



# **Federal Emerging Leaders Development (FELD) Syllabus**

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

The Federal Emerging Leaders Development Program is a 9-month virtual program targeting GS-9 through GS-12 to develop and support future leaders within the Federal government. Participants work in groups, refine their writing and speaking skills, share information and explore unique challenges. Course work is augmented by a Leader Development Capstone Project created by each participant. Participants are expected to spend personal (non-work) time on reading and any tasks needed to prepare for program sessions.

Class sessions will be five-hours in duration on the second Thursday of every month from October – June. All sessions are lead in a cooperative effort by Federal trainers, and professionals from 3WIRE Consulting Group. Participants are selected through a competitive review process conducted by the FELD Council. For quality purposes, the program is limited to ~30 cohort members and a maximum of 4 per Agency. Cost for the program is \$1,000 per student.

## **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**

### 1. Lead Others

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

### 2. Develop Self and Others

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

### 3. 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

## Primary Contact

**Larry Hisle, FEB Director**

[larry.hisle@gsa.gov](mailto:larry.hisle@gsa.gov)

## Additional Program Information Contact

**John Cleveland, FEB Deputy Director**

[john.cleveland@opm.gov](mailto:john.cleveland@opm.gov)

## Faculty Information Contact

**Mike Brooks, Sr Faculty 3WIRE Consulting Group**

[Mikebrooks@3WIRE.org](mailto:Mikebrooks@3WIRE.org)

I will generally respond to emails within 24 hours except on weekends, in which case I will respond on Monday. I am willing to schedule one-on-one online meetings by request.

## Technology Requirements

**Software** - You will need a word processor for this course capable of saving a document in MS Word Format. Because you are a Federal Employee you should have access to Microsoft Office. The Virtual FELD Course will be presented using “Microsoft Teams”. To learn more about these at the following websites.

- [Microsoft Office 365](#)
- You will also need to create a free Microsoft Teams account

**Hardware** – Each student is required to have a web camera and microphone for use in the live video conferencing portions of the course. Today, many computers come equipped with these. If yours does not, we recommend the following camera/microphone combo for this course. However, this model is not required as long as you have a functional webcam and microphone for participation.

- (Example) [Logitech C922 Pro Stream Webcam](#)

## FELD Course Expectations

As a student in this online course, you are expected to actively participate throughout the month to promote a meaningful and engaging learning experience. All students will log into their online course a minimum of once a week. The academic week for this online course is Monday at 12:00am CST through Friday 11:59pm CST.

Monthly participation is mandatory. Participation demonstrates the completion of assignments as defined by the faculty, based on course requirements, and may include, but is not limited to: Participating in a posted online academic discussion. Reading and responding to peer assignment submissions and other assignments as indicated by the faculty.

Students are required to participate in one class per month hosted on Microsoft Teams. Each class is scheduled 10am-3pm on the second Thursday of each month. Students are expected to participate in all virtual classes in addition to all homework assignments that may include reading, viewing, responding, and posting during the intervening days between scheduled virtual classes.

Participation is expected within the week of the scheduled assignments, or it will not count. A student's failure to maintain active participation in the online portion of this course may result in non-graduation.

### **Participation in Discussions**

To earn full credit for discussions, students must make substantive contributions to the online discussions and make two responsive posts to others per discussion thread. You are encouraged to post on multiple days of the week but are not required to do so. Examples of online participation include:

- Follow-up to classmate's initial discussion posts that integrate course theories with a practical application of the subject, perhaps offering a different personal observation or experience or referencing real-world examples, current events, or presenting further research you have conducted on the topic.
- Interaction in virtual classroom discussion that demonstrates deeper and broader thoughts about a topic, rather than just rephrasing what has been presented.
- Asking additional, relevant questions about the topic.

Each week you will be required to participate in an online discussion. There will be 7 in all. Participation in this discussion area must be completed before 12:00 a.m. on Monday morning of the following week. For participation to count it must be within this time period. Original posts and responses to peers must be thoughtful, constructive, and well developed.

### **Participation in Group Work**

Students are required to participate in group discussions hosted via Microsoft Teams during the course. All students must participate and work collaboratively with their peers.

## **Communication Online**

Communication online is different than that of face-to-face classes. Try to use good "netiquette" when communicating with your classmates. Remember that your fellow students can't see your facial expression or gestures. All these elements add to our face-to-face communication every day without us really noticing it. Please keep this in mind when you are commenting on other ideas, giving constructive feedback, or just interacting with the class in general. It is expected that everyone will treat others in this course with the same respect that they would wish to be treated! Additional information on Netiquette can be found at:

Additional Info On Netiquette - The Core Rules of Netiquette  
(<https://coursedesign.colostate.edu/obj/corerulesnet.html>)

## **FELD Expectations Related to Netiquette**

- Remain professional, respectful, and courteous of others always.
- Keep posts on-topic and professional. Use professional language and accurate terminology. Proofread your posts before submitting them. Avoid using slang and emoticons in your discussion posts.
- If you become upset with a peer's post, wait a day or two and cool down before providing a response to that post.
- Do not post private comments on the discussion board.
- Inappropriate and offensive posts will be removed.

## **FELD Code of Conduct**

### **Attendance and Participation**

FELD cohort meetings occur the second Thursday 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](mailto: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 7 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.

### **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](mailto: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 Thursday of each month from 10:00 AM to 3:00 PM Central Time. All sessions will be conducted using a virtual platform, (Microsoft Teams). Graduation will culminate the formal FELD experience.

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 will not change.

**FELD 2022-2023**  
**Course Schedule Overview**

**Daily Schedule:**

**Day 1            October 13, 2022**  
Opening Experience  
Critical Thinking  
Expectations  
12:00-12:30    Lunch  
Personal Development Program Overview  
Course Admin

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**Day 2            November 10, 2022**  
Leadership Defined  
12:00-12:30    Lunch  
Learning Styles

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**Day 3            December 8, 2022**  
Interpersonal Communication  
Emotional Intelligence  
12:00-12:30    Lunch  
Feedback

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**Day 4            January 12, 2023**  
Fundamental Interpersonal Relationship Orientation Theory  
12:00-12:30    Lunch  
1:00 to 4:30pm  
Team Dynamics Mentorship

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**Day 5            February 9, 2023**  
The Facets of Change  
12:00-12:30    Lunch  
Conflict Management

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**Day 6**      **March 9, 2023**  
Leadership vs Leadership Style  
12:00-12:30    Lunch  
Leadership Styles

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**Day 7**      **April 13, 2023**  
Problem Solving  
12:00-12:30    Lunch  
Decision Making

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**Day 8**      **May 12, 2023**  
Coaching / Counseling  
12:00-12:30    Lunch  
Values

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**Day 9**      **June 9, 2023**  
Ethics  
12:00-12:30    Lunch  
Course Admin  
Graduation

**7/15/22 10:02 AM 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. Each student will be required to create and post a ten (10) minute video presentation of their Personal-Development Program.
- Personal-Development Program

### **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.