OPM LEADERSHIP DEVELOPMENT MATRIX:

The following Leadership Development Matrix is part of OPM's ***Effective Learning Interventions for Developing ECQs*** report. This Matrix lists a range of leadership development activities for each of the twenty-two (22) core competencies and six (6) fundamental competencies within the Executive Core Qualifications (ECQs).

ECQ Competency	*Recommended Leadership Development Activities*
ECQ 1: Leading Change: *Creativity and Innovation*	• Engage in ***action learning*** projects with leaders from different functional areas within the organization. Projects should focus on development of new ideas, policies, and other activities that require creative and innovative thinking. ***Action learning*** projects should include ***feedback*** mechanisms, and ***mentoring***. • Engage in a ***developmental assignment*** that entails such activities as brainstorming and refining new policies, leading a policy launch effort, assessing implications of new technologies on organizational processes, or turning around a failing policy or process. Such assignments should be paired with ***feedback mechanisms*** and ***mentoring***.
ECQ 1: Leading Change: *External Awareness*	• Engage in ***scenario planning*** exercises where generating future scenarios for the organization requires consideration of key stakeholders, numerous external trends (political, economic, societal, technological, legal, environmental, and industry), and the uncertainties of the future. • Utilize a ***mentor*** who can serve as a source of additional information regarding the industry and its external strategic environment. • Work on a ***developmental assignment*** or ***job rotation*** outside the organization, or one that requires the leader to work with others from different organizations to set up a new policy or strategic direction
ECQ 1: Leading Change: *Flexibility*	• Engage **in *job rotations*** where the leader experiences different work environments and learns new perspectives. • Engage in multiple ***developmental assignments*** that differ significantly from one another in the nature of the challenges they present to the leader. Each assignment should require the leader to work with new and different frames of reference. • Work with leadership and peer ***coaches*** who promote considerably different ways and perspectives for understanding work problems. • Participate in leader development ***workshops*** that utilize complex work ***simulations*** featuring ***active learning***, significant variety in experienced problems, and structured ***feedback*** and guidance.

ECQ 1: Leading Change: *Resilience*	- Engage in ***structured training programs*** that emphasize stress management tools and stressor-coping mechanisms. - Work with a ***coach*** to identify and develop solutions to stress-inducing work problems. Such coaching should be paired with ***multi-source feedback***.
ECQ 1: Leading Change: *Strategic Thinking*	- Engage in ***developmental assignments*** that involve setting new directions, working on strategic formulation projects, and leading change. - Participate in a variety of strategically oriented ***experiential*** exercises, including (a) ***active learning*** projects that have a strategic focus; (b) group dialogue of strategic ***case discussions***, and (c) strategic business ***games*** and ***simulations***. - Attend ***courses*** and ***workshops*** that provide models of strategic thinking, and pair these models with ***experiential*** exercises. - Utilize a ***mentor*** who can guide the leader's cognitive development of more strategic frames of reference.
ECQ 1: Leading Change: *Vision*	- Engage in ***developmental assignments*** that entail long term planning and development of new directions for the organization. - Participate in team-based ***workshops*** comprised of ***action learning*** projects that create cross-functional exposure and include exercises aimed at future trends of the organization. - Engage in ***scenario planning*** with team members to create a shared vision towards the future.
ECQ 2: Leading People: *Conflict Management*	- Engage in ***developmental assignments*** that entail working in situations likely to be significantly conflict-laden (e.g., dealing with a problem employee, serving as a negotiator or mediator, working with people from different cultures, and leading groups with diverse members). - Participate in and/or lead an ***action learning*** project with teams composed of members from different functional areas and with different perspectives - Work with a leadership ***coach*** that helps identify leadership problem areas that can contribute to poor conflict management. Construct a leader development plan to address these areas. ***Coaching*** should be combined with conflict management ***workshops***, and ***development/ action learning*** assignments. - Attend ***workshops*** that provide insight into conflict management styles and conflict resolution strategies. Such ***workshops*** should include not only lectures, but discussions around conflict management case studies and role play exercises.

ECQ 2: Leading People: *Leveraging Diversity*	• Engage in ***developmental assignments*** that entail working with groups containing members from diverse backgrounds and perspectives. Such assignments should be paired with ***feedback providers.*** • Engage in ***service learning*** assignments paired with feedback and coaching. • Participate in extended *workshops* that utilize ***behavioral modeling***, role plays, ***cultural assimilators***, and reflective discussions to foster greater appreciation for diversity. Such course work should be paired with ***mentoring*** and ***action learning projects***.
ECQ 2: Leading People: *Developing Others*	• Participate in a ***coaching*** relationship. The coaching should focus specifically on skills in providing ***feedback*** and opportunities to subordinates, active listening techniques, and asking open-ended questions. • Engage in a ***mentoring*** assignment -- such assignments should be paired with peer and leadership ***coaching.*** • Attend ***workshops*** that focus on active listening, providing ***feedback*** and helping subordinates construct individual development plans. • Engage in a formal ***self-development*** intervention that requires diagnosis of self-learning needs, construction of a self-learning curriculum, and evaluation of learning gains. Practice with such an intervention can foster skills that generalize to developing others. • Solicit ***multisource feedback*** from supervisors, peers, and subordinates, focusing on skills in developing others, including active listening, providing feedback, and assigning developmental activities. Such ***feedback*** should be paired with ***coaching***.
ECQ 2:Leading People: *Team Building*	• Lead a team-based ***action learning*** project. The *action-learning* project should also include ***feedback*** mechanisms, and ***mentoring***. • Participate in ***coaching*** with ***multi-source feedback***. These *coaching* exercises should focus on team management strategies such as the use of team charters and team process facilitation that motivates team members and increases team commitment. Such ***coaching*** should also be paired with ***multi-source feedback*** to increase the self-awareness of the team building skills that need improving. • Engage as a team lead in ***challenge exercises***, adventure learning exercises, and team-based *simulations*. *Feedback* should be included to ensure that leaders grasp the purpose of these exercises and that their team's sense of cohesion will continue when they return to the organization.

ECQ 3: Results Driven: *Accountability*	• Establish a **coaching** relationship that emphasizes the importance of concrete goal establishment and responsibility for goal completion. Such *coaching* can also focus on delegation as well as time and project management skills. *Coaching* should include **multisource feedback** that focuses on these skills. • Establish peer *coaching* relationships to foster a climate of shared responsibility and accountability. Peer *coaches* create a higher level of self-awareness and reflection as well as a greater awareness of others' responsibilities and needs. • Take **workshops** and **courses** on time/project management skills, and performance management strategies. These *workshops* should include **role play** exercises that utilize **scenarios** displaying low accountability by peers and subordinates.
ECQ 3: Results Driven: *Customer Service*	• Engage in an *action learning* project that focuses on improving internal and external customer service systems and processes. This project should be paired with *self -reflection* or *personal growth programs* to foster greater self-awareness • Take part in a *coaching* program that centers on growing self-awareness and on improving recognition of client needs and balancing those with the leader's own needs and constraints. This *coaching* should include guidance on how to set attainable goals towards the final product and on developing the leader's planning techniques • Take an interpersonal skills workshop that includes *role playing* exercises reflecting both typical and non-typical internal customer service situations.
ECQ 3: Results Driven: *Decisiveness*	• Participate in *workshops* and *courses* that offer *simulation-based* training exercises requiring multiple complex decisions. Such exercises need to reflect novel and ill defined situations leaders are likely to encounter on the job. Offer opportunities to work through appropriate solutions. Opportunities should be interactive in nature and accompanied by *feedback* and guidance. • Engage in an *action learning* project that focuses on solving multiple problems within a constrained time period. This will serve to foster decision making under time pressure and allow for increased comfort with making such decisions when a comprehensive evaluation of the problem scenario is not feasible. These projects can be paired with *coaching* and job assignments to reinforce learning gains. • Take on a *developmental assignment* that requires a solution to an ill-defined problem or one that has been outstanding in the organization for some time. Such assignments should be paired with *feedback* from supervisors, mentors, coaches, and/or other learning partners.

ECQ 3: Results Driven: *Entrepreneurship*	• Participate in **workshops** or *courses* that focus on entrepreneurship. The requirements of the class or workshop should include the leader's completion of a formal business plan for a new venture and its presentation to others. This program should be paired with catalytic **coaching,** where coaches/instructors encourage leaders to engage in more entrepreneurial thinking. • Engage in an **action learning** project that includes the exploration of new ventures and opportunities. Such projects should be paired with *coaching* and **mentoring**. • Engage in a **developmental assignment** that entails such activities as exploring, designing, and developing new ventures (e.g., policy, service-related tools and products). Such assignments should also be coupled with *coaching*, or *mentoring* for expert support and advice.
ECQ 3: Results Driven: *Problem Solving*	• Engage in problem solving experiences with co-workers. The intent is to help each other better understand problem approaches and solutions. • Participate in a *workshop* where external *case studies* are presented and discussed. These *case studies* should provide examples of the kinds of problems a leader is expected to confront in their leadership environment. • Participate in a *simulation* exercise where leaders have the opportunity to work through realistic problem scenarios. • Engage in an *action learning* project that entails working on existing problems within the sponsoring organization. Such projects should be paired with *feedback* mechanisms and *coaching* opportunities. • Engage in *developmental assignments* that entail opportunities to work on problems that are ill defined or reoccurring within the organization. Such assignments should be paired with *feedback* mechanisms and *coaching* opportunities.
ECQ 3: Results Driven: *Technical Credibility*	• Take *formal courses* or *workshops* on specific topics and areas where there is a need to develop technical competence. Such *courses* should be followed by job assignments that allow acquired skills to be practiced. • Develop a *mentoring* relationship with a senior (i.e., more technically expert) employee in the organization. The *mentor* should encourage open communication and be available to answer technical questions. • Engage in *job rotations* that entail work tasks utilizing targeted technical skills.

ECQ 4: Business Acumen: • *Financial Management* • *Human Capital Management* • *Technology Management*	• Take *formal courses* or *workshops* on specific topics and areas where there is a need to develop business acumen. Such *courses* should be followed by job assignments that allow acquired skills to be practiced. • Develop a *mentoring* relationship with a senior (i.e., more technically expert) employee in your organization. The *mentor* should encourage open communication and be available to answer technical questions. • Engage in *job rotations* that entail work tasks utilizing targeted financial management, human capital management, or technology management skills.
ECQ 5: Building Coalitions: *Partnering*	• Engage in *action learning* projects with a team of leaders from different functional and organizational areas. The project should involve extensive collaboration. • Engage in job assignments that entail working on cross functional and cross boundary teams. • Develop a *mentoring* relationship with a more established and senior leader in the organization. The *mentor* should provide access to a wider professional network, and especially to "brokers" who can link to other professional networks. The organization should help match *mentors* to the appropriate mentees. • Join and participate in professional societies and organizations that foster *networking* opportunities among its members.
ECQ 5: Building Coalitions: *Political Savvy*	• Take a *workshop* on organizational political dynamics that includes *case studies* of successful political climate navigation. The *course* should involve interactive and *role play* exercises and *simulations* in which leaders need to evaluate political acceptance of decisions in several decision contexts. • Attend a *workshop* or forum of senior employees who share their experiences working within the organization. The sessions should provide opportunities for interaction and engagement between speakers and attendees. • Develop a *mentoring* relationship with a more senior employee in the organization, who can provide insight into organizational political dynamics. • Engage in *developmental assignments* that require navigation of different organizational areas and levels of management to reach successful solutions. Such assignments should be paired with *mentoring* and/or *coaching*.
ECQ 5: Building Coalitions: *Influencing/ Negotiating*	• Engage in *simulations* in which leaders are required to influence someone's opinion or negotiate a position. This *simulation* should be paired with *feedback* that evaluates the leader's performance and provides recommendations for improved strategies.

	• Engage in a *role-play* activity in which influencing opinions or negotiation is a key component. This exercise should be paired with instructive *feedback* and facilitation. • Take a *workshop* that presents case studies of negotiation situations and explains the strategies involved. An important component of this session should be a direct comparison between different cases that highlights underlying principles of influencing and negotiation. • Engage in *developmental assignments* in which leaders must influence peers working on the same project or from whom they need to engender support. Ideally this exercise should be paired with *coaching* to help leaders uncover the strategies needed to be successful.
Fundamental competency: *Interpersonal Skills*	• Take *workshops* that include *behavior modeling* or *role-play* exercises. *Modeling* exercises should target specific interpersonal skills with modeled skill displays and sustained practice with *feedback*. *Role plays* should be paired with *feedback* by trained facilitators. *Workshops* should be with *coaching* to extend the lessons learned to your actual behavior on the job. • Complete *multisource* or 360-degree assessments that evaluate interpersonal skills. Work with a *coach* to develop a learning plan to address identified gaps.
Fundamental competency: *Oral Communication*	• Attend a *workshop* that covers techniques and strategies for effective communication. This introduction should be paired with interactive activities such as *behavior modeling* or leadership *simulations* that allow leaders to put the content of the workshop into action • Take on a *developmental assignment* that offers the opportunity to present to or communicate with areas of the organization with whom the leader normally does not interact. • Enter a *coaching* relationship in which oral communication abilities is the focal point of development. This relationship should be anchored in a skills audit and assessment or in *multisource feedback* results as the foundation from which the development plan is created.
Fundamental competency: *Written Communication*	• Participate in a writing *workshop,* or a course on written communication skills. This *workshop* should be interactive in nature and allow for group discussion as well as direct instructor feedback on participant writing samples • Make use of learning partners and peer *coaches* to solicit *feedback* on written communications.

Fundamental competency: *Integrity/Honesty*	• Develop a *mentor* relationship with a senior employee early on in the leader's career to serve as a *role model* for ethical conduct. This *mentoring* should be paired with a formalized organizational 'code of ethics' that clearly reinforces a climate of integrity. • Attend a *workshop* that provides heuristical decision making tools for leaders to rely on in potentially challenging ethical situations on the job. These decision making tools will help guide appropriate action in times of uncertainty. • Take a *course* or *workshop* that includes *case-studies* involving poor ethical conduct. The discussion should emphasize what the ethical failures are, potential causes for the behavior, and recommendations for what should have been done in that situation • Engage in a *service learning* project with an organization to enhance contact with and understanding of the community in which the organization exists.
Fundamental competency: *Continual Learning*	• Engage in *self-development* skills training. This training should be two-fold—identifying skills that should be developed and discussing how to effectively set goals to development these skills. This identification can be completed through *multi-source feedback*. Along with the evaluation of the leader's skills, there should be a formative evaluation so the leader understands why these activities are effective. Organizational support is also important to encourage these self-developmental activities. • Participate in a *coaching* relationship that can facilitate *self-development* efforts. *Multi-source feedback* from supervisors, peers, and subordinates can be used as part of *coaching* to identify self-learning objectives.
Fundamental competency: *Public Service Motivation*	• Engage in *service learning* activities, where leaders apply skills learned in the classroom to actual problems in the community. • Engage in *behavioral modeling* paired with *mentoring*. The *behavioral modeling* should consist of actively portraying public service values of the organization. Leaders should use *mentors* as support and as experts who embody and model organizational values.