FELD Syllabus

Table of Contents

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Welcome to the
The Greater Kansas City Federal Executive Board
Federal Emerging Leaders Development (FELD)
Program

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The Federal Emerging Leaders Development Program is a 9-month program targeted towards GS-9 through GS-12 to develop and support future leaders within the Federal government. Participants interact with local executives, visit local agencies, work in groups, refine their writing and speaking skills, share information and explore unique challenges. Course work is augmented by a Servant Leadership Capstone Project from each participant and participants are expected to spend personal (non-work) time on reading and any tasks needed to prepare for program sessions.

Class sessions will be full day sessions on the second Tuesday of every month from October – June and lead in a cooperative effort by Federal trainers, and professionals from 3WIRE Consulting Group. Participants are selected through a competitive review process by the FELD Council. For quality purposes, the program is limited to ~24 cohort members and a maximum of 4 per Agency. Cost for the program is $1,000 per student.

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Program Focus Statement
An emerging leader who inspires action and is the catalyst for communication, coordination and collaboration across the Federal community.

Goals of Federal Emerging Leaders Development Program
An emerging leader who understands and applies the leadership skills to effectively lead others, exercise successful communication skills, and demonstrate awareness of self and others to achieve organizational goals.

Program Objectives

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- Lead Others

  - Lead subordinates and teams
  - Extend influence beyond the team
  - Lead by Example
  - Communicate with others

- Develop Self and Others
  - Create a positive team climate
  - Prepare self for leadership responsibility
  - Develop subordinates and members of small teams

- Achieve Results in Support of Organizational Mission
  - Get results from subordinates and small teams
  - Prioritizes, organizes and coordinate work assignments
  - Identifies opportunities to improve work performance
  - Identifies and adjusts to external influences on the team

<p align="center">**Primary Contact**</p>

Larry Hisle, FEB Director
816-823-5100
larry.hisle@gsa.gov

<p align="center">**Additional Program Information Contact**</p>

John Cleveland, FEB Deputy Director
john.cleveland@opm.gov

<p align="center">**FELD Code of Conduct**</p>

Attendance and Participation
FELD cohort meetings occur the second Tuesday of every month. Specific expectations for attendance are outlined below.

1. Mandatory Sessions
    a. Attendance is compulsory for all sessions.
2. Absences
    a. **Promptly notify Larry Hisle, FEB Executive Director, 816-823-5100 or larry.hisle@gsa.gov if you anticipate missing a cohort session**
    b. In order to graduate, absences throughout the year must not amount to greater than 16 hours of missed content. Make-up assignments may be provided per the discretion of the FELD Council.
    c. To maintain an atmosphere of inter-agency transparency and accountability, supervisors will be notified of all absences, including late arrivals and early departures of 15 minutes or more.

Pre-Assignments
Participants are expected to spend personal (non-work) time on reading and any tasks needed to prepare for program sessions. Examples of such assignments are completing self-assessments, journaling, and preparing for speaking presentations. Refer to the Meeting Schedule Overview for more information. The approximate time commitment for pre-assignments will average four hours a month.

Attire for Cohort Meetings
The dress code for all cohort meetings is business professional. As a mode of presenting yourself, aim to dress for the position you are aspiring towards, rather than the position you currently occupy.

Photographs and Social Media
FELD representatives will be capturing photographic memories throughout your cohort's year together. These photographs may be used in our promotional materials and/ or on social media.

Equal Opportunity Policy
It is the policy of the United States Government to provide equal opportunity for all employees and applicants in every aspect of their employment and working conditions. The United States Government supports the concept of affirmative employment to ensure that personnel policies and practices provide equal employment opportunity without regard to race, color, religion, national origin, sex, age, disability, genetic information or retaliation/reprisal.

Reasonable Accommodation
It is the policy of the United States Government to fully comply with the Reasonable Accommodation requirements of the Rehabilitation Act of 1973. Under the law, Federal agencies must provide Reasonable Accommodations to qualified individuals with disabilities, except in cases where this would cause undue hardship, which is always made on a case-by-case basis, considering factors that include the nature and cost of the Reasonable Accommodation and the impact of the Reasonable Accommodation on the operations of the Agency, including the impact on the ability of others to perform their duties. The United States Government is committed to providing Reasonable Accommodations in a timely and efficient manner to all who qualify. Please notify Larry Hisle, FEB Executive Director, 816-823-5100 or larry.hisle@gsa.gov if you need any assistance.

Mentorship Program

FELD strongly encourages each cohort/participant to find a mentor that aligns with your career goals and developmental needs. Refer to the *Mentorship Guide* highlighting the elements of FELD's mentorship recommendations.

Schedule Overview

FELD sessions will be scheduled on the second Tuesday of each month from 8:00 AM to 4:30 PM. Graduation will culminate the formal FELD experience, coinciding with the presentations of the Servant Leadership Capstone projects from each participant in June.

Please review the schedule for the program. Program dates are set through June. Prior to each meeting, you will receive the formal agenda which may reflect subtle changes; however the meeting dates and dress requirements will not change.

Course Schedule Overview
(Subject to change)

Daily Schedule:

Day 1   October 13, 2021
8:00 to 12 noon

        Opening Experience
        Introductions
        Personal Development Program Overview
12:00-1:00pm   Lunch
1:00 to 4:30pm

        Truman Library Whitehouse Decision Making Exercise
        Course Admin

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Day 2   November 9, 2021
8:00 to 12 noon

        Critical Thinking
        Expectations
        Leadership Defined
12:00-1:00pm   Lunch
1:00 to 4:30pm

        Learning Styles
        Personal-Development Check-In
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Day 3   December 14, 2019
8:00 to 12 noon

        Interpersonal Communication
        Emotional Intelligence
        Personal Leadership Philosophy
12:00-1:00pm   Lunch
1:00 to 4:30pm

        Feedback
        Personal-Development Check-In

Day 4   **January 11, 2022**
8:00 to 12 noon

         Trust

         Fundamental Interpersonal Relationship Orientation Theory

12:00-1:00pm   Lunch

1:00 to 4:30pm

         Team Dynamics

         Mentorship

         Personal-Development Check-In

Day 5   **February 8, 2022**
8:00 to 12 noon

         Personal Leadership Philosophy

         The Facets of Change

12:00-1:00pm   Lunch

1:00 to 4:30pm

         Conflict Management

         Personal-Development Check-In

Day 6   **March 8, 2022**
8:00 to 12 noon

         Leadership vs Leadership Style

         Servant Leadership

12:00-1:00pm   Lunch

1:00 to 4:30pm

         Transformational Leadership

         Situational Leadership

         Personal-Development Check-In

Day 7   **April 12, 2022**
8:00 to 12 noon

         Problem Solving

         Decision Making

12:00-1:00pm   Lunch

1:00 to 4:30pm

         Truman Library Whitehouse Decision Making Exercise

         Course Admin

Day 8   May 12, 2022
8:00 to 12 noon
               Coaching / Counseling
               Personal-Development Check-In
12:00-1:00pm   Lunch
1:00 to 4:30pm
               Values

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Day 9   June 9, 2022
8:00 to 12 noon
               Ethics
12:00-1:00pm   Lunch
1:00 to 4:30pm
               Executive Roundtable
               Graduation

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Objectives:

1. Communicates effectively by demonstrating awareness, practicing self-regulation and providing interpersonal feedback

2. Creates a positive climate by inspiring others, understanding team dynamics, and effectively dealing with conflict

3. Thinks critically by challenging assumptions, recognizing filters, solving complex problems and managing work assignments

Communication Activities and Assignments

The following highlight planned communication focused activities and assignments. Participants will receive additional submission requirements during scheduled sessions to include any pre- assignments.

- Individual Leadership Reflection—Write a 1-page statement on your current leadership philosophy which will be a living document for you to reference and amend as your leadership skills expand.

- Extemporaneous Speaking—Speaking expertise happens only through repeated practice. You will have multiple opportunities to deliver short talks to your cohort.

- FELD Talk—Modeled after the renowned "TED Talks," demonstrate your public speaking skill advancement during the presentation of themes from the literature list below.

- Personal-Development Program Development

Personal Development Plan

The Personal Development Planning requirement. This opportunity runs parallel to the scheduled course and provides an opportunity for each student to generate a long-term program that establishes clear holistic objectives for both personal and professional development. The program requirements include mapping out a developmental program while stating concrete ways to achieve results. It may include any leader competencies that clearly support upward mobility and development in a professional context but that are not regularly prioritized in many organizations. Examples include self-awareness, confidence, trust, judgement, and communication. The personal development requirement requires students to synthesize and integrate existing leadership capacities with newfound competencies acquired during the FELD program. It provides a contextual framework and the necessary challenge to self-connect FELD program objectives with practice. Rooted in competency-based learning, Personal Development Planning yield long term benefits for both student and their organization. Well-crafted and implemented personal development programs result in professionals who:

- Provide a source of self-awareness, confidence, and adaptable leaders for the future.
- More clearly recognize the connections between professional and personal skills and attributes.
- Act as a catalyst for organizational improvement within their Agency.
- Are better able to see the impacts of long-term planning through the lens of daily activities.

Student Requirements

- Assess current individual strengths and developmental needs given internal class and external assessments and feedback.

- Design a Developmental Program that demonstrates feedback and evaluation measures.

- The Program must clearly describe the specific developmental shortfalls to be addressed and a measurable level of improvement for each shortfall.

- Demonstrate the ability to create developmental opportunities for self.

- Develop and document a Program that leverages one or more trusted colleagues, supervisors, mentors, or coaches from within the student's organization.

- Each student must update the cohort. Each update will be assessed as a public speaking opportunity with the accompanying rubric.

- Demonstrate the integration of self-development and organizational improvement within the student's organization.

Overarching Goals

- Demonstrate personal and intellectual growth during the FELD program

- Practice key leadership and developmental attitudes, behaviors, and principles within the student's organization

- Leverage collaboration with colleagues, supervisors, mentors, or coaches from within the student's organization as an opportunity for personal development and organizational improvement.