career field changing? If so, what do you and others in your career field need to learn?</li> <li>• Have job duties changed recently (or will they change), requiring some new skills or expertise?</li> <li>• Is there any annual mandatory or refresher training required for individuals in your career field/position?</li> <li>• Are there new initiatives or processes that will affect your leadership competencies?</li> </ul>	



## Worksheet #1: Identify Target Goals (2 of 2)



### Determine Your Individual Needs

Questions to Consider	Your Notes
<ul style="list-style-type: none"> <li>• Are you new in your job and, if so, must you learn the basics to get up to speed and feel comfortable and productive?</li> <li>• Do you need to improve your performance of current job tasks?</li> <li>• Are there new projects or assignments within your current organization or elsewhere in the Agency that appeal to you? If so, what do you need to learn?</li> <li>• Do you want to broaden your skills or expertise to allow yourself more flexibility for future job moves?</li> </ul>	

### Establish Your Goals

Use your notes to help you identify priorities and then state what you intend to accomplish. You can use the following formats to help you write your goals:

- To improve my performance of [job task/competency] by [date].
- To expand my knowledge of [area of expertise] by [date].
- To prepare for [more responsibility or future position] by [date].
- To re-energize my interest in [subject area/function] by [date].
- To maintain my credentials through [mandatory training requirements] by [date].

### Write Your Target Goal(s)/Position(s)

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**Check your goals.** Are they specific, measurable, attainable, realistic, and timely? Do your goals balance organizational, occupational, and personal priorities?



## Worksheet #2: Assess Your Leadership Competencies (1 of 5)



### Assess Your Leadership Competencies

Leadership competencies support most target goals (identified in worksheet #1) and are important to consider when identifying your learning objectives. Read each competency description and circle the level you think most accurately describes your current performance level. You can also give copies of this worksheet to your supervisor, peers, and subordinates to get their feedback. For more information on the Leadership Competency Model, refer to section 1. Please note, for any rating less than 5, some type of learning activity is needed.

### Leadership Competency Area 1: Leading Change

Using the following Rating Score:

Not Effective 1-2

Effective 3-4

Mastery 5

Rate Each Competency

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.	1	2	3	4	5
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.	1	2	3	4	5
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.	1	2	3	4	5
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.	1	2	3	4	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.	1	2	3	4	5
Service Motivation—Creates and sustains an organizational culture that 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.	1	2	3	4	5
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.	1	2	3	4	5
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.	1	2	3	4	5



## Worksheet #2: Assess Your Leadership Competencies (2 of 5)



### Leadership Competency Area 2: Leading People

Using the following Rating Score:

**Not Effective 1-2**

**Effective 3-4**

**Mastery 5**

**Rate Each Competency**

	1	2	3	4	5
<p><b>Conflict Management</b>—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.</p>	1	2	3	4	5
<p><b>Leveraging Diversity</b>—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.</p>	1	2	3	4	5
<p><b>Integrity/Honesty</b>—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.</p>	1	2	3	4	5
<p><b>Team Building</b>—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.</p>	1	2	3	4	5





## Worksheet #2: Assess Your Leadership Competencies (3 of 5)

### Leadership Competency Area 3: Results Driven

Using the following Rating Score:

Not Effective 1-2

Effective 3-4

Mastery 5

Rate Each Competency

	1	2	3	4	5
Accountability—Ensures that effective controls are developed and maintained for 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.	1	2	3	4	5
Customer Service—Balances 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.	1	2	3	4	5
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 are limited or solutions produce unpleasant consequences; is proactive and achievement oriented.	1	2	3	4	5
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.	1	2	3	4	5
Problem Solving—Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.	1	2	3	4	5
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.	1	2	3	4	5
HUD Internal Awareness—Knowledgeable of HUD mission, core values, and guiding principles. Recognizes and optimizes impact of actions on other parts of the organization.	1	2	3	4	5



## Worksheet #2: Assess Your Leadership Competencies (4 of 5)



### Leadership Competency Area 4: Business Acumen

Using the following Rating Score:

Not Effective 1-2

Effective 3-4

Mastery 5

Rate Each Competency

**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.

1

2

3

4

5

**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.

1

2

3

4

5

**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.

1

2

3

4

5





## Worksheet #2: Assess Your Leadership Competencies (5 of 5)

### Leadership Competency Area 5: Building Coalitions/Communication

Using the following Rating Score:

**Not Effective 1-2**

**Effective 3-4**

**Mastery 5**

**Rate Each Competency**

	1	2	3	4	5
Influencing/Negotiation—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.					
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 affect 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.					

**After completing the ratings, circle any competency that you need to improve in order to reach your target goals. Consider these circled competencies when developing your LDP learning objective.**



## Leadership Development Plan Sample (1 of 2)



### Leadership Development Plan—Part A

**DIRECTIONS:** If you need more space, attach Continuation Sheet. Complete within 30 days of EACH activity, assignment, or experience.

Name: Doe, Chris T.		Targeted Key Position(s): Second-Level Supervisor or Program Manager, CPD		
Current Position and Post of Duty: First-Level Supervisor, CPD, Atlanta, GA				
Competency and Learning Objective	Activities/Assignments/Experiences to Achieve Learning Objective	Cost		Demonstration of Learning (How will you know when the objective is met?)
		Travel	Training	
To enhance conflict management skills	Conflict Management & Confrontational Skills—Fred Pryor Seminars	0.00	195.00	Interactions with problem peer will be less stressful and more productive.
To improve interpersonal skills, especially listening to others	Hold weekly one-on-one meetings with each employee to assess status of work. Practice new listening skills (actively listen to words and feelings, avoid zoning out, ask questions, etc.) Use same methodology for managing cross-organizational work group looking at Atlanta Continuity of Operations Plan (COOP).	0.00	0.00	Employees will: - See me as being open to their viewpoints. - Say I accurately state their viewpoints. - Say I ask for feedback. I would see an increased willingness for employees to make suggestions.
Supervisor's Agreement: We jointly agree on the training and development activities, and I will seek to provide the necessary resources for the employee to accomplish these objectives during this training and development period.		Supervisor's Mid-Point Review: I have reviewed the employee's progress on accomplishing the training and development activities. We have identified efforts and opportunities to transfer the learning (new knowledge, skills) to the job.		
Name:		Name:		Title:
Signature:		Signature:		Date:



# Leadership Development Plan Sample (2 of 2)

## Leadership Development Plan—Part A Continuation Sheet

Name: Doe, Chris T.

<p>To enhance conflict management skills</p>	<p>Address and coach underperforming employee. Start Date: 3/01/17 Completion Date: 8/01/17</p>	<p>0.00</p>	<p>0.00</p>	<p>Underperforming employee's performance improves.</p>
<p>To enhance conflict management skills and to improve interpersonal skills, especially listening to others</p>	<p>Coaching from supervisor  Start Date: 3/01/17 Completion Date: 8/01/17</p>	<p>0.00</p>	<p>0.00</p>	<p>Underperforming employee's performance improves. Employees would see me as being open to their viewpoints. I would accurately be able to state employees' viewpoints. I would ask for feedback from employees. I would see an increased willingness for employees to make suggestions.</p>



## Leadership Development Plan Sample (1 of 2)



### Leadership Development Plan—Part B

DIRECTIONS: Complete within 30 days after EACH activity, assignment, or experience.

Name: <i>Doe, Chris T.</i>		
Activity, Assignment, or Experience: <i>Hold weekly one-on-one meetings with each employee to assess status of work. Practice new listening skills (actively listen to words and feelings, avoid zoning out, ask questions, etc.).</i>	Actual Start Date: <i>02/15/17</i>	Actual Completion Date: <i>6/30/17</i>
<i>Use same methodology for managing cross-organizational work group looking at port Continuity Of Operations Plan (COOP).</i>		
A. Assignment Manager Assessment (if applicable)		
Did the employee achieve the learning objective? Please mark your response and explain below. Please explain how the objective was achieved and demonstrated, or what needs to be done to complete it.		
X FULLY <input type="checkbox"/> INCOMPLETE		
<i>Chris told the members of his COOP team that he was working on his ability to listen to others. He explained specifically what he would be trying to improve and asked the team members to provide immediate feedback, both positive and negative, when they observed the behavior. Through this feedback (more negative at the beginning than positive), I have seen significant improvement in Chris' listening skills. He is not as quick to jump to conclusions based on faulty information because he is taking the time to ensure he has heard all relevant information. I applaud Chris' openness to allow himself to be so vulnerable to the feedback of the team.</i>		
Are there other developmental needs identified as a result of this activity? Please be specific.		
<i>While his listening skills have improved dramatically, this will be an area that Chris will work on for the rest of his career. As long as he remains open to constructive feedback, Chris will only continue to get better at listening.</i>		



## Leadership Development Plan Sample (2 of 2)



### B. Manager of Record Assessment

Has the employee demonstrated achievement of the learning objective? Please mark your response and explain below. If the objective was fully achieved, explain how it was demonstrated.

**X FULLY    0 INCOMPLETE**

*I have noted that Chris takes more time to let others express their points of view in staff meetings. This may be a direct result of his efforts to be a more effective listener as a part of his personal development plan. I commend Chris for taking the initiative to ask for constructive feedback from his peers in the COOP team and from his employees. Chris will be able to utilize this improved skill in improving his conflict management skills as well (objective #1).*

Are there other developmental needs identified as a result of this activity? Please be specific. *None—just continue to work on listening in the same manner.*

### C. Employee Assessment

Did you achieve your personal learning objective? Mark your response and explain below. If the objective was fully achieved, explain how it was demonstrated.

**X FULLY    0 INCOMPLETE**

*I facilitated several meetings to address the COOP. As a result of my effort to improve my interpersonal skills, I was able to listen and paraphrase the concepts and ideas that were discussed at the meetings. I focused on having all the participants feel comfortable and valued in the meetings by setting up some acceptable ground rules and expectations for the meeting.*

*After the meetings, I contacted several participants to solicit their feedback on how the meetings went and how I practiced my listening skills. While a majority of the comments were positive, one recommended that I could improve on my ability to manage any monopolizing individuals during meetings. In other words, there is a balance between listening and managing a meeting. Subsequent feedback indicates that I am improving in this area, but I need to continue with practicing this skill.*

*My weekly one-on-ones with my employees have proven to be more difficult because of my diverse workforce, but doable. I discovered that I need different listening skills for the individual team members, and that it is not one-size-fits-all. I exercised my listening skills and restrained my tendency to be the problem solver. I received my employees' ideas and encouraged them to come up with possible solutions.*

Are there other developmental needs identified as a result of this activity? Please be specific. *Continue practicing this skill.*



## Reviewing Your Leadership Development Plan

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Now that you have completed your LDP form, be sure to:

**Review Your Plan.** Will the activities support your target goals and learning objectives? Are the activities cost-effective? Will you be able to complete the activities in the established timeframe?

**Share Your Plan.** Without commitment, you are less likely to make plans. While the LDP process is important in establishing your development needs and learning objectives, your supervisor will also need to balance organization-wide training priorities with your plan.

**Check Your Implementation and Evaluation Strategy.** Will you know if you are making progress? Do you have a system for keeping your plan on track?

**Solicit Feedback.** Determine who might see you demonstrating the new competencies. Decide how you might get feedback from individuals who can observe you performing the new competencies.

**Celebrate Success.** When you achieve your goals, make sure that you celebrate and share your success. Also, think about methods for maintaining your motivation and getting back on track if you miss a target.

Ensure that all completed training is recorded in the HUD Virtual University, the Department's Learning Management System by providing your Training Completion Certificate to your respective Program Training Officer for data entry. Also, ensure that the Leadership Development Division and/or your Program Training Officer know about all training you attend. This information will help to create a database of training courses (both internal and external) to share with others seeking the same developmental activities as you.





“Always walk through life  
as if you have something  
new to learn and you will.”

*Vernon Howard*

**Section 3**

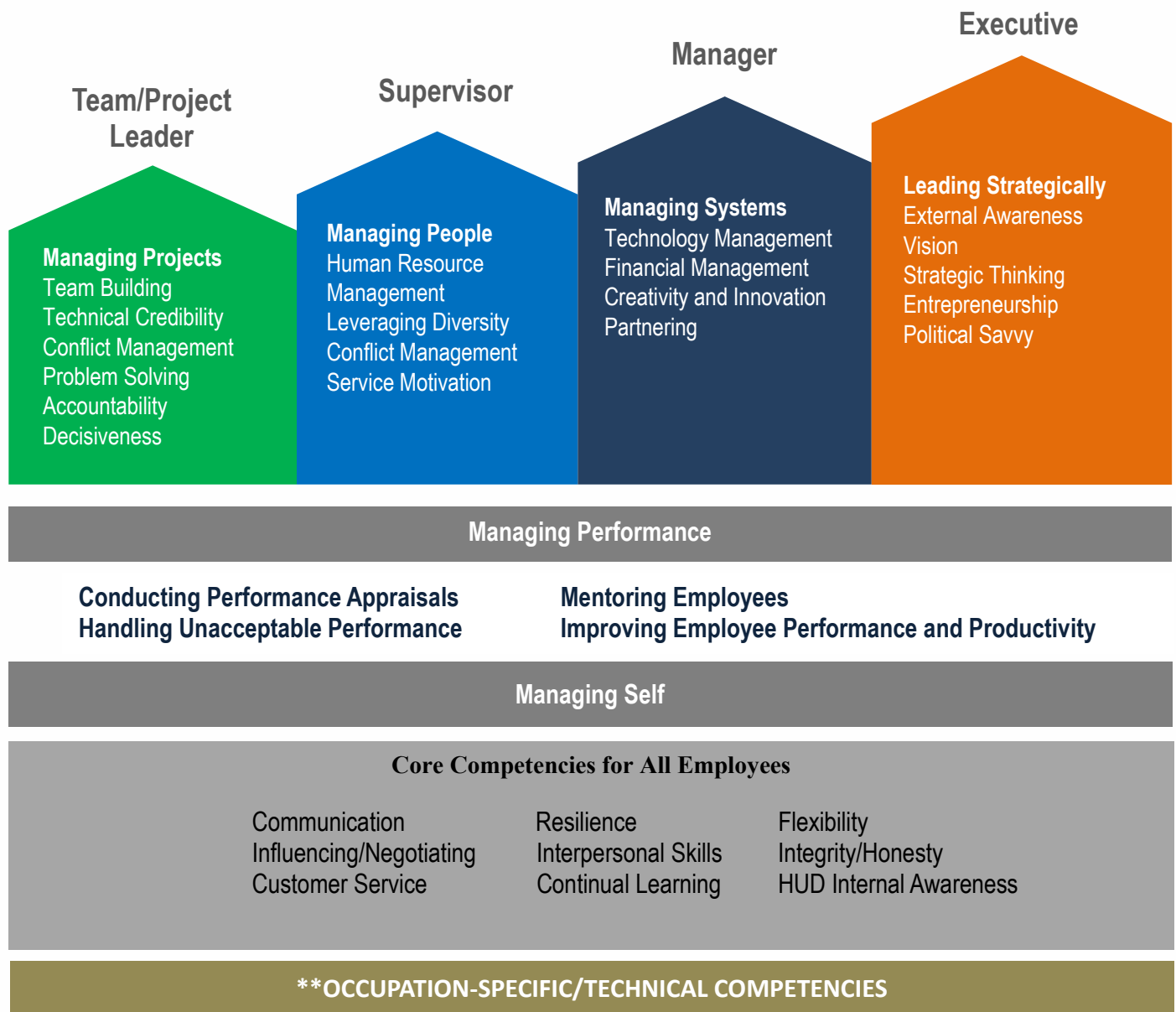
HUD-Specific Leadership Competency Development Programs



# HUD Leadership Competency Framework

The HUD Leadership Competency Framework is based on the leadership competencies that are outlined in the Office of Personnel Management’s (OPM’s) Executive Core Qualifications, as well as topics identified by OPM as core areas of performance management. Consideration of one’s occupation-specific/technical competencies should be addressed for effective performance. The framework is broken down into five series: Managing Projects (team leaders or project managers), Managing People (supervisors), Managing Systems (managers), Leading Strategically (executives) and Managing Self (all employees). The competencies that are identified in each series are representative of the competencies needed to effectively perform at one’s particular status and/or job responsibility within the organization.

All of the 28 competencies are used at every leadership level. The manner in which each competency is used is related to the leadership level.



## Learning Experiences

This Section is divided into two parts. The first part contains descriptions of the competencies listed on the HUD Leadership Competency Framework. The second part focuses on the Leadership Development Programs. Each program is explained, including a description of what it entails. To learn more about the Programs, the Points of Contact are located within the HUD LEARN's Leadership Development Division.

### Description of the Competencies (Part 1)

#### Managing Projects

The key to delivering successful projects, consistently, is people. The soundness of the project management framework and performance rests firmly in the hands of the project team. Supervisors and Managers have a major responsibility to ensure that teams deliver quality services and products. Employees with considerable experience and expertise in their respective programs need to master the listed competencies to become an effective part of the project management team as well as those competencies required to step forward as a team leader. The Team/Project Leader and Supervisor level highlights six essential competencies and include team building, technical credibility, problem solving, accountability, decisiveness, and conflict management. Mastering these competencies supports being an effective team member and an effective team leader. Focus on developing those six competencies first as well as continuing to develop the nine competencies listed at the All Employee level on the HUD Leadership Competency Framework. Once you have developed those 15 competencies, begin developing the competencies listed at the Supervisor, Manager, and Executive levels.

#### Managing People

The Supervisor level highlights five competencies. Focus on developing these five competencies, Conflict Management, Developing Others, Human Resource Management, Service Motivation and Leveraging Diversity, as well as continuing to develop the 15 competencies listed at the All Employee and Team/Project Leader levels on the framework.

At this level, you are not only responsible for governing your own behavior, you are also responsible for assisting those whom you supervise.

#### Managing Systems

The Managing Systems level highlights four competencies, Technology Management, Financial Management, Creativity and Innovation and Partnering. Focus on developing these four competencies as well as continuing to develop the 20 competencies listed above.

Once you have developed those 20 competencies, begin developing the competencies listed at the Executive Level on the framework.

Remember that all 28 competencies are used at every leadership level. The manner in which each competency is used is related to the leadership level. The Behavioral Examples (BEs) illustrate how the competencies are used at each leadership level. (For specific behavioral examples, please see HUD@work). For example, at the Manager level, BEs for "Vision" (listed at the Executive level on the framework) illustrate that you, as a manager, should help staff members understand how their work relates to the program and HUD's mission. BEs for "Vision" for an executive, on the other hand, illustrates a need to create a vision and lead the organization through the changes needed to reach that vision.



## Leading Strategically

Leading Strategically level highlights five Competencies, External Awareness, Vision Strategic Thinking Entrepreneurship and Political Savvy. Developing yourself at the Executive level on the HUD Leadership Journey Model requires following the guidelines for Senior Executive Service (SES) as outlined by OPM and Federal laws. As a result, the information in this section serves as a starting point for development as a HUD executive, and could be used by: (1) Those who have not yet had formal SES training or (2) Those who are interested in serving at the executive level. For additional information about SES development, go to the OPM website at <https://www.opm.gov/policy-data-oversight/senior-executive-service>.

## Managing Performance

The success of an organization depends on the effectiveness of its employees. Performance management is the systematic process by which HUD integrates performance, pay, and awards systems with its basic management functions to improve individual and organizational effectiveness in the accomplishment of the Agency's mission and goals.

Such a system only works if HUD's leaders or employees, understand and actively participate in all stages of the performance management process.

In a continuing effort to improve your job performance and job satisfaction, and in response to government directives from the President's Management Agenda, OPM, and the Government Performance and Results Act Modernization Act (GPRAMA) of 2010, required the Office of Personnel Management (OPM) to identify the competencies needed to perform the following three functions: developing goals, evaluating programs, and analyzing and using performance information for the purpose of improving Government efficiency and effectiveness. I encourage you to review the HUD Performance Management Desk Guide for All Employees (Nov. 2016). This guide consolidates information you - as a HUD employee, supervisor, manager or executive - should know about performance requirements and the evaluation process for the upcoming year. It is the product of a collective effort involving managers and staff from virtually every part of HUD.

## Managing Self

The "Core Competencies for All Employees" area shown in the Leadership Competency Framework highlights the nine essential competencies at this level. We just read that all 28 competencies are important at all leadership levels, so why are the 9 competencies highlighted at the All Employee level? When you look at the competencies listed on the HUD Leadership Competency Framework, the ones listed at your level and below are the ones at which you should be proficient. The competencies listed at the level just above your level are the ones in which you should be starting to develop proficiency. For competencies further up on the framework, you should have an understanding of their functions and importance and be able to use them in a limited fashion.

## Occupation-Specific Technical Competencies

HUD LEARN is the central point for HUD staff training in general and managerial skills. However, the program offices are mainly responsible for providing training and developmental opportunities to their respective staff to meet the occupation-specific/technical competencies requirements for their position. HUD Learn has developed career path guides for many of the common occupations at HUD, see: Career Resource Center to learn more.



## Leadership Development Programs (Part 2)

### Overview

“Different personal traits and characteristics can help or hinder a person’s leadership effectiveness and require formalized programs for developing leadership competencies. Yet everyone can develop their leadership effectiveness. Achieving such development takes focus, practice and persistence more akin to learning a musical instrument than reading a book.”

Source: Antonakis, J., Cianciolo, A.T., & Sternberg, R.J. (Eds.). (2004). *The Nature of Leadership*. Thousand Oaks, CA: Sage.

### In-House Training

For training developed internally (in-house), HUD will follow a systematic approach in the design of training objectives and tests the selection of content, methods, resources, and strategies; and the delivery of training. Specific standards and procedures will be established for the systematic approach, and all training materials will be reviewed to ensure that training objectives are being achieved effectively and efficiently.

Developmental programs will be offered to employees every other year, depending on departmental funding availability. The programs and courses are subject to change. Please check the HUD@work website for additional information and updates regarding these programs and courses.

The following pages describes HUD LEARN developmental programs and courses that address the competencies outlined in the HUD Leadership Competency Framework.

## Aspiring Leaders

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### MANAGING SELF

#### Emerging Professionals Program

**Program Description:** The Emerging Professionals Program (EPP) is a 9 -12-month program designed to provide developmental skills and hands-on experiences to participants. It will prepare participants to compete for opportunities to progress from administrative support positions to program staff in non-supervisory positions.

EPP was specifically created to support the development of our staff members who are currently in an occupational series with no promotion potential to a GS-12 or higher. The program is structured to develop candidates to support the Agency’s succession planning efforts, as well as serve as an enhancement for an employee’s career progression. The program will incorporate a blended learning approach with an emphasis on classroom training and rotational assignments.



**Competencies Addressed:** Leadership and Fundamental Leadership Competencies. See Section 1.

**Learning Approach:** A variety of learning activities have been incorporated into the curriculum that will allow participants to explore leadership issues and practices through venues such as classroom training and developmental and shadowing assignments.

**Target Audience:** GS-11 and below

**Program Duration:** 9-12 months

## MANAGING PROJECTS

### Emerging Leaders Program

**Program Description:** The Emerging Leaders Program is a 12 -15-month competency-based training program for HUD's employees who are interested in broadening their knowledge and developing the skills that are the foundation of effective leadership. This program is designed to improve the current performance of its participants as well as prepare them for future career goals.

The program will yield the following benefits to the participants and to the Department:

- A broadened perspective on effective organizational performance at HUD.
- Increased understanding of the role managers and supervisors play in the Department, the issues they handle, and the partnerships they build with other program organizations.
- Firm knowledge of the technical skills required to meet management challenges over the next decade.
- Strengthened commitment to personal responsibility for career planning and management.
- Creation of a network of talented and competent leaders from various segments of the Department, who will collaborate for years to come on issues that support the mission and goals of HUD.
- Increased retention of high-caliber and high-potential employees.

Participants will also be required to complete an initial assessment of their current skills and abilities, which will help them to identify specific developmental assignments and training needed to enhance his/her leadership competencies. Based on this assessment, and with the aid of the participant's mentor and permanent supervisor, a tailored Leadership Development Plan (LDP) will be developed, focusing on mastery of leadership competencies. The LDP will be used to document and track the assignments, closure of skill gaps, and accomplishments of the participant. Participants are not guaranteed a promotion.

**Competencies Addressed:** Leadership and Fundamental Leadership Competencies. See Section 1.

**Learning Approach:** A variety of learning activities have been incorporated into the curriculum that will allow participants to explore leadership issues and practices through venues such as classroom training, executive interviews, developmental and shadowing assignments, and action learning teams.

**Target Audience:** GS-12 to GS-14 (non-supervisory employees)

**Program Duration:** 12-15 months



## Project Management Series

**Program Description:** The purpose of the Federal Acquisition Certification for Program and Project Managers (FAC-P/PM) is to establish general training, experience and development requirements for program and project managers (P/PMs) in civilian agencies based upon core competencies needed to successfully manage programs. This certification program will promote continued development of essential knowledge, skills and abilities for P/PMs to improve program outcomes. HUD's implementation of the FAC-P/PM program for the Department is outlined in the Federal Acquisition Certification for Program & Project Managers (P/Pm) Guide. See <http://hudatwork.hud.gov/HUD/cpo/doc/PPM-Guide>. In some areas, the guide contains more stringent requirements than those identified by the Office of Federal Procurement Policy (OFPP). HUD LEARN periodically provides a series of these Project Management Courses through various vendors.

**Competencies Addressed:** Teambuilding, Technical Credibility, Conflict Management, Problem Solving, Accountability and Decisiveness

**Learning Approach:** Blended, Instructor-led classroom training, webcasts

**Target Audience:** Aspiring project managers, supervisors, and managers

**Classroom Duration:** 1 – 4 days (per learning session)

## Supervisor

### MANAGING PEOPLE

#### New Supervisors Training Program

**Program Description:** This course is designed to help new supervisors who are within their 1-year probationary period effectively perform their duties consistent with HUD and Federal Government policies and regulations. The course will provide details on a number of human resource management procedures, techniques, tools, and subject matter expert points of contact. In addition, the course covers a number of critical Federal mandates and policies that are imperative for successful supervision.

**Competencies Addressed:** Human Capital Management, Developing Others, Performance Management, Strategic Thinking, Conflict Management, Team Building, Problem Solving, and Partnering.

**Learning Approach:** Blended, instructor-led, classroom training, and webcasts

**Target Audience:** All newly appointed supervisors from headquarters and field offices currently serving within their 1-year probationary period.

**Program Duration:** 9 months to 1 year



## Results-Driven Leadership Training Program

**Program Description:** This course is designed as refresher training for supervisors, managers, and executives with at least two years of supervisory experience. The course focuses on best practice concepts, techniques, tools, and principles that will help our leaders develop and sustain a high-performing workforce that is talented, committed, and diverse. The curriculum contains four primary sections and includes a case study that will reinforce specific leadership competencies.

**Competencies Addressed:** Conflict Management, Human Capital Management, Developing Others, and Public Service Motivation.

**Learning Approach:** Blended, instructor-led, and webcasts

**Target Audience:** All supervisors, managers and executives from headquarters and field offices who have supervised for at least two years. This refresher training should be completed every three years.

**Program Duration:** 2 – 3 months

## Manager

### MANAGING SYSTEMS

#### The Senior Executive Service Candidate Development Program

**Program Description:** The Senior Executive Service Candidate Development Program (SESCDP) is an OPM-approved training program designed to develop executive core qualifications. SESCDP is one succession management tool that agencies may use to identify and prepare future senior leaders. CDPs provide employees at the GS-14, GS-15, or equivalent levels with training and development opportunities to enhance their executive competencies and broaden their understanding of the wide range of Federal Government programs and issues beyond their agencies and professions.

Requirements for SESCDPs are found in 5 CFR 412.301 and 412.302. Agencies must obtain OPM approval before they may conduct a program or whenever there are substantial changes to the program. Agencies must seek re-approval every five years thereafter.

The Chief Human Capital Officer in HUD determines the number of slots that will be available and what programs will be offered to fulfill the 80-hour formal training requirements. HUD LEARN, in consultation with the Leadership Development Division, develops program guidelines that are approved by the Agency and OPM.

Candidates from outside the Federal Government and/or employees serving on other than career or career-type appointments (e.g., term, temporary) are considered “non-status.” These candidates must be appointed using the Schedule B authority outlined in 5 CFR 213.3202(j). Schedule B authority is a temporary appointment and may not exceed or be extended beyond 3 years. These candidates may not be used to fill a permanent position.

Candidates on a Schedule B authority must be assigned to a full-time non-SES position.





Graduates of an OPM-approved SESCDP who are selected through civil service-wide competition and are certified by OPM's Qualifications Review Board (QRB) may receive a career SES appointment without further competition. These graduates are eligible for noncompetitive career appointment to an SES position for which they meet the professional/technical qualification requirements. It is important to understand that QRB certification does not guarantee placement in the SES.

SESCDPs are announced on [usajobs.gov](http://usajobs.gov). Individuals holding a Federal civil service appointment and have at least 1 year of management experience at or equivalent to the GS-14 level are eligible to apply. SESCDP will include status and non-status program options to allow for consideration and selection of applicants from various sources (5 CFR 412.202, 203).

**Competencies Addressed:** Time Management, Personal Accountability, Delegation (Accountability), Communicating Priorities, Technology Management, Financial Management, Creativity and Innovation, and Partnering

**Learning Approach:** A variety of learning activities have been incorporated into the curriculum that will allow participants to explore leadership issues and practices through venues such as Instructor-led, developmental assignment(s), mentoring and coaching.

**Target Audience:** GS-14 to GS-15

**Program Duration:** 12-15 months

## Executive

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### LEADING STRATEGICALLY

#### The Senior Executive Development Program

**Program Description:** The goal of this program is to develop our executive cadre to more effectively engage and lead HUD's talent resources in meeting the organization's goals and accomplishing its critical mission. HUD is taking a number of steps to continue to build our capacity to effectively perform, and a key compliment of this effort is the development and implementation of a leadership continuum that promotes leadership development at all levels. It is our desire to prepare and sustain our leadership team by providing them with sound and valuable executive leadership development opportunities; thus, creating great leaders. The HUD leadership competency is the foundation of this continuum.

**Competencies Addressed:** External Awareness, Strategic Thinking, Entrepreneurship, Political Savvy and Vision

**Learning Approach:** Blended

**Target Audience:** Senior Executives

**Program Duration:** 9 months



## Other Learning Opportunities

### Rotational Assignment Program

**Program Description:** In our continued effort to educate, retain, and provide opportunities for our employees, we have developed a Rotational Assignment Program that benefits our employees and the Department as a whole. In this economic environment that promotes “do more with less,” we must look to expanding the knowledge base of our current employees while providing opportunities for their growth and development. This program provides program offices with flexibility in utilizing HUD employees to work on special projects and initiatives and filling temporary gaps in resources, as needed. This program is ideal for the lapse between a position being vacated and the advertisement and the selection process. In this context, it allows HUD employees to develop as they learn more about other programs and offices, increase their knowledge base of the Department, and add to their skill set. This program serves as a dual advantage by providing developmental opportunities to our employees, while providing program offices with assistance and filling gaps in resources. The Department encourages and fully supports the use of this program and management’s efforts to utilize this flexibility tool in a way that enhances the work of the Department and benefits the career development of its employees. Participation in this program alone does not necessarily qualify employees for positions outside of their field.

**Learning Approach:** On-the-job training and development opportunities

**Target Audience:** All Employees

**Program Duration:** Ongoing

### Senior Executive Rotational Program

**Program Description:** This Senior Executive Rotational Program (SERP) provides the opportunity for senior officials to learn and grow through short-term action/developmental and experiential assignments (rotations). The SERP is geared toward stretching executives’ knowledge and abilities, exposing them to different ways of thinking, and providing HUD with more innovative approaches to accomplishing its mission. The White House Executive Order on Strengthening the Senior Executive Service, Dated December 15, 2015, Allows for SES members to rotate to different departments, agencies, subcomponents, functional areas, sectors, and non-federal partners in order to ensure the mobility of the corps while also maintaining stability operations. The SES must be performing at the Fully Successful or above for two consecutive years, have completed at least two years in the SES core, will commit to serve at least two years upon return to their home organization, and has not completed a four-month (120 days) or longer developmental assignment within the last three years.

**Learning Approach:** On-the-job training and development opportunities

**Target Audience:** Senior Executives

**Program Duration:** Minimum Rotational Assignment - 120 days



## HUD Coaching Program

**Program Description:** The HUD Coaching Program brings employees together in a dynamic alliance, where coaches empower individuals to explore possibilities, take new actions, and leverage strengths and competencies to achieve their goals. The program uses an approach outlined in the book *Co-Active Coaching* (by: Laura Whitworth, Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl), where the coach assists the individual in self-discovery. Through the HUD Coaching Program, coaches use probing questions, active listening, objective feedback, and an array of tools to help individuals define goals, create an action plan, and take success to the next level! The HUD Coaching Program helps clients and coaches set goals and strategies that are in alignment with their values, such as emergency resource needs caused by abnormal workload, special projects or studies, change in mission or organization, or absences for periods of short duration. A bi-product is the enhancement of employee career and personal development. HUD internal coaches will be trained in the twelve International Coach Federation (ICF) core competencies. They will learn to utilize objectivity, curiosity and powerful questions to engage clients, unlock their past training and experiences and apply them to wise decision-making and an appropriate course of action. See the Guidelines for Coaching in Section 4.

**Learning Approach:** In person and virtual

**Target Audience:** Executives, Managers, Supervisors and \*Non-Supervisory Employees (GS 12-15)

**Program Duration:** One year

## HUD Mentoring Program

**Program Description:** Mentoring is usually a formal or informal relationship between two people—a senior mentor (usually outside the mentee/protégé’s chain of supervision) and a junior protégé. Mentoring has been identified as an important influence in professional development in both the public and private sectors. Within the Federal Government, mentoring is often a component of different types of development, including comprehensive career development programs. The major function of mentoring is to promote the protégé’s development in specific areas and to facilitate successful completion of the program. Mentoring relationships can produce positive developmental and organizational outcomes.

**Learning Approach:** In person and virtual

**Target Audience:** All Employees

**Program Duration:** Ongoing



## Evaluating the Learning Experience

HUD LEARN strongly encourages participants to complete evaluations for all learning and development programs or courses they complete. HUD LEARN need to evaluate training to determine the level of its effectiveness and to gain information on how to improve future sessions. In order to achieve this goal, participants may receive up to 3 levels of evaluations.

- **Level 1 – Reacting to Training.** The degree to which participants find the training favorable, engaging and relevant to their jobs. This evaluation is provided right after completion of training.
- **Level 2 - Learning from Training.** The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training. This is also called a Pre-Test and Post-Test. This evaluation is provided during the training.
- **Level 3 – Applying Learning.** The degree to which participants apply what they learned during training when they are back on the job. This evaluate may be sent to employees up to one-year after training completion.

Participants will be able to evaluate their training experience in one of two ways: A Web-link or a Quick Response (QR) Code will be provided to participants via email that will give them access to the on-line evaluation.

Participants can download the QR Code software for your mobile phone, simply follow these steps:

- Open your mobile app store (App Store, Google Play, Windows Marketplace, etc.)
- Search for QR code readers. ...
- Simply download the QR code reader to your phone, open it and you are ready to go.

### How The App Works:

To scan a QR code or barcode simply open the app, point the camera at the code, and you're done! There is no need to take a photo or press a button. The app will automatically recognize any code your camera is pointing at.



**“The reason for evaluating is to determine the effectiveness of a training program. When the evaluation is done, we hope that the results are positive and gratifying, both for those responsible for the program and for the Supervisors, Managers and Executives who will make decisions based on their evaluation of the program.”**

**Donald L. Kirkpatrick**



“Leadership and learning are indispensable to each other.”

*John F. Kennedy*

**Section 4**


Leadership Competency Development Resources and Activities



## Overview

This Section presents resources and ideas for developing leadership competencies. Specifically, it:

- Provides suggested resources and developmental activities to help you build each of the leadership competencies. Both you and your manager can use these resources to identify activities to include on your Leadership Development Plan (LDP).
- Identifies resources by category (on-the-job training, formal training, books/videos/self-study, coaching) so that you can begin development as soon as a gap is identified.

The icon  denotes On-the-Job training suggestions.

- Presents coaching activities to help you guide others to build leadership competencies. Your manager can also use these coaching suggestions to identify specific actions he or she can take to support your development.

The icon  denotes Coaching suggestions.

- Provides access to a One-Stop Shop Career Resource Center that includes the IDP Template and self-assessments, along with other learning opportunities.

### Guidelines for Developing Others

Managers and supervisors have many responsibilities toward their employees. Among these is the need to create a climate where people can excel and move into areas of greater responsibility. HUD Leaders have the responsibility to coach others so that they have the information they need to take action on their critical development priorities. The training and other resources in Section 4 can be useful as you assist others in identifying a development need and finding an appropriate means for addressing the need.

### How to Use This Section

- Review the competencies that you listed as priority development goals in the Leadership Development Plan area of Section 2.
- Select your priority goals. Remember, it is most effective to focus on only a few development goals at a time.

“Continuous learning is the minimum requirement for success in any field.”  
– Dennis Waitley



This section contains developmental resources for each Executive Core Qualification. Select the related development goals. After identifying the relevant area(s):

- » Identify the challenges you face on the job that you will try to handle more effectively by drawing on behaviors related to the competency.
- » Highlight the on-the-job development suggestions and other development resources you will use to build the competency. Don't be limited only to the suggestions and resources provided in this section. These are meant to get you started, and you may have many additional ideas and other resources available locally.
- » Discuss your developmental ideas with your supervisor and other advisors, such as a mentor or a training officer. When you have agreement and support for your ideas, transfer them to the LDP.

The training and other resources listed are provided as suggestions for development rather than recommendations. Agency leaders, as well as others, have used these resources to successfully develop the target competency. You may also identify courses available locally or through distance learning opportunities, with assistance from your supervisor, the Leadership Development Division, and/or your Program Training Officer.

Supervisors and managers can use the steps described on the previous page to coach subordinates or peers. Some useful information to keep in mind when developing others includes the following:

#### **DO . . .**

- Own your feedback. Clarify what you mean when giving feedback.
- Be considerate, careful, and constructive when wording your feedback. Keep in mind how it feels to be on the receiving end, and be respectful.
- Be balanced in the feedback you give. Focus on positives, strengths, and areas for improvement.
- Work with your staff member to create his or her LDP. Meet periodically to conduct progress checks and offer help. Back up your commitments with time and money.

#### **DON'T . . .**

- Speak for others who provided feedback as part of the multi-rater assessment process.
- Hesitate to give direct feedback, and don't soften your delivery so much that your staff member does not get the message.
- Overemphasize the negatives. People can get discouraged if they believe they have more weaknesses than strengths or if they believe they cannot ever please the boss.
- Go through the motions and leave your staff member alone with his or her plan, or promise to provide time and money but then pile on the work and claim you have no budget for training or development.



## Executive Core Qualification: Leading Change

This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment. This area includes the following competencies:

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

### On-the-Job Development Suggestions



#### Continual Learning

**Choose someone as your personal coach.** You may find that your leadership style is causing others to lose faith in you, even when you feel everything is under control. Ask someone you trust and respect to help you develop composure and a command presence. He or she may also help you address defensive behavior and your ability to respond to emotionally charged situations.

**Seek out opportunities for informal learning.** Learning can take place in everyday work. In fact, most individual learning occurs informally, rather than through formal training. Strategies for informal learning include job rotations, special assignments, coaching, learning teams, and self-development.

#### Creativity and Innovation

**Minimize the consequences of innovation and change.** Both involve a certain amount of risk taking, and with risk taking there is margin for error. To minimize the impact of the risks they take and the errors they make, take time with your employees to debrief and discuss projects or assignments that missed the mark. Focus on identifying key learnings and best practices that can be applied in the future to minimize the consequences of risk taking.

#### External Awareness

**Talk about the news with your employees.** Periodically spend time during a staff meeting discussing headlines and their implications for the work of your unit. What recent news items should your staff be aware of because of the potential relevance of the news on the Agency in the near future? For example, news about increasing political unrest or an uncertain economy in certain foreign cities have implications for U.S. travelers abroad and trade agreements, and thus for the Agency.

**Educate your staff members on the broader business environment.** Expose them to the latest thinking about future trends in the Agency and in other agencies. Circulate relevant published materials and invite outside experts to speak about future trends. Survey your employees to identify the topics of greatest interest to them. Ask them to research and then present information about those topics to their peers or employees.







### Flexibility/Resilience

**Observe how others respond to you.** Watch and listen for signs that you may be Exhibiting inflexible behavior (e.g., people avoid or go around you when trying to resolve a problem that involves you). Seek feedback and suggestions on how to be more flexible and approachable from others who are known for being open and receptive.

**Develop alternative plans.** When preparing for projects or assignments, develop contingency plans using “what if” thinking (e.g., if we can’t get a meeting by this date, then we’ll need to cover the material in the next Agency-wide broadcast).

**Learn from experience.** Debrief projects and other initiatives with the work unit, regardless of whether they are successes or failures. When goals are achieved, determine what led to success. When projects are less successful, identify problems and how they can be avoided in the future. Share insights and publicize key learnings throughout the work unit.

**Show your support even through difficulties.** Emphasize what’s good about the changes or innovations being implemented in your work unit. Highlight the potential for an improved work environment. Publicize the positive examples of employees whose actions demonstrate their support and enthusiasm for the changes or innovations.

### Service Motivation

**Build internal and external relationships at all levels.** A strong relationship at senior levels must be complemented with parallel relationships at all levels to guarantee long-term success.

**Treat your colleagues as you would your customers.** Talk with your peers about the perception of your organization. Is it viewed as customer friendly and responsive? What feedback mechanisms can you build in to help your employees recognize opportunities for improving customer focus with their colleagues? Be visible about your commitment.

### Strategic Thinking/Vision

**Establish a way to get regular updates on organizational changes in the Agency at Headquarters.** Even if you find out something that won’t affect you within the next few months, think how the change may eventually affect your job or work unit, and start planning how to minimize any potential negative impact of the changes.

**Keep the mission in your messages.** Look at the memos, presentations, email, and other messages that you have communicated to, or shared with, your employees over the last 6 months. How often does your message reinforce the mission and goals of the Agency? Every communication opportunity is an opportunity to reinforce the Agency’s strategy and objectives. Make it a goal to include a mission reinforcement statement in every communication that goes to all your employees.

**Provide timely guidance.** Discuss the impact of strategic changes at Headquarters on your own work group as soon as possible after the changes have been communicated from Headquarters. Don’t wait until things are set in stone before you begin discussing what needs to be done, and how to go about doing it, in your own organization.

**Involve others.** The development and reinforcement of an organizational vision is rarely the work of one individual. If you are not discussing your efforts to communicate and reinforce the Agency’s mission with your peers, you are missing out on an opportunity to share the ideas you have that are effective, or to learn about what others are doing that is effective. Make it a goal to regularly exchange ideas about how to reinforce the organization’s vision and mission with at least one peer.



**Conduct a quarterly or biannual assessment of how strategically you are spending your time.** For example, are there regular job tasks or activities (e.g., task force meetings, audits of reports) that you could delegate to a subordinate, potentially as a developmental assignment? Identify and keep your focus on the critical few activities or decisions where your involvement will have the greatest impact.



**Get information from senior management.** Seek and take advantage of opportunities to discuss the Agency's long-term goals with senior management. Explain the direction and plans of your work unit and ask for feedback. Share what you learn with your employees and be specific about what the implications are for your work unit

**Illustrate how the vision will change.** Make your vision come alive for your work unit by providing specific examples of how things are done today that may need to be done differently in the future to better support the changing vision and mission of the Agency (e.g., compliance approaches, the changing face of crime, smuggling efforts, and anti-terrorism). Share your insights with your employees and solicit additional examples from them.

**Train employees to think about long-term goals.** Ask employees to describe how their short-term actions or recommendations contribute to the long-term goals of the Agency, the division, or the work unit. Ask this on a regular basis so that they come to expect the question and begin to automatically include such considerations in their work and suggestions.

**Coach employees to share the vision.** Ask your managers how they are sharing the Agency's vision and strategy with their employees and to describe how employees are demonstrating their commitment to the vision in their work units. Ask for evidence that their people understand where the Agency is going and for any changes they are making to align with that direction. Discuss additional ways your managers can reinforce the vision in their own work units.

**Share strategic organizational plans with your managers.** Ask them how they think those plans may affect their own work group. Have them describe what steps or actions they can take now and 3 to 6 months out to contribute to the accomplishment of the strategic plans.

**Encourage employees to think things through ahead of time.** Whenever reviewing a work plan or decision by a staff member, ask the person about how others will react and the likely consequences of the plan or implementation of the decision. If you do this on a regular basis, employees will expect the question and always prepare to answer it.

**Ensure your staff members understand the reasons for change.** Help them understand and adapt by discussing what is driving the change so they fully understand why it is necessary. Pull together relevant information about changes from Headquarters or other sources and distribute it. Make time for employees to ask questions, and make a commitment to follow up with any answers you don't have at the time.

**Share your success stories.** Provide staff members with knowledge about the internal workings and best ways to get things done at the Agency and at Headquarters. Think about the obstacles you encountered trying to gain support and agreement from different groups within the Agency. Tell your staff how you overcame those barriers to get things done.

**Include future implications.** Expect employees to always be able to explain the implications for the future of the projects or assignments they are working on. Assist them by making sure they have access to the latest information about the Agency, division or work unit strategy, and long-term plans so they can ensure their work supports the Agency's future direction.



**Personalize the message.** Talk one-on-one with your staff members and ask them questions that challenge their assumptions and help them translate the broader Agency and work unit objectives into personal concrete actions they can take to support these objectives.

## Executive Core Qualification: Leading People

Leading People 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. This area includes the following competencies:

- Conflict Management
- Leveraging Diversity
- Integrity/Honesty
- Team Building

### On-the-Job Development Suggestions



#### Conflict Management

**Handle conflict constructively.** Start a problem-solving dialogue with other individuals or groups when there is a conflict or problem. Share improvement suggestions, identify mutual interests, and explain the consequences of each other's behavior for each other's division, work unit, and the Agency in general.

**Address underlying issues.** When it seems as though your group is looking for a lot of clarification and becoming more confrontational, they are probably trying to establish a clearer set of norms. When this happens, try to stay calm, work to resolve any obvious conflicts, focus on issues (not personalities), schedule time to deal with any unresolved matters, and push for agreement on roles and boundaries in a constructive manner.

**Teach tolerance for conflict and disagreement.** A certain amount of disagreement and negotiation is part of every work environment. Establish a systematic process for resolving conflict and reaching agreement within your division or work unit. For example, set ground rules: agree that trivializing others' views, refusing to compromise, and rejecting others' opinions without discussion will not be tolerated. Approaching conflict with a problem-solving perspective allows the group to grow and benefit from every conflict.

**Confront people who have a negative impact.** Deal directly with people whose behaviors negatively affect the overall work group's performance or climate, even if they are outside your group. Explain to them the impact they are having and work with them to identify specific behaviors they should demonstrate in the future. If you are not making progress dealing with them directly, go to their supervisor to request assistance.

**Be direct and don't delay.** Faced with the option of delivering the bad news sooner or later, many leaders choose to procrastinate. Instead of prolonging the uncertainty, be candid about situations, explain the business circumstances, and do everything you can to minimize negative responses from employees. Don't keep them in the dark. The same is true for performance problems. The best course is a direct one, with well-documented interventions.

#### Leveraging Diversity

**Model effective working relationships.** Keep the focus on the unique contributions of individuals in a diverse work group if complaints or biases emerge. Discourage divisive work styles by recognizing others' efforts to work collaboratively.



**Get to know your employees. Invest time in getting to know your work group’s needs and preferences.** Find out what motivates and de-motivates them and consciously try to provide the amount of direction and support that best suits their style. Ask for feedback about the level of challenge in their work and what would make their jobs more satisfying.



**Consciously choose to talk with people who are very different from you.** Establish a routine of visiting and talking with people throughout your organization. Make it an organizational priority to get to know them and to let them get to know you. Your goal is to open and maintain important lines of communication, not just to practice a social nicety that gets pushed aside when other business priorities prevail.

**Own up to your biases. Identify personal biases that interfere with your ability to look at situations and people objectively.** Try to understand where these biases came from and how they have been reinforced in your personal and professional life. Then look for evidence that does not support them. One way to do that is to expose yourself more broadly to those same people and situations.

### Integrity/Honesty

**Enlist someone to observe you and give you feedback.** Have the person assess how you handle high-stress, complex, or controversial job situations. Under these circumstances, do you demonstrate the high standards and personal conduct of the best Agency leaders? Meet with your observer to debrief your actions and messages to determine if there are ways you can more effectively lead by example.

**Learn the early signs in yourself that tell you it’s time to take a break.** Be aware of when to step back and take a “time out” before you get too entrenched in work situations that are becoming emotionally or politically charged. Don’t get to the point where you are just frustrated and want to throw your hands up. Develop tactics to stop the downslide early on and reinforce your commitment to succeed.

“Learning is like rowing upstream: not to advance is to drop back.”

*Chinese Proverb*

### Team Building

**Solicit employees’ views and recommendations.** Involve them in decisions that will affect them. Draw on their expertise and build ownership. Be clear about the criteria you use to decide what recommendations to support (e.g., budget considerations, time constraints).

**Give employees more autonomy.** Give your employees assignments and let them plan how they will complete them. Ask them specifically what support, if any, they would like from you and follow through on their requests. Periodically check in with them to assess whether they are able to handle the assignment as they thought or whether they need additional support from you or others.

**Commit to actions that promote teamwork.** Participate in cross-divisional or cross-unit meetings that are focused on developing or improving cooperation between work groups. Make it a personal goal to increase your work group’s efficiency and effectiveness in developing work processes and practices that benefit multiple Agencies, divisions, and units.

**Demonstrate openness and respect for others’ perspectives.** Make an effort to show employees that their ideas, suggestions, and opinions are welcomed and matter to the whole work group. Encourage employees to seek and act on feedback from others by doing so yourself. Offer resources and assistance not only to members of your own work group, but also to your peers and their employees in other work groups.





**Give others the chance to lead.** Effective leaders are open and inclusive and don't need to run the show. Practice loosening the reins at staff meetings and allowing different people the opportunity to manage the process, agenda, and activities. Model self-confidence even when you are not "in charge."

**Encourage employees to learn from and teach others.** In any work group, individuals will develop certain skills (e.g., project planning, software knowledge) better than others. Rather than let the skill sets become hard-and-fast specialties, encourage your employees to teach and coach their peers to develop a shared set of skills. Cross-training ensures that when employees are promoted or move on, your work unit does not lose critical skills and capabilities that need to be built up again.

**Adapt learnings from successful team experiences.** Think about the most effective work groups you have managed or been a member of and identify the reasons why they were positive experiences. Use these positive experiences to evaluate your interactions and guide your leadership of existing work groups.

**Assess your ability to build strong work relationships.** Critique a recent interaction with someone you relied on to help you accomplish your goals and objectives. *What else can you do to ensure the person feels valued as a team member*

**Stand up for employees when they face barriers to success.** Contact your peers to discuss what each of you can do to better support or coach your own employees through obstacles they are facing. Suggest mutually beneficial solutions that will serve the interest of the organization and the Agency as a whole.

**Expect your managers to involve their subordinates.** When managers present plans or goals for their groups, ask them who among their employees was involved in developing the plans or goals. If they didn't get much input or involvement from their work group, discuss with them ways that they can structure meetings or elicit suggestions to increase the involvement of their employees. Explain to them the benefits in terms of motivation and morale of involving employees in plans that affect them.

**Help managers build ownership.** Encourage managers to take a more "hands off" approach when their work group is struggling with a problem. For example, help them develop and learn to use open-ended questions as a way of guiding but not directing their subordinates. Emphasize the importance of empowering the group to make their own decision and the ownership that will result.

**Help your employees promote diversity.** Talk with your managers about the ideal composition of their teams in terms of skill mix and diversity of perspectives. Share with them some techniques for assessing and identifying opportunities to strengthen their employees through training, developmental rotations, or "borrowing" someone with complementary skills and knowledge from another team.

**Help employees build work groups with complementary and diverse skills.** Get your managers to think through what combination of skills, experience, and knowledge will lead to the highest level of achievement. Make sure they let individuals know why they were selected for their team, what is expected of them, and what value they will add to the group.

**Encourage managers to spend time with their work units.** Be sure they set aside time to be accessible to their group. Encourage them to spend this time interacting with their employees to ensure they feel comfortable with the direction of the organization and the specific contribution of their units. Observe how they interact with their employees, and provide them with encouragement and suggestions about how to instill a long-term vision among their employees or team members.





**Exhibit behavior you expect employees to Exhibit.** Set the example of openness and objectivity by accepting “bad” news from your staff members in a calm, nonjudgmental manner. Help them focus on resolving and learning from, rather than dwelling on, problems.

**Support staff members who are having difficulty adjusting.** Make specific suggestions to them about ways they could adapt more effectively. Instead of saying, “Try to communicate better with others,” make a suggestion like, “You could write and distribute a memo every 2 weeks to let people know the status of the initiative and what the next steps will be.”

**Discourage talk and behavior that divides.** When others get into the “us versus them” discussion, challenge them on how anyone will benefit from this mindset. Push for a “one for all” mindset, stressing how it will help the Agency and your division or unit to be more successful.

**Model the direct, but not confrontational, discussion of differences with others.** Later, discuss the situation with your employees who need to do more of this themselves. When you see an issue needing attention, encourage your staff members to address it. Help with ideas and plans on how to do it. Debrief after the fact.

**Model teamwork.** Use staff meetings to encourage and facilitate the sharing of ideas, innovations, and best practices among those in your division or work unit. Give your staff members the authority to make decisions and act on those ideas.

**Share team-building techniques.** Make time during group meetings to discuss obstacles to teamwork that your managers are encountering with their subordinate teams, and to brainstorm solutions. Provide the managers with access to information on team building and resources to help them enhance the effectiveness of their teams. If appropriate, attend the team-building sessions to demonstrate your support.

**Draw on your own training.** Identify developmental assignments, courses, and other experiences that helped you become a more effective manager or coach. Use them to guide the suggestions you give your staff members.

**Model effective coaching and feedback behaviors with your employees.** Share your own experiences in developing people. Ask them to reflect on what has helped them develop their career, and help them do these things for their people.

**Look for mentoring opportunities within your work group or across groups.** Pair up less experienced people with more experienced people for specific periods of time. Provide guidelines for what you’d like to see accomplished and hold follow-up conversations with each group. For example, you could try to pair up individuals from two different work units or divisions to build skills and to create solid relations across work groups.

## Executive Core Qualification: Results Driven

Results Driven 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. This area includes the following competencies:

- Accountability
- Customer Service
- Decisiveness
- Entrepreneurship
- Problem Solving
- Technical Credibility

“...learning is a lifelong process  
of keeping abreast of change.”

*Peter Drucker*





## On-the-Job Development Suggestions

### Accountability

**Ask what needs to be accomplished.** If you don't know, ask your supervisor what results are the most critical for your work unit and what will add value to the Agency. Establish them as goals and measure progress. Share progress reports with your supervisor and subordinates.

**Communicate the outcomes your work unit must attain as well as** key milestones along the way. Set the deadline by which you expect

to achieve the goals. Get your peers to help you communicate the broader business context and why the goals are important. Use both formal meetings and informal conversations to ensure everyone has established the same goals and outcomes.

**Learn that being strategic minimizes your chances of being caught off guard and unprepared.** Pick a recent project or assignment where something unexpected happened and caused you problems

(e.g., equipment broke down; a team member left suddenly, a deadline got moved up). What can you learn from that experience? Take steps to minimize the negative impact of such unexpected occurrences. For example, to reduce the potential disruption of losing an employee who possesses critical skills, establish a cross-training plan.

**Give challenging assignments.** Delegate an important project to a staff member and work with him or her to create an action plan, think through potential pitfalls, and set a challenging goal. Follow up regularly to ensure the project is on track. Rotate these assignments among staff members.

**Check your employees' understanding.** Review the current initiatives and assignments of your work unit. Can your employees explain how their tasks and activities support the overall goals of the Agency? If not, spend time with them as a group and one-on-one to help them form a one-paragraph statement that describes how their work contributes to the mission and objectives of the Agency.

**Share performance results.** Establish a regular forum (e.g., conference call, scheduled meeting, email) in which you share the latest on your organization's performance against goals, accountabilities, deadlines, and other measures. Discuss emerging issues and how they may affect the Agency. Ask others outside your work group to participate in your staff meetings or phone conversations to share ideas they may have with the team. Encourage others to share success stories and warnings about pitfalls to avoid. Ask questions to be sure people understand the key messages.

**Establish agreed-upon ground rules.** Be clear about when you need to be the one to make a decision versus when a decision can be made by your employees. Outline the types of situations or circumstances in which the ground rules apply, and why. If you provide a practical rationale, your staff can be clear on the process for dealing with an issue and getting to a decision the next time a similar circumstance arises.

Ask others outside your work group to participate in your staff meetings or phone conversations to share ideas they may have with the team. Encourage others to share success stories and warnings about pitfalls to avoid. Ask questions to be sure people understand the key messages.





**Establish a regular process and cycle for reviewing your subordinates' work, and stick to them.** Ask your subordinates to assess their progress against key milestones and to identify obstacles that occur. Help them revise work plans to recover from setbacks or overcome obstacles.

**Provide frequent and timely feedback.** Provide subordinates with timely feedback as soon as possible after they complete a project or assignment. This allows you to address performance issues before they become real problems. When feedback is given infrequently, such as once a year during performance appraisals, employees dread it, assuming it will be mostly negative.

**Reward high performance.** Keep your organization motivated by rewarding those who exhibit high standards and routinely meet goals. Try to choose a form of reward that would be motivating to the individual or the group, such as more authority or a special lunch. Rewards can be humorous. Any type of reward is effective if it draws attention to high performance and boosts the morale of the work unit.

**Prevent missed deadlines due to infrastructure, technology changes, or competing demands.** Create parallel processes and backup systems that enable you and your work group to accommodate change or interruption without completely disrupting the work flow and forcing you to delay the accomplishment of key goals and objectives.

**Consider all your commitments.** When planning how to accomplish key projects or assignments, take your other commitments into consideration. Map out a timeline and set expectations that are challenging but realistic and achievable given all of your work obligations and project demands.

**Promptly identify and evaluate options when an obstacle arises or a setback occurs.** Ask those who have succeeded in the past for ideas or critiques of your ideas. Persist with alternative approaches until your goal is achieved.

**Use visuals to track progress.** Use charts, posters, or other mechanisms to track your work unit's progress, including a visual countdown to established milestones. Give employees a heads-up when they are off pace or off the mark. Help them identify alternative action steps and redirect their efforts, if necessary.

**Remember that there is always room for development, even for employees who are already performing up to standard.** Raise the standard: provide stronger individuals with more complex assignments, place them in leadership roles, and involve them in inter- or intra-agency projects. You need to prepare your employees for promotional opportunities that capitalize on their potential and contribute to the Agency's business needs.

### Customer Service

**Know who your customers are and what they want and expect from you.** Your managers are your internal customers. Recognize that your employees are also your internal customers and that you are also accountable to them.

**Assess customer service.** Regularly evaluate customer satisfaction levels to track improvements and to gauge any reactions to changes in performance throughout service delivery processes.

**Balance the importance of buy-in and perspective.** Recognize that there are costs and benefits in cultivating the expertise of others in work process discussions, project planning meetings, and other activities. If you find yourself at the beginning of initiatives only thinking, "Whose buy-in do I need?" versus "Where can I get additional help or perspective?" you may be missing critical opportunities to improve the quality of your contribution.





### Decisiveness

**Know the big picture.** Be sure you know the answers to the following questions prior to making a judgment or decision: What are the larger, strategic issues at stake beyond the immediate circumstances? What are the people implications? How do I defuse the politics of the situation? What regulatory issues need to be considered?

**Hold a session to discuss the best and worst decisions you've made and what you learned from them.** Encourage your employees to do the same. Take time as a group to critique and learn from data-gathering best practices or mistakes.

**Determine the impact of your decisions.** Before finalizing a decision, think through who it will affect and how. Plan how you will announce and implement your decision in order to keep negative effects to a minimum and enhance buy-in. Reality-test your plan with someone who understands the perspectives of those affected.

**Defend your views and position.** When making a potentially controversial decision, carefully document your decision process and criteria. Use the documentation to defend your position if necessary. Ask others to do the same for their viewpoints. Be as receptive to what others have to say as you would want them to be to you.

*“Leadership is an action,  
not a position.”*

*Donald McGannon*

### Entrepreneurship

**Boost your employees' energy level around innovation.**

Encourage brainstorming, mind mapping, visualization, and other forms of creative thinking. Give employees non-job-related problems and puzzles to solve that force them to step out of their role and learn new capabilities. Later, help them apply their heightened energy and learnings to challenges and opportunities on the job.

### Problem Solving

**Develop more than one solution.** Your first solution may be the best, but you won't know unless you generate two or three alternates. To avoid repeating yourself, change the conditions or assumptions under which the solution was developed. For example, if your solution was premised upon constrained resources or existing technology, what would happen if you removed those conditions?

**Use problem-solving tools.** Look for analytical tools that will help you pull apart problems and understand their key elements (e.g., risk management, strategic problem solving). Investigate decision support software. Utilize pen and paper instruments such as decision trees. If you tend to be more intuitive about decision-making, these tools and processes will add a level of rigor and credibility to your approach.

**Get above the details.** Think about your task or assignment in its simplest terms, so that you can answer the question, “What am I really trying to do, solve, and accomplish?” Delay tackling a task or assignment until you have identified and thought through three approaches, including one that is completely different from any approach you have used in the past.

**Ask for others' perspectives.** When faced with a complex problem or project, identify alternative solutions or approaches by talking with, and asking for input from, multiple sources. Get ideas and suggestions from your peers, subordinates, manager, and others who may have firsthand knowledge of the situation.



**Study past problems and solutions and learn from them.** Review the situation in detail. Determine what information was available, the strategy and organizational issues that were involved, the risks that were taken, etc. Identify best practices as well as mistakes that you can learn from, and keep the learnings in mind as you work through the next problem you have to resolve.



**Break complex problems down into manageable pieces.** Develop and evaluate alternatives to deal with each piece. Before recommending a solution, reassemble the pieces and assess whether your alternatives are still viable given the bigger picture.

**Make a list of all the contributing factors to a particular problem.** Evaluate the degree to which your solution addresses each of these factors. For example, establishing a process for sharing information may improve information flow but not address the inaccuracy of the information being shared. What secondary problems must you solve that are not being addressed with your initial solution? Difficult problems sometimes require multiple solutions.

#### HUD Internal Awareness

**Volunteer for assignments that allow you to interact with operations in other parts of HUD.**

Take advantage of all opportunities to work with other parts of HUD to increase your understanding of those operations.

**Frequently review the HUD and individual organization intranet pages and become familiar with current initiatives.** You can access the HUD organizations' intranet pages through the HUD@Work page.

**Encourage your managers to delegate.** Help them identify what tasks and responsibilities would be good development experiences for their employees. Talk with them about how to monitor and support their employees as they carry out the new tasks. Make sure you monitor the actions of your managers to ensure the delegation efforts are successful.



**Expect high standards, and pass that expectation on.** Suggest that your managers ask employees to define standards for high performance for projects they are working on. Ask, "What criteria will your employees use to determine whether they've completed a project to the highest standards?" Help your employees see beyond the idea that just getting a project or assignment done is the goal. Continue to evaluate standards and encourage others to do so as well.

**Coach managers to debrief performance.** If their division or unit is not functioning effectively, suggest taking some time out to facilitate a "How are we doing?" session. With the members of the group, suggest that they identify areas where changes could be made to improve processes, clarify roles, and increase collaboration. Help develop norms and operating guidelines to ensure smooth and collaborative work dynamics. Tailor these norms for use at meetings and in day-to-day interactions.

**Expect your employees to plan for the long term.** Challenge them to think and plan for two or more steps ahead of the next step when approaching a project or assignment. Ask them questions like, "What will you do after that?" or "How will you approach the next step?" They will develop the habit of planning longer term.

**Provide the reality test.** Offer to help your employees think through their plans for handling a particularly challenging project or assignment. Focus attention on the planning process as well as the content of the plan.





**Facilitate brainstorming sessions.** Get your managers to discuss new and nontraditional approaches to the daily tasks and activities of their work groups. Encourage them to come up with ideas that have never been considered or discussed before. Some may be outrageous, but it's possible that one or two seemingly unrealistic ideas, when discussed and tweaked by the group, can be turned into something credible and realistic.

**Ask staff members for solutions.** Tell them about longstanding work process issues, and ask them to present some possible solutions to you. Don't dismiss new ideas prematurely or accept "same old way" solutions. Discuss your employees' ideas and get them to develop a plan for implementing ideas that may work.

**Provide staff members with guidelines for situations that require their judgment.** Try to define those rules or parameters at a fairly detailed level. Make sure they know what degrees of freedom they have for making decisions (e.g., by the amount of time they have, by how much staff resources they can use) as well as the criteria you hold in the highest regard (e.g., ethics, safety of employees).

**Teach your employees to use scenario planning.** Get them to consider the effectiveness of possible solutions and eliminate those that are not viable. For example, if they have recommended a temporary staffing plan to address a shortage of resources, have them think through a change in the scenario (e.g., what if additional employees got pulled for a temporary duty assignment?).

**Set high standards for analysis.** Set demanding standards for the level of analysis that you expect from your staff members. If you see work that is obviously not researched or thoroughly analyzed, send it back to the drawing board. These standards can be articulated directly in a memo or they can be informally communicated by providing contrasting departmental examples of good and poor analysis.

Encourage action. Require your staff members to suggest action plans, not just to inform you when they're behind on work products or unable to deliver expected results.

**Provide a challenging problem.** Assign your staff members a complex project or problem that needs to be simplified before it can be addressed. Ask them to prepare one-page summaries of their analyses of the problems and one-page summaries of their proposed solution(s). Meet as a group to review their work and discuss which problem and solution summary provides the best solution(s), and why.

**Encourage action.** Require your staff members to suggest action plans, not just to inform you when they're behind on work products or unable to deliver expected results.

**Provide guidance, but expect your staff members to make the decisions.** When your staff members ask you for direction, use questions to help them think through key points and make their own decisions. Make time to discuss the issues but avoid the temptation to tell them how you would handle the situation. Express your confidence in their ability to arrive at a good decision.

**Address delays in decision making.** Call staff members in to discuss their delays in making decisions. Ask what they are unsure about. Brainstorm ways they can get the information they need to increase their comfort and accelerate decisions.

**Walk your employees through decision making.** Select a difficult decision that one of them is facing and walk him or her through a process for thinking through the components of the decision, weighing options, and making the decision. Use questions to get him or her to think about issues. Agree on action steps, observe him or her in action, and debrief the experience after the decision has been made.

**Spend time with a staff member who is a slow decision maker.** Talk through how he or she makes decisions. Talk about the tradeoffs of acting quickly versus acting too slowly. Then set and adhere to a strict timeframe for the next decision he or she must make. Debrief and accept the tradeoffs.



**Conduct “diagnostic checkups.”** Periodically review your staff members’ progress against their division or work unit business plan. Are they executing to their plans? Are they accomplishing what they need to accomplish in the appropriate timeframe? Have issues been left hanging that may prevent them from effectively accomplishing their key objectives by year-end? Use the periodic “checkup” as an opportunity to provide staff members with spot coaching, guidance, and suggestions to keep them on track.



**Remind your employees of past successes.** Recall with your employees a time when everyone was so focused on what needed to be accomplished in order to meet a goal that you all overcame any obstacles that got in the way. What were the key elements driving this focus? What can you do to recreate the key elements of this situation when your work unit is working toward the next goal?

**Help staff members create the strategy and tactics to achieve goals.** Be their sounding board. Have they developed the key sequence of activities and a timeline for when each activity needs to be completed? Do they know who will be involved and what the different roles, responsibilities, and accountabilities will be? Have they developed contingency plans in case they get off track or obstacles arise?

## Executive Core Qualification: Business Acumen

Business Acumen 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. This area includes the following competencies:

- Financial Management
- Human Resources Management
- Technology Management

## On-the-Job Development Suggestions



### Financial Management

**Link your financial plans to the organization’s strategic plan.** Learn how your budget fits into the budget of the whole organization. Develop an in-depth understanding of your office’s budget by reviewing each budget line and by talking to the people who are responsible for each of the resource requests. Attend open budget hearings whenever possible. Review in depth the Agency, Office of Management and Budget, and congressional materials relevant to your unit’s budget-setting process.

**Gain a working knowledge of the Agency and Federal Government procurement guidelines.** Build lead time into project plans to accommodate for the procurement process. Conduct interim reviews of contractor performance, and develop a collaborative relationship with contractors to develop strategies to improve the deliverable as the contract matures. Establish clear requirements for contractors in advance, including expected deliverables, measures of results, and interim timelines. Monitor and keep your own record of work done by contractors.

**Track resources.** Refer to your budget on a monthly basis. Don’t set it aside for a year. Ask others in your organization how they monitor expenses and budgets. Meet with your subordinates as a group to discuss how expenses can be better controlled.





**Learn the budget cycle and process.** Request a temporary assignment to your organization’s budget office to observe and learn the process in more depth.

### Human Resources Management

**Develop a human resource plan.** Considering the goals of your unit and the mix of talent that would best serve these goals, what kind(s) of talent(s) do you most need to attract into your unit in the future? Set up a timeline for meeting those human resource needs. Evaluate whether the current mix of talent in your unit needs to change through developmental reassignments or new training for your current employees.

**Provide developmental opportunities for employees.** Consider periodic rotations among your employees to enable them to learn new job duties, acquire well-rounded training, and build a background of experiences. Discuss career aspirations and developmental opportunities with employees, and counsel them on ways to enhance career opportunities through growth on the job, through training, and through developmental assignments. Facilitate developmental assignments for new and seasoned employees to enhance their performance and growth on the job.

**Extend training into the workplace.** List the specific goals that you want training to accomplish. Make sure that selected training focuses specifically on the tasks that need to be learned, not on a broad curriculum.

**Provide employees with opportunities to use their new skills immediately after training.** Structure on-the-job learning into the jobs of your employees by enabling them to change their job duties and stretch into new responsibilities.

**Provide each new employee with a structured orientation.** When a new person comes into your unit, implement a structured orientation process for the first few months the person is on the job. Use other employees to help in the orientation, and establish follow-up processes to keep the orientation process on track.

“Learning is not a spectator sport.”

*D. Blocher*

**Give staff members the opportunity to make decisions.** Your confidence level will rise with each success they have. If, on the other hand, you find that they are not up to the challenge, coach them to higher performance levels. Above all, don’t choose to do everything yourself. The “pacesetter” leader may be confident, but ultimately his or her contribution will be limited to what’s achievable by one individual.

**Draw attention to employees who exhibit high standards.** Make a point of publicly recognizing and thanking employees whose behaviors demonstrate the level of performance and standards of the best Agency employees. Be concrete about how the employees’ actions contributed to the achievement of critical Agency, division, or work unit objectives.

**Provide positive feedback publicly (e.g., during staff meetings) and improvement feedback privately.** Be specific and constructive. Saying, “You dropped the ball again” or even “Good job” means little and is less effective than saying, “Try using a scheduler to organize and prioritize your tasks so nothing else falls through the cracks” or “Your idea to work in pairs to speed up the process made a big difference. Thanks!”

**Approach development systematically.** Keep a log of your employees’ skills and abilities as well as their areas for development. When possible, refer to the log when making assignments and selecting people for developmental opportunities. This will prevent spontaneous assignments, missed opportunities, or favoritism in selection for projects or training.



**Ask employees what they're interested in.** Make it a habit to ask your subordinates, "What else would you like to learn in this job?" or "What further challenges might make this job more interesting for you?" Provide time and resources for on-the-job development that contributes to Agency objectives and your employees' job or career interests.



**Identify development opportunities that are not obvious to others.** Be "in the know" about development opportunities (e.g., special projects, task forces) that lie outside your organization and make sure your employees know about those that are open to them.

**Manage employee performance.** Establish at least quarterly meetings with employees to go over their performance progress, developmental needs, and desires. For employees who are not meeting their goals, explore training that would correct the performance deficiencies. If employees are consistently encountering performance problems or falling short of goals, meet with them immediately to understand root performance causes and to offer assistance and solutions. After discussions with the relevant employee, document significant incidents of poor performance or corrective/disciplinary actions taken, sending a copy to the employee.

**Ensure a quality of work life.** Assign to employees challenging yet manageable tasks that can be accomplished within the normal workday. Bring in speakers on stress management, smoking cessation, fitness, or nutrition. Have a discussion session to allow employees to voice concerns about the effects of their jobs on their family lives. In the interest of balancing employees' work and non-work lives, enable employees to benefit from flexible work arrangements supported by the organization. Strictly enforce all of the organization's safety rules.

**Keep current on all personnel policies and rules.** Familiarize yourself with the organization's employment policy and labor relations rules. Before selecting new employees, review hiring rules and regulations by reading the organization's guidelines and attending relevant training. Gain an understanding of the reasons for affirmative action programs and how they benefit the organization and society.

### Technology Management

**Prepare the workforce for the introduction of new technologies.** If a decision is made to implement new technology, plan the introduction of and training for the new technology with an employee team and develop a strategy of defect anticipation and prevention.



**Demonstrate willingness to be a user of new technologies in your own work.** Consider activities that will expose you and your employees to multiple technologies used across jobs. If a new technology may impact the work of your unit significantly, consider a temporary assignment in an organization applying the technology in order to obtain understanding of its potential benefits and impact.

**Consider technology improvements when redesigning work processes.** In assessing opportunities for improvements in the work process, consider technology improvements as one of several possible means of improvement and evaluate the cost/benefit implications of each

**Use the development of the budget as an opportunity for constructive communication, assessment, and planning with your supervisor/managers.** The budget process is an excellent time to review your organizational goals and to assess how well they are being met. Work with your staff members to ensure that new resource requirements are directly tied to the organization's performance plans and strategic objectives.

**Work together to formulate budget projections.** Teach your staff how to project annual, two-year, and three-year budgets for your organization by reviewing past budgets and guidance documents.



**Periodically meet to review financial management systems.** Work together to analyze whether the financial resources are being spent effectively and efficiently. Also, review your management control systems to ensure that there is no fraud, waste, or abuse of Government resources



**Ask a staff member for his or her input on financial decisions.** Provide background information you have regarding a resource investment or financial decision you are about to make for the Agency. Give the individual time to review and analyze the material. Afterwards, have a discussion with him or her to compare and contrast the decisions you individually reached. Acknowledge what the individual did to effectively evaluate the situation, and provide guidance on what else should be considered when making resource investments or financial decisions.

**Work together to develop a human resource plan.** Plan in advance for the need for new employees and start the recruiting process before the job is available. Track the turnover of your department for trends to see if people are leaving for consistent, avoidable reasons that need to be remedied. Examine the demographic profile of your work unit to see whether it represents the relevant population; if it does not, work together to determine why it does not.

**Meet to establish a training plan.** Work together to assess individual and organizational training needs. Make sure that training is linked to the organization's goals. Determine training priorities and identify training activities to meet those priorities. Gain needed support for training. Evaluate all training programs after the training has taken place.

**Oversee the hiring and promotion process.** When a position is vacant in your unit, define in advance the hiring criteria that will guide the selection process. The hiring criteria should be aligned with the goals and needs of your unit. In establishing hiring criteria, also include enhancement of the work unit's diversity as a hiring goal.

**Monitor personnel actions to ensure that they are consistent and fair.** Make sure your supervisors apply the same standards for all employees. Be sure that all members of the work unit have equal access to you and to the information you share with the work unit. Review management decisions in the context of EEO and Affirmative Action requirements. Observe for any signs of sexual harassment and hostility.

**Review the performance appraisal process.** Make sure that new supervisors: (1) Meet individually with subordinates and discuss performance expectations; (2) Set up a way of tracking how each employee is progressing toward the goals established in the performance plan; and (3) Are specific with subordinates about their ratings, and help them develop a plan to improve weaknesses and capitalize on strengths. Following the performance appraisals, ask subordinates for feedback about the appraisal session.

**Survey employees regarding the satisfiers and dissatisfiers in their work lives.** Work with the supervisor to explore ways of amplifying the satisfiers and remedying the sources of dissatisfaction. Look for opportunities to sponsor programs on stress management, wellness, fitness, or nutrition.

**Provide needed coaching in addressing and resolving poor performance.** If an employee is consistently encountering performance problems or falling short of goals, work with the supervisor to help identify the root performance causes and to offer assistance and solutions. After discussions with the relevant employee, review the documentation to ensure that it is accurate and complete.

**Encourage employees to take stretch projects or assignments.** Ask them to handle one of your regular responsibilities—such as running a task force meeting or attending a meeting at Headquarters—or ask them to take charge of planning and implementing an Agency-wide initiative for your division or unit. Give them some initial guidance and suggestions, as well as periodic coaching and feedback along the way.

**Ensure that change management is considered when introducing new technology.** Before introducing new technology, make sure there is a plan for introducing the new technology that includes change management.



**Support the introduction and use of new technology.** Arrange for demonstrations of new technologies. Consider the need for new technologies when establishing performance plans and budgets. To the extent possible, support your employees in acquiring state-of-the-art information and knowledge about new technologies.



**Work with your managers to find opportunities for cross-training among their subordinates.** Help them create a plan that defines needs and possible assignments. Work with your peers to build knowledge, skills, and relationships across work units and divisions.

**Ask your managers what they are doing to build staff capability.** Take time to observe their subordinates in action and make note of gaps in their performance. Share your observations with your managers and ask them to outline specific coaching and development activities they will implement to increase capability. Be sure to acknowledge performance improvements that result from their efforts.

## Executive Core Qualification: Building Coalitions/Communication

Building Coalitions/Communication 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 affect the work of the organization. This includes the following competencies:

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



## On-the-Job Development Suggestions

### Influencing/Negotiating

**Be creative.** Investigate ways to communicate the vision beyond the written memo or spoken word. Identify things that you can do symbolically to illustrate the direction you want to take your work unit. Create a visual illustration, logo, or graphic. Develop a team identity. Build multiple vehicles to develop mindshare around vision, strategy, and direction.

**Keep an open mind to others' objections.** Treat disagreements you have with others not as conflicts, but as opportunities to gain a better understanding of ideas that differ from your own and to clarify your own viewpoints.

**Use “time outs” to clear the air or improve current processes.** If you are participating on a task force or project team that is not functioning effectively, suggest taking some time out to facilitate a “How are we doing?” session. With members of the group, identify areas where changes could be made to improve team processes, clarify roles, and increase collaboration.







**Be familiar with what others are passionate about.** Before trying to gain support or agreement, determine what the “hot buttons” are for each person whose support or agreement you need. Try developing an approach to gaining the support or agreement you need by appealing to those hot buttons.

**Get advice from others who know who you’re dealing with.** Before attempting to negotiate with or influence someone, identify someone who has had recent dealings with the individual. Test out your planned approach and assumptions about what will work and not work with the person. Be open to changing your approach to incorporate suggestions that may help you be more successful at accomplishing your objectives.

**State the benefits of your proposal.** Don’t expect people to buy in to your ideas on the weight of your word or reputation alone. Gather data and anecdotes to support your recommendations. Use them to answer questions and build support for your plans.

**Be willing to compromise.** If you develop a reputation for always wanting things done your way, others may give their support when face-to-face with you, but withdraw their agreement and commitment once you are not there to influence them. Be open to considering and incorporating others’ suggestions.

### Interpersonal Skills

**Listen actively to words and feelings to avoid mistakes or misunderstandings.** If you are effective in your listening habits, you can restate others’ positions or ideas to their satisfaction. Mentally accumulate key points and feelings and summarize them to indicate you have heard them accurately. Avoid responding until you have heard and understood the speaker’s entire thought.

**Avoid zoning out when listening to others.** Because we listen four to six times faster than others talk, it’s easy to let our minds wander. If your mind tends to wander, anchor it by taking notes on what you’re hearing. Use a template that lists who, what, when, where, why, and how (or some other useful categories). Fill this information in as you listen, and paraphrase the information back to the speaker or someone else who is present.

**Ask questions, observe, and listen.** Make an effort to learn from individuals in other regions, cultures, or Agency offices, especially if you’re working together for the first time. Capitalize on what you learn about them to improve communication and courtesy across the various work groups within the Agency.

### Oral Communication

**Practice how you present yourself.** Develop confidence in presenting your point of view by first practicing what you say and how you say it with peers with whom you feel comfortable. Ask them for feedback, and make use of any useful input.

**Have employees attend meetings in which you communicate to a variety of people.** Debrief the meeting with them afterwards, focusing on what you wanted to communicate to each person, what your strategy was, what you actually did and said, and what the results were.

**Be specific when you communicate.** When giving people feedback that is intended to help them improve, be specific about action steps. Don’t just say, “You need to be more organized.” Instead, offer help and concrete suggestions. Similarly, when receiving feedback, insist on specifics.

### Partnering

**Help your employees understand and resolve the “us versus them” mindset that occurs between groups (e.g., office, function, management/non-management).** Talk about why this mindset exists, the disadvantages of thinking this way, and what can be done to eliminate such divisive thinking in order to achieve goals and objectives that benefit all of the Agency.



**Look for opportunities to partner on initiatives with other divisions and work units.** Identify work groups whose objectives are similar to those of your work group. Suggest a joint meeting to discuss mutual goals and ways to share information. Identify ways to improve coordination and to help each other be successful.



**Get ideas from others.** Network with peers within the Agency as well as in other organizations who have effectively developed and implemented innovative ideas or change. Ask them to talk with you about how they came up with their ideas. See if there is anything they are doing that would be transferable to your division or work unit.

**Keep others informed and involved.** Invite your internal and external “customers” (those who depend on your division’s or unit’s work) to attend your staff meetings or participate in discussions focused on developing an innovation or change that may affect them.

**Communicate continuously, not only at scheduled events.** Have one-on-one conversations with employees at all levels. Ask yourself whether your message has been heard only by those closest to you. If so, look for ways to communicate it more broadly and in a greater variety of mediums. Chances are that a seemingly redundant message is reaching someone for the very first time.

**Coordinate early and often.** Prior to beginning work on a project or assignment, identify tasks and activities that may require coordination or interaction between you and your peers in other divisions, units, or locations. Coordinate pre-project discussions and/or meetings to ensure everyone’s understanding of the project and full participation.

**Develop cross-agency relationships and resources.** “Lend” the skills and technical knowledge of your employees and “borrow” employees with complementary skills and knowledge from other work units.

**Build internal and external relationships at all levels.** A strong relationship at senior levels must be complemented with parallel relationships at all levels to guarantee long-term success.

**Review what you haven’t communicated each day.** At the end of each day, determine whether there have been any developments that haven’t been communicated to others who need to know. If this has happened, make a note to yourself to communicate the information promptly, and do it.

### Political Savvy

**Invest time in learning about the decision makers and concerns of others throughout the Agency.** Get to know them and their work or provide assistance, just as you would want them to know and help you.

**Minimize the politics.** Try to defuse political issues. Frequently an issue or decision becomes political because there is no forum or vehicle for addressing it objectively. Set the standard in your division or work unit for working through difficult issues in as straightforward a manner as possible. Provide a model for discussion as well as decision-support tools. Clarify criteria and decision rules. Make sure to involve those who will be affected in the decision-making process.

### Written Communication

**Keep the work group informed.** Use written communication to keep work group members informed. Be sure to occasionally check with employees to ensure that your messages are understood and that everyone is still clear on what the goals are for the team.

**Solicit feedback on your writing skills.** Ask a superior, peer, or friend to give feedback on your writing. Revise it if their understanding of your ideas does not match your intent. Always double-check all written communications before sending them.



**Assess information flow to employees.** Ask your employees to tell you when they are frustrated by a lack of clear direction in the organization. Talk with them about ways they can get a clearer picture of the strategic direction and priorities. Share with them information you have and help them devise a plan to stay informed on an ongoing basis. Follow up to see that they are getting the information they need.



**Clarify how the vision applies.** Ask your managers to draft a few key messages to explain how the broader Agency vision and objectives apply to their work groups. Recommend that they present, discuss, post, and reiterate those points often with their employees.

**Coach managers on building common ownership for the success of the work group.** Collaboration will be increased if the members of their work unit strongly agree on what the group is trying to achieve. Ask your managers what actions they will take to get this agreement with their unit at the beginning of each quarter or the start of new projects. Give them ideas on what to do by telling them some of the things you have done in the past to build agreement and collaboration within the work group.

**Help managers develop strategies for communicating difficult messages.** Reinforce the standards for being honest and upfront by expecting managers to be timely in their communications to their staff about even the most difficult corporate changes or initiatives. When you communicate the change or initiative to your staff member, take time at that point to help them think through how and when they will provide the information to their managers.

**Create and reinforce a work culture of effective communication.** Make staff meetings and presentations routine events. Engage in one-on-one conversations with employees at all levels of the organization and encourage them to take advantage of your “open door” policy. Challenge your managers to be equally open with their subordinates. Above all, tell employees what you are thinking on a regular basis. Don’t make the weekly or monthly staff meeting the solitary communication event for your organization.

**Don’t put staff members on the defensive.** Ask questions like, “How would you describe the way you want this project to turn out?” and “What will be the benefits for the Agency if you can meet these objectives?” rather than questions like, “Who made that decision?” and “What’s the problem with this project?” The first set of questions is more likely to instill a personal sense of confidence in your employees, which will make them more able to be creative in their solutions and deliver results in the long run.

**Get your staff members to think through their plans for persuading others.** Before they roll out a project, implement a decision, or make a recommendation, ask them questions to make sure they have identified what is important to the audiences they are trying to persuade and that they have developed strategies and methods that will be appealing.

**Get your staff members to be specific.** Use straightforward approaches, such as “Could you be more specific?”; “For instance?”; “So what exactly do you want me to do?”; and “Who exactly is involved?” More often than not, you will see a gap between the initial message and the one that emerges as you press for specifics.

**Help employees think through how to be more effective in communicating with people in other divisions or agencies.** Ask questions to make sure they have identified what is important to the different groups. Have they anticipated and prepared for the different types of questions they might get from the various audiences? Have they developed alternative communication vehicles to use with each group that considers the organizational practices and preferences of that group?

**Help your staff members build critical external contacts.** Think about the experts, specialists, and others who have helped you build internal support for your ideas by providing you with critical data and other information. Get your employees to identify people outside the Agency that they can get support from, and hook them up with your own contacts, if appropriate.



**Ask the tough questions.** When reviewing potentially controversial recommendations that were developed and will be presented by one of your employees to a decision-making group, test your staff member's readiness to influence and negotiate. Ask him or her about the individuals in the decision-making group. "Who are they?" "What Agency issues are they passionate about?" "What might their individual concerns be regarding the recommendations?" "How will your employee overcome their objections?" "How will he or she compromise?" Expect staff members to have this level of readiness before they seek decisions on controversial issues.



**Support networking opportunities by allowing your employees time to pursue them.** Encourage employees to participate in cross-functional, cross-agency task forces and meetings and to spend time with outside constituencies. Ask them to share relevant news or information they have learned with you and others in the division or unit.

**Challenge staff members to re-build a relationship with another office or agency that has deteriorated.** Specify what advantages there are to working effectively with the other group and what the consequences are for not being able to work in partnership with the other office or agency. Ask your staff members to list the things that prevent them from working effectively with the other office or agency. Review what they have come up with and make sure they have included accountabilities within their own organization as well as within the other office or group. Then, ask them for concrete action steps they will take to improve their relationship, including how they will approach the other office or agency to get their cooperation.

**Debrief a recent initiative you championed across other agencies and/or multiple offices.** Identify one initiative that required risk management in terms of getting others' buy in, assessing and managing the impact on other agencies or offices, calculating and ensuring an appropriate return for the risk, and deflecting criticism and objections from others. Critique the situation in depth to help your staff members understand the key strategies and best practices in action.

**Help employees remove barriers to team success.** Make use of contacts in other divisions and work units. Enlist their support in helping you to change or adapt work processes to enable your employees to work effectively across division or functional lines. Suggest mutually beneficial solutions that will serve the interests of all work units involved and the Agency as a whole.



## The Career Resource Center

The Career Resource Center (CRC) is HUD LEARN's one-stop online shop that aims to connect HUD employee resources, which will help them navigate their career paths.

The CRC is based upon the Department's Employee Development Strategy (EDS) using a five step approach to Learning and Development. It ensures that each employee's needs and interests align with HUD's organizational goals so that the Agency's investment in learning benefits both HUD and its employees. Employees can find additional information under the "EDS" tab on the CRC website: <https://www.hudlearn.net/index.php>.

Employees can complete their HUD Individual Development Plan and take a Skills Self-Assessment using the HUD IDP Tool under the "Assess" tab. This career development tool allows employees to set goals, plan out training and learning activities, and evaluate competencies to discover areas of strength and opportunities for growth.

The Leadership at All Levels assessments, are based on the HUD Leadership Competency Framework, the Office of Personnel Management's Executive Core Qualifications (OPM ECQ's), as well as the core areas of project management. This tool is purely for your developmental purposes and is also under the "Assess" tab.

To assist the employee with determining their Career Path requirements for their occupational series; specifically, the skill and experience requirements for their current GS level, and what they will need to advance within the next series is under the "Plan" tab.

Employees can find new and exciting learning opportunities, or cultivate mentoring and networking relationships that inspire creativity, encourage advancement, and support continual learning under the "Learn" tab.

The "Explore" tab provides websites and resources to aid employees in exploring opportunities for career growth and career transitions. Employees will find a list of opportunities under the "Index" tab, and external training videos, such as, Writing your Federal Resume, Importance of Networking and the Federal Job Process, under the "Videos" tab.





“Learning isn’t a means to an end; it is an end in itself.”

*Robert Heinlein*

**Appendix A**

Key Terms and Concepts



## Key Terms and Concepts

**Coaching:** A one-on-one relationship that focuses on developing specific performance behaviors and provides guidance and feedback to help others enhance their capabilities and improve their performance, typically in their current position.

**Competencies:** The knowledge, skills, and abilities that significantly contribute to supervisory and managerial job performance. These competencies are the behaviors that exemplary leaders demonstrate more frequently.

**Competency Model:** A descriptive tool that identifies the competencies needed to operate in a specific role within a(n) job, occupation, organization, or industry. Simply stated, a competency model is a behavioral job description that must be defined by each occupational function and each job.

**Course Catalog:** A comprehensive listing of all standard, recurring courses available through the Agency. The catalog can be accessed from the “Learning” page on the Agency intranet.

**Development Activities:** Activities, courses, job rotations, projects, and developmental assignments that provide an opportunity to acquire the knowledge, skills, abilities, and competencies for targeted positions.

**Development Planning Process:** A systematic method for developing individual or group leadership competencies and technical skills. The system consists of the following steps: Collect Data and Information, Analyze and Assess, Prescribe Action, and Track and Report.

**Executive Core Qualifications:** Describes the leadership skills needed to succeed in the Senior Executive Service; they also reinforce the concept of an “SES corporate culture.” The ECQs were designed to assess executive experience and potential—not technical expertise. They are the core qualifications used to test new career appointees to the Senior Executive Service (SES) and by administering peer review boards which evaluate whether candidates possess these essential leadership qualifications.

**Federal Supervisory Training Framework:** Outlines mandatory training and recommended competency development for aspiring leaders, team leaders, and new supervisors. It also includes overarching topics encompassing critical HR-related technical represented as sub-headings.

**Individual Development:** Programs and activities that are tailored to the development of individuals within the Agency. Developmental activities typically include personal feedback, mentoring, coaching, targeted training, and/or special assignments. The Leadership Development Plan is a formal way of documenting individual development activities.

**Knowledge, Skills, and Abilities (KSAs):** An individual’s demonstrated knowledge, skills, or abilities performed to a specific standard. KSAs are necessary in order to perform a major task or function in the workplace and include both operational (i.e., technical and administrative) and leadership competencies.

**Leader:** Individual who exhibits the competencies needed to lead people effectively. While “leaders” (i.e., individuals who effectively provide guidance to employees) are typically differentiated from “managers” (i.e., organizational administrators), both terms are used interchangeably in this Guide to refer to individuals with direct reports at all management levels in the Agency.

**Leadership:** The ability to influence and motivate others to accomplish a goal, objective, or task and to direct an organization so it is more cohesive and coherent in using established core values to accomplish its mission.





**Learning, Enrichment, and Resources Network (LEARN):** The Central Learning and Development Organization within HUD that provides tools, processes, and programs to assist employees, supervisors, managers, and executives in expanding their skills in core operational and leadership competencies.

**Leadership Competency Model:** A set of critical leadership behaviors demonstrated by outstanding performers in key leadership roles or jobs at the Agency.

**Leadership Development Guide (LDG or Guide):** Provides a step-by-step workbook format, including development suggestions and training resources, to help managers think through the Development Planning Process and complete a comprehensive Leadership Development Plan.

**Leadership Development Plan (LDP):** A document prepared by an individual, in discussion with his or her supervisor, that guides the individual's formal development efforts to increase his or her job effectiveness and capabilities. Also referred to as an Individual Development Plan (IDP). The LDP specifies development priorities connected to the development actions the individual will take, the resources and tools he or she will use, and the timeframe within which the development priorities will be addressed.

**Manager:** Individual who Exhibits the operational and leadership competencies needed to effectively lead people. While “managers” (i.e., organizational administrators) are typically differentiated from “leaders” (i.e., individuals who effectively provide guidance to employees), both terms are used interchangeably in this Guide to refer to individuals with direct reports at all management levels in the Agency.

**Mandatory Training:** Federally Mandated Training, is defined on the Standard Form (SF) 182 (Authorization, Agreement and Certification of Training) as “mandatory training for all employees Government wide,” or in some cases, groups of employees across Federal agencies and departments. There are two types of Federally Mandated training:

- Mandatory Training for **all** Federal Employees
- Mandatory Training for **specific** groups of employees (e.g., supervisors, contractors)

Many agencies have their own required training. However unlike Federally mandated training, this type of training is not mandated by Federal statute for all Federal employees. Agency Required Training as defined on the SF 182 is “required by the agency and provided to Federal employees to achieve the goals and objectives of the Agency as needed.” Employees should contact HUD Learn to determine which training is required for HUD.

**Mentoring:** A relationship (usually one-on-one) that focuses on enhancing another person's growth, knowledge, and skills. The mentor responds to the critical needs in the life of that person in ways that prepare the individual for greater productivity or future achievement.

**Multi-Rater Assessment/Feedback:** Systematic collection of data through various means that helps to identify key needs or issues confronting individuals or organizations.

- **Self-Assessment:** The individual takes a critical look at strengths and areas for development and determines which ones to address first.
- **Assessment/Feedback from Others:** Feedback from colleagues, mentors, subordinates, and/or supervisors.

**Occupation Specific/Technical Competencies:** Occupations require certain technical competencies. Requirements such as certification, licensure, and specialized educational degrees, or physical and training requirements.



**On-the-Job Training:** Training done at a job site by an incumbent job expert who systematically teaches the critical elements of the job to another employee.

**Proficiency Levels:** Proficiency levels indicate the expertise or mastery an individual has demonstrated in a competency. The U.S. Office of Personnel Management (OPM) provides a document, see [proficiency level illustrations](#), for the 28 competencies in the Federal leadership competency model.

**Supervisor:** As used in this Guide, the term “supervisor” includes anyone in the Agency who supervises others.



“A leader is one who knows the way, goes the way, and shows the way.”

*John Maxwell*

**Appendix B**

Types of Developmental Assignments



## Types of Developmental Assignments<sup>1</sup>

From the Center for Creative Leadership:

- 70 percent of adult learning happens by doing and from on-the-job challenges, risky situations, and stretch assignments.
- 20 percent of adult learning comes from others, including mentors, role models, feedback providers, and coaches.
- 10 percent of adult learning happens in the classroom, or from books, tapes, or online learning.

There are many ways to develop your skills and abilities and to find ways to become energized. **Be creative!** Listed below are some ideas to help you get started.

- **Mentoring:** Find a mentor or be a mentor for someone. The three most common types of mentoring are:
  - » Supervisory mentoring—Supervisory mentors share valuable information about the organization and provide meaningful work and developmental learning opportunities.
  - » Situational mentoring—Situational mentoring is a spontaneous connection that can help someone solve a problem or encourage them to uncover hidden talent.
  - » Informal mentoring—Informal mentoring is an informal relationship built on trust and respect. An employee sees a quality in another person that he or she admires and would like to develop, or a mentor sees something in another person that reminds him of himself.
- **Learning assignments:** Identify a skill or trait you want to develop. Create an on-the-job learning assignment to develop the skill or trait.
  - » Conscious observations—Find someone who is an expert at that skill or trait and observe the person's behavior. Talk with the person to find out how he or she uses or develops it.
  - » Selected participation—Take a well-defined, limited role on an assignment that requires a greater degree of the skill or trait you want to develop. Ask for feedback from the expert on how well you are doing.
  - » Key responsibility—Take on an assignment that requires you to use the new skill or trait extensively. Continue to get feedback on your application of the new skill or trait and adjust as necessary.
- **Interviews:** Conduct interviews with others in the organization to gain a broader perspective.
- **Association membership:** Join an association for your profession. Become active in the local chapter.
- **On-the-job learning:** Reflect on the challenges you are currently facing on the job. Keep a record of questions or ideas to discuss. Use your supervisor or mentor as a sounding board to gain new perspective and suggestions.

<sup>1</sup> Adapted from: Kathy Wentworth Drahosz, *The Keys to Mentoring Success* (2004), 6–7.



- **Presentations:** Attend presentations, meetings, and workshops with your supervisor, mentor, or colleagues. Follow up with a discussion about what you learned and how you can apply what you have learned.
- **Benchmark:** Find out who in the organization has the skills or knowledge you are seeking. Why are they considered the “best?” How did they develop those skills or knowledge?
- **Networking:** Constantly be on the lookout for new opportunities by networking with peers, customers, and others to maximize your exposure to all possibilities.
- **Shadow assignments:** Identify people with the skills or traits you would like to develop. Follow them through a “typical” day, observing their behavior. Throughout the day, question the person so that you understand his or her choices.
- **Volunteer:** Seek out projects, task forces, and assignments that will help you develop the skill you are working on.
- **Learn about your organization:** Learn more about what colleagues in your organization do. Volunteer to be the backup on key assignments so that you can learn more about the topic and provide backup to a critical project.
- **Feedback:** Seek out both formal and informal feedback about your strengths and developmental needs.
- **Acting assignments:** Look for opportunities to “act” for your supervisor when he or she is away.
- **Rotational assignments:** Pursue details outside your office to learn entirely new parts of the organization.
- **Informal training:** Participate in self-study activities such as independent research projects or reading books, magazines, and newspapers.
- **Formal training:** Identify training (both classroom and e-learning) that meets your developmental needs.
- **Teach others:** Teach mini-classes to coworkers to share what you know. This will help you practice your presentation skills, reinforce new learning, and provide others with new knowledge.



The chart below provides ideas for finding new life in your current job and ways to develop into new jobs.<sup>2</sup>

IF YOU'RE ENERGIZED BY...	FIND...
<i>INDEPENDENCE</i>	<i>Projects or tasks you can manage with little supervision.</i>
<i>FEEDBACK</i>	<i>Peers, internal customers, or a boss willing to give you the straight story about something specific.</i>
<i>CHALLENGE</i>	<i>A chance to do something that will really stretch you (speaking to senior leaders, chairing a task force, working in a new area).</i>
<i>CUSTOMER CONTACT</i>	<i>Ways to interface more with internal or external customers. Go to lunch, troubleshoot with them, and attend their meetings.</i>
<i>TEAMWORK</i>	<i>A group that is solving a work problem or forming a team. Consider a sports team as well.</i>
<i>LEARNING</i>	<i>Someone who will teach you something new. Consider a class outside of work.</i>
<i>VARIETY</i>	<i>A way to vary your work schedule, place of work, or the tasks you perform day-to-day. Even reconsider the route you take to work.</i>
<i>LEADERSHIP</i>	<i>Someone who needs and wants mentoring or coaching. Consider a mentor.</i>
<i>DECISION MAKING</i>	<i>A way to have input about work processes before they are cast in stone. Volunteer to be on a decision making committee or join a community organization. Take your pick.</i>

<sup>2</sup> Beverly Kaye and Sharon Jordan-Evans, *Love It Don't Leave It: 26 Ways to Get What You Want at Work* (San Francisco: Berrett-Koehler Publications, Inc., 2003), 33.



## Formal Classroom Training

HUD employees have many sources of formal classroom training.

1. **Within your own Program Office:** Many programs offer leadership sessions within their discipline-specific trainings, either using program resources or by requesting services from HUD LEARN. Other programs offer leadership activities for targeted categories of people. Contact your supervisor for information on what is available within your office.
2. **HUD LEARN:** You can look on the LEARNING website or contact the office to find scheduled offerings for both short courses targeting specific competencies, such as “Conflict Management,” and longer leadership courses designed for specific levels on the Leadership Journey Model (e.g., new supervisor training, leadership courses based on GS levels).
3. **Other government and government-related organizations:** Some leadership programs in this category include those offered by the Federal Executive Institute (FEI) and the Office of Personnel Management (OPM). These can be found through a web search or by contacting the Leadership Development Division.
4. **Colleges, universities, and private organizations:** Look online for leadership courses offered by nongovernment entities. You can also contact your local colleges and universities for information on offerings in your community.

## Vendors

HUD Employees have used the vendors listed below to meet their developmental goals. Many of the vendors listed have locations across the United States and or/offer virtual learning opportunities.

- **USDA:** Graduate School USA offers many courses and many degree programs. For more information, contact Graduate School USA at (888) 744-4723 or go to [www.graduateschool.edu](http://www.graduateschool.edu).
- **Federal Executive Institute (FEI):** OPM’s Center for Leadership Development offers educational programs built on the Executive Core Qualifications for every career stage. For more information, contact FEI at (888) 676-9632 or go to [www.leadership.opm.gov](http://www.leadership.opm.gov).
- **Brookings Institution:** Brookings provides cutting-edge instruction on innovative leadership and management practices. For more information, contact Brookings at (202) 797-6276 or go to [www.brookings.edu](http://www.brookings.edu).
- **Management Concepts:** Management Concepts is a premier provider of professional development, performance improvement, and talent management solutions for the public sector. For more information, contact Management Concepts at (888) 545-8577 or go to [www.managementconcepts.com](http://www.managementconcepts.com).
- **Center for Creative Leadership (CCL):** CCL’s Specialized Skill Development Program gives leaders an immersion into specific leadership topics. For more information, contact CCL at (336) 545-2810 or go to [www.ccl.org/leadership](http://www.ccl.org/leadership).



## Developmental Assignments

Developmental assignments provide opportunities to gain skills and knowledge by performing a structured task. These can be: (1) A primary source of learning (e.g., receiving instruction from another employee, observing someone, or working on a team project during which the team learns together) or (2) a method of putting into practice knowledge or skills you gained through another learning experience, such as taking a course or reading a book.

Developmental assignments include:

- Details
- Shadowing
- Rotations and cross-training
- Special teams, task forces, and assignments
- Action learning projects
- Mentoring or teaching others
- Community service

In the following section, you will find a description of each of these developmental assignments, as well as an explanation of the benefits and availability of each.

### Details

Details last a minimum of 2 weeks (3 to 4 weeks is preferable, if you can arrange it) and can extend as long as 120 days.

A detail occurs outside your current job description and provides opportunities to practice the skills or behaviors you listed in your Development Plan. The detail can be in your program area or another program area, depending on your learning goals, and should involve interacting with a group of people outside your normal work unit. This new setting not only provides you the opportunity to learn new skills and information, it also provides a fresh environment in which to try out new skills.

### Shadowing

This developmental assignment is further outside your current job description than a detail and provides opportunities to observe the skills or behaviors listed in your Development Plan. A shadowing assignment also provides you with an opportunity to network and view your own program from a different perspective.

Unlike a detail, a shadowing assignment is about observing how experts perform rather than applying new skills yourself. Shadowing is used when you want to explore a new area but do not have the skills to perform in that area. A shadowing assignment is typically a day to a week in duration, and a report of what you learned is expected at the conclusion.





### Rotations and Cross-Training

Cross-training provides opportunities for employees to acquire knowledge and skills from their coworkers. Typically, employees with similar grade levels and background experiences pair up or form small groups to teach one another the specific tasks and special knowledge needed for each of their jobs. This type of experience offers a chance to learn at little or no cost, and allows employees to fill in when others are ill or on vacation, preventing service gaps and reducing costs.

Once employees are cross-trained, rotations can be utilized to allow employees to practice and improve their new knowledge and skills. Rotations also provide employees with greater variety in work activities and a broader list of experiences to include in résumés when applying for new positions. Meet with your supervisor to discuss possible cross-training opportunities in your unit.

### Special Teams, Task Forces, and Assignments

Another effective way to learn new skills is to serve on a special team or task force or work on a new assignment. In these learning assignments, you use your current skills in a new environment as well as learn new skills while accomplishing the assigned task.

To participate in such groups and projects, let your supervisor know you are interested in developing your skills in a particular area. Your supervisor can inform you when a project becomes available that would allow you to develop skills in the identified areas. Be on the lookout for such projects yourself and if they occur, request to join that effort. When you include this type of learning activity in your Development Plan, describe the area in which you wish to develop your expertise and indicate that you hope to develop it by working on a special team or task force or by taking on a special assignment.

### Action Learning Projects

In an action learning project, learning occurs as an employee or a group of employees addresses an actual work challenge or need. The individual or group develops a plan to address the stated need and then implements that plan, using existing knowledge and experience in a new way and building new knowledge and skills as needed for the project. Two important benefits of action learning projects are the learning that occurs naturally along the way and the satisfaction of a completed project that may help numerous employees.

### Mentoring

Mentoring is a voluntary relationship in which a more experienced employee provides advice, guidance, and support to a less experienced employee. Often the mentor is someone who has experience in a job or task about which the mentee/protégé wants to either learn more or to which the protégé aspires. The mentor is not in the protégé's chain of command and has no supervisory authority over the protégé. Mentors help protégées clarify career goals, understand the organization, analyze strengths and developmental needs, build support networks, and deal with challenges.

Mentoring is a cost-effective way to upgrade skills, both for the mentor and the protégé. It can also support job retention, increase job satisfaction, and facilitate personal and career development. Both mentors and protégées can use mentoring as a learning activity. See the HUD Mentoring Program for more information on creating an effective mentoring relationship.



## Teaching Others

As contradictory as it may seem, teaching others is a learning experience. First, teaching others reinforces your own learning in the subject you are teaching—remember the adage that if you really want to learn something, you need to teach it. Second, teaching others provides you with the opportunity to develop other competencies such as Oral or Written Communication and Developing Others.

## Community Service

“Community service” means employees volunteering to benefit a community. Community service can be used as a learning experience if it is designed to practice a targeted competency. For example, if you took a class on public speaking to improve your oral communication skills, you could volunteer to speak at local community functions or schools on your area of expertise.

If you were taking accounting courses as part of your plan to apply for a higher-level position in that area and your current job did not allow you to practice those skills, you could volunteer elsewhere to gain the needed experience.

## Self-Directed Learning Activities

Self-directed learning activities include such experiences as taking HUD Virtual University (HVU) courses and other distance learning sessions and courses, as well as reading, networking, and participating in forums, briefings, and seminars. In the following section, you will find a description of each of the above self-directed activities, as well as an explanation of the benefits and availability of each.

## Distance Learning Opportunities

People think it is a new concept, but distance learning dates back to the 1700s, with degree programs being offered as early as the mid-1800s. Traditional forms of distance learning are still available as universities, private companies, and government agencies provide correspondence courses on many subjects. Materials for these courses could include books, cassette tapes, CDs, and DVDs.

While traditional distance learning is still available, much of today’s distance learning tends to be in the form of e-learning. E-learning encompasses online courses, web-based training, audio and video podcasts, and a constant stream of new learning options.

Distance learning, including e-learning, is usually less expensive than formal classroom sessions and is sometimes free. It is not constrained by geography and often allows more flexibility with time. Perform a web search or contact your training or work unit to discover more about the distance learning opportunities provided by commercial, university, and government entities.

## Reading

Employees often overlook reading as an inexpensive tool to increase knowledge and skills. You can also search online, visit a bookstore, or ask your mentor, supervisor, or colleagues for ideas for reading materials related to your targeted competency.



### Coaching

Employees can be coached by someone inside or outside their organization. Coaching can also be a component of a leadership course or other program, helping participants put what they have learned in a class into practice on the job.

Coaches assist learning by encouraging employees they coach to reflect on their behaviors and develop goals for building their strengths and managing their weaknesses.

Coaches do this by listening, asking questions, observing reactions, and asking for commitment. With a willing individual, coaching can be a powerful learning tool for developing one's full potential.

### Forums, Briefings, and Seminars

Forums, briefings, and seminars are meetings focused on the exchange of information and ideas on policy, research, or other areas. Attending these meetings provides you with an opportunity to learn and can be a way to bring information back to a larger group of employees. In your Development Plan, propose to attend meetings covering a specific topic and offer to relay the information you learn to your colleagues upon your return. In addition to being great learning and teaching experiences, these meetings are good opportunities to network with others in your field or with those in a field you are exploring.

### Networking

Networking is establishing a mutually beneficial relationship with other employees, customers, and people in businesses, universities, and professional organizations who can assist you in a specific goal or task. Once you have established a goal and analyzed what kind of support you need, develop a network of contacts to whom you can turn for assistance. The relationships you develop through your networking can work both ways, because there will be times when you can assist as well as receive assistance. Finally, as you interact with the contacts in your network, those individuals will come to know your interests and may suggest potential learning opportunities (e.g., informing you about upcoming meetings or projects or inviting you to join new or existing working groups).

### Assessments

Assessment instruments are used to identify strengths, personal styles, and developmental needs. Assessments can be: (1) Learning experiences as you discover more about yourself and (2) tools to guide your development efforts. Assessments most commonly used for leadership development in HUD include:

- 360° Assessment
- Dominance, Influence, Steadiness and Conscientiousness (DISC) measurement
- Myers-Briggs Type Indicator
- Fundamental Interpersonal Relations Orientations—Behavior (FIRO-B)
- Leadership @ all Levels Assessment

Contact the HUD LEARN unit or your program for more information about all assessments.



### 360° Assessment

The 360° Assessment is feedback on your strengths and weaknesses in the OPM competencies from supervisors, peers and colleagues, employees, customers, or stakeholders, and from oneself. Supervisors and managers are required to have a 360° Assessment every 5 years. This assessment is provided at no charge through program training units.

An employee requesting a 360° Assessment identifies potential raters in each of the categories: supervisor, peers, employees, and customers. The feedback form is sent to the raters via email. The results are summarized and sent to the employee along with an offer to consult with the employee about how to use the results in development planning.

The 360° Assessment should be used for development, not for personnel decisions. The results should be issued to the employee, who can then make the decision about whether to share the results with his or her supervisor.

### Dominance, Influence, Steadiness and Conscientiousness (DISC)

The leading personal assessment tool to improve work productivity, teamwork and communication. The DiSC profile is a non-judgemental tool used for discussion of people's behavioral differences. If you participate in a DiSC program, you'll be asked to complete a series of questions that produce a detailed report about your personality and behavior.

DiSC measures your tendencies and preferences — your patterns of behavior. It does not measure intelligence, aptitude, mental health or values. DiSC profiles describe human behavior in various situations. For example, the DiSC questionnaire asks about how you respond to challenges, how you influence others, how you respond to rules and procedures, and about your preferred pace of activity. It does not measure every dimensions of your personality.

If you're taking a DiSC test during a hiring or promotion process, you can use the insights gained to talk more concretely about your own strengths during an interview. You can use it to determine the best approaches for working with a new manager or new team.

### Myers-Briggs Type Indicator (MBTI)

The MBTI will help you to understand your personality type and how your preferences affect your approach to work and your interactions with the other 15 personality types. Understanding more about your preferences in planning, in receiving and completing tasks, and in interacting with others and learning how your preferences compare with others' preferences can make your work interactions more smooth and less stressful.

The MBTI is frequently used in conjunction with other training or as part of a team development effort. Teams and work units can use the MBTI to better understand: (1) The strengths and challenges each member brings to the group and (2) the communication and interaction preferences of each member. This information can increase communication and cooperation, which in turn leads to higher productivity and more satisfaction within the group.

The MBTI is administered by a trained MBTI administrator using an online assessment. The administrator receives the assessment results and discusses those with the person who took the assessment. The administrator can use the results to help identify learning goals the employee can include in a Development Plan.



## FIRO-B

This assessment identifies how you tend to behave toward others and how you want them to behave toward you. The results of the FIRO-B can help you increase self-awareness in a number of areas, including how you handle interpersonal relationships and your own social needs, how others perceive you, and how you view others.

The FIRO-B provides information along three dimensions of interpersonal needs: inclusion, control, and affection, and indicates your preference in regard to two aspects of each of these areas: expressed behavior and wanted behavior.

Combining the MBTI and FIRO-B produces a powerful assessment result that can be used to guide leadership skills development.

## How Do I Select the Learning Experience Best for Me?

To be considered development, the learning experiences you list in your Development Plan should result in changes on the job. For example, your colleagues should be able to see you taking on a new task or handling stressful situations more easily, or observe that your interactions with customers have improved or that you now make great presentations.

To apply your learning on the job requires you to combine practice with knowledge acquisition. Taking an HVU course or in-person course or reading a book provides you with “book knowledge.” To turn this passive knowledge into action, pair a learning activity in which you practice the new knowledge with a learning activity in which you acquired the knowledge. For example, if you attend a course on active listening and then practice one of the suggested actions each week, you will find you incorporate more of the actions into your behavior than if you only attend the course.

Which format of learning experience you use for these two parts of the learning (the knowledge-gaining portion and the practicing portion) depends on many factors, such as the competency you are targeting, your learning style preference, Internet accessibility, and the rhythm of your workload, family obligations, or travel policies. Review the learning experiences described in this section, think creatively, and talk with your colleagues and supervisor for ideas on how to best use the available learning experiences to reach your development goals.

If you would like assistance in identifying the best learning experiences to meet your goals, contact one of the following by going to the HUD LEARN Website at: <http://hudatwork.hud.gov/HUD/chco/po/a/train>.

- Employee Development Division
- Leadership and Development Division
- Learning Solutions Division
- Program Training Officers

“The purpose of learning is growth,  
and our minds, unlike our bodies,  
can continue growing as we  
continue to live.”

*Mortimer J. Adler*



