

August 2009 – Leadership Communications

To Department of Energy Learning and Workforce Development Community,

Our goal in the [Office of Learning and Workforce Development \(HC-20\)](#) is to make learning relevant and accessible to you in meeting today's and tomorrow's mission demands and opportunities. Effective leadership communications in the workplace is one of the most critical individual and team responsibilities for all employees, regardless of level and roles.

One, communications involve several fundamental, supervisory, and executive competencies:

- a. fundamental competencies – interpersonal skills, oral communications, written communications, continual learning, and problem solving.
- b. supervisory and executive competencies – external awareness, influencing and negotiating, developing others, human capital management, and creativity and innovation.

Different sets of knowledges, skills, and experiences need to be combined depending on the situation and the circumstances; these capabilities are developed over a career.

Communications Competencies-Attachment 1

Two, communication takes place continually in the workplace and not all communications processes are the same. Whether you are talking to a colleague, e-mailing, in a chat box on the web, or in the Oval Office making a 5-minute presentation, you need to start with deciding the purpose or goal of the communications process. To help you do that, we have provided a checklist for five communications processes and when they are used: performance management, developing others, recognition and reward, career guidance, and the overarching role of advocacy. **Checklist-Attachment 2** If you want to improve your “communications” meta-competency, you can also use the checklist to help select the focus of the training or development you want.

Three, continual learning is a fundamental, ongoing, critical competency and responsibility. To get you started, we have put together a sample of some sources of training and education that you can use to develop different communications competencies. **Resources-Attachment 3**

Four, listening honestly and carefully to what others say and responding to what they actually say may be the most important communications skill. For example, the next time you decide to provide your most expert “constructive criticism,” think first about your own reaction to feedback. Do I accept feedback, do I like feedback, and when do I get the most out of fair, objective, productive feedback? Is it in a setting where the dialogue or discussion focuses on collaborative analysis designed to better clarify and direct work to reach a common goal?

Take advantage of one learning experience everyday. The place to start on our website is the [Guide to Learning & Development](#) and be sure to make use of our [Training Consultants](#) to help you on your learning and development path to success.

The Multi-Sided Nature of “Communications” Competencies

We start with certain basics and we get better at these competencies as we practice them in real situations.

Fundamental Competencies

Oral Communications

Makes clear and convincing oral presentations. Listens effectively. Clarifies information as needed.

Written Communications

Writes in a clear, concise, organized, and convincing manner for the intended audience.

Interpersonal Skills

Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations. Perceives, assesses and positively influences one's own and other individuals' emotions.

Continual Learning

Assesses and recognizes own strengths and weaknesses. Pursues self-development.

Problem Solving

Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Supervisory and Executive Competencies

External Awareness

Understands and keeps up-to-date on team, office, program, 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.

Influencing/Negotiating

Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

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.

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 multi-sector workforce and a variety of work situations.

Creativity and Innovation

Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

Developing these competencies and using the appropriate mix in different situations requires us all to think first and then talk and write while taking into account our mission objectives. Effective communications skills are often the key to getting credit for good performance and getting selected for promotion regardless of other capabilities that we bring to the job.

Checklist of Common Interactions in the Workplace

Type	Why?	When?	How?	What Starts?
Performance Improvement – making things work or improving actions (behavior and conduct)	-Uncover problems -Fix processes -Improve employee satisfaction	-Products need too much rework -Deadlines not met -Lack of independence /initiative	-In private-confidential -Observation-fact based -Keep to issue -Link directly to work task/product	-Customer feedback -Supervisor -Peer comments -Subordinate resistance -Employee question
Development – providing information needed to develop skills to complete assignments successfully or to open up opportunities.	-Use new technologies -Encourage initiative -Develop self-management -Prepare for new duties -Deepen talent pool	-New tasks or job -Higher performance levels -Rotation of tasks -New business lines -New technologies	-Coaching -Informal conversations -Job shadowing other employee -Special assignments -Self development -Formal training	-Employee question -Team members -Bosses -Work change
Career – acknowledging the future or helping one to move ahead, up and out or over to more success.	-Succession planning -Retain employee -Cross-training	-Assess competencies -Employee plateau in job -Major life changes (Significant Emotional Event – SEE)	-Written career plan -Informal dialogue -Use of employee assistance program -Mentor	-Friends -Family -Boss -Employee -Manager in other section -Other Business /Employer
Recognition & Reward – building engagement	-Acknowledge good work -Reinforce effective behaviors -Build strengths -Suppress weaknesses	-Upon task completion -Periodically to reinforce good work -Randomly to link work and mission	-State positive actions -Link to mission success -Written comment -Formal special award	-Boss -Higher level manager -Peer request -Customer comment -Performance -Contribution
Advocacy – making your point known	-Present issues -Reach a decision -Explore options	-Resolve issues -Decide actions -Build consensus	-Verbal presentation with guidelines -Written issue paper in structured format -Big meeting with agenda	-Mission need/opportunity -Higher manager -Supervisor -Technological change -Customer demand

Communications Development Resources

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The Department Enterprise Training Service Training Consultants are available to help. To find the Training Consultant that works with your office, go to <http://humancapital.doe.gov/training-08-consulting.htm>

A Sample of On-Line Learning Center Communications Courses
<https://olc2.energy.gov/plateau/user/login.jsp>

Managing as Coach and Counselor

[Overview/Description](#) [Target Audience](#) [Expected Duration](#) [Lesson Objectives](#)
[Course Number](#)

Business Coaching

[Overview/Description](#) [Target Audience](#) [Expected Duration](#) [Lesson Objectives](#)
[Course Number](#)

Mentoring as a Manager

[Overview/Description](#) [Target Audience](#) [Expected Duration](#) [Lesson Objectives](#)
[Course Number](#)

Appraising Performance Simulation

[Overview/Description](#) [Target Audience](#) [Expected Duration](#) [Lesson Objectives](#)
[Course Number](#)

Leadership Development for Technical Professionals

[Overview/Description](#) [Target Audience](#) [Expected Duration](#) [Lesson Objectives](#)
[Course Number](#)

An Essential Guide to Giving Feedback

[Overview/Description](#) [Target Audience](#) [Expected Duration](#) [Lesson Objectives](#)
[Course Number](#)

Interpersonal Skills on the Fast Track

[Overview/Description](#) [Target Audience](#) [Expected Duration](#) [Lesson Objectives](#)
[Course Number](#)

Managing High Performers - Defining and Finding High Performers

[Overview/Description](#) [Target Audience](#) [Expected Duration](#) [Lesson Objectives](#)
[Course Number](#)

DOE Classroom Training – Communications in the Workplace

Individual employees may attend a scheduled class or an organization(s) can sponsor a class session for a group.

LEADERSHIP SKILLS FOR NON SUPERVISORS

This course provides participants a foundational understanding of leadership, an increased awareness of their own leadership capacities, and opportunities to experience personal leadership. The course builds skills in self - awareness and critical thinking that enable the participants to integrate a leadership mindset into everyday activities and to approach situations in a collaborative and self - directed manner. This highly interactive and exercise driven course focuses on leadership at a personal level. Through lectures, presentations, discussion, assessments, and practical exercises participants explore essential leadership behaviors and skills, as well as assess their own capacity for leadership. This exploration enhances their self-awareness self-confidence, thereby enabling them to take advantage of leadership moments ; those moments when an individual chooses to think and to act like a leader regardless of formal title, position, or delegated authority.

OBJECTIVE: Course objectives include:

- Assess and discuss leadership styles;
- Understand the role of power in effective leadership;
- Develop facilitative leadership styles;
- Understand the impact of effective communication and conflict resolution in positions of leadership;
- Analyze and utilize relationships to maximize peak performance and team cooperation; and
- Understand the role of change in organizations and how the leader functions as a change agent.

TARGET AUDIENCE: Non-supervisory employees.

Not on current schedule -

MANAGING UP, DOWN & ACROSS TO GET RESULTS

A 2-day workshop to provide basic knowledge and skills to help you to think and work differently to become a more effective manager, influencer, relationship builder, persuader, delegator, and advisor who can be trusted to move your people and the organization along. The workshop will focus on providing managers and team leaders with skills to assist in working more effectively in their roles, and workshops and acquire skills to get better results from your team, manager and subordinates while simultaneously helping you stand out from the pack.

OBJECTIVE: At the conclusion of the workshop participants should be able to:

- understand how to analyze and form strategies for communicating and managing up, across, and down
- learn how to navigate important working relationship
- become an effective follower and cultivate effective followers
- diagnose your relationship with your peers, your supervisor and your subordinates
- effectively ask for what you want for faster, better results and performance.

TARGET AUDIENCE: This audience is geared towards upper, middle or new managers who want to learn how to communicate better up, down, and across the organization.

Last Scheduled Session:

April 13 - 14, 2009 **Managing Up, Down and Across To Get Results**

Course; **001818** Session: 0001 Cost: \$400

Location: DOE HQ, Washington, DC Contact: Patricia Young, 202 - 586 - 9459

EMPLOYEE ENGAGEMENT

ALL LEADERS MANAGE BUT NOT ALL MANAGERS LEAD

Last Scheduled Session:

June 30-July 1 EMPLOYEE ENGAGEMENT 00187 0001 DOE HQ,
Washington, D.C. \$400

Patricia Young 202-586-9549

This 2-day workshop focuses on employee engagement and how to select the right approach to people to match their abilities. Learn strategies on leading people, motivating people, and invigorating and influencing people.

EXECUTIVE COMMUNICATIONS

Last Scheduled Session:

April 29-May 1, 2009 Course: 001031 Session: 0016

This course is required for Level 4 certification in the Project Management Career Development Program (PMCDP). Using filmed exercises and simulated media events, this highly interactive course addresses championing projects to Congressional leaders, DOE senior managers, and the media; communicating DOE concerns and plans to Congressional offices; delivering Congressional hearing testimony and responding to specific Congressional queries; giving television interviews and reviewing the newspaper articles that result from them; and understanding Congressional organization, leadership structures, and stakeholder concerns.

OBJECTIVE: Prepare participants to interact with senior agency executives, Congress, the media, and the general public.

TARGET AUDIENCE: Level 4 Federal Project Directors, prospective Project Directors, and integrated project team members. Attendees should have a minimum of

eight years of experience in project management and should currently work in a project management position on a project with a total project cost of at least 400 million dollars. The course may be beneficial to other PMCDP participants who interact with senior agency executives, Congress or the general public. To earn course credit, participants must attend all sessions and complete all course assignments, including successful completion of course exams.

Excellent classes are also available from external sources. The Office of Personnel Management, for example, delivers the “Facilitative Leadership Seminar” at <http://www.leadership.opm.gov/Programs/Management-and-Supervisory-Skills/FLS/Index.aspx>, and the USDA Graduate School provides “Interpersonal Communications” http://www.graduateschool.edu/course_details.php?cid=COMM7006D.

Self-Development Resources – Books

Advocacy - Policy and Program Presentations

What's Your Point?

Bob Boylan - http://www.bobbyolan.com/indextraining.html	
Audience, Stakeholders, Listeners are on Station WIFM – What's In it For Me?	
Preparation – Start by writing down first for yourself:	
1	What is the situation?
2	What are the listener's specific needs?
3	What does the listener expect you to say?
4	What's the essence of what you want to say?
5	What are the benefits to the listener of what you have to say?
Combine all of the above into YOUR POINT OF VIEW to create the single most important idea you want the listener to remember.	
The Basic Format of the Presentation	
1	State your position, intended result: POINT OF VIEW
2	State agenda – a, b, c, d, ... “LET ME COVER THEM FOR YOU”
3	Benefits produced by POINT OF VIEW
4	Facts behind POINT OF VIEW
5	Anecdote or story that reinforces your point: Personal Similar Experience
6	Summary – The Key Points to Remember
7	Repeat – Therefore My Recommendation Is -
Be prepared to go into depth on a “fact” or a “benefit” using same process.	
Practice, Rehearse, Practice – Videotape a Rehearsal If You Want To	

Critical Conversations - Team and Informal One-On-One Discussions

Crucial Conversations (If it is really important!) and Crucial Confrontations (If there is an emotional content, especially disappointment in behavior or outcomes.), Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler, 2002 and 2005, McGraw-Hill.

1.	Know yourself, what you want to do, and how you feel about situation.
2.	Do the work; define the “GAP” between actual and expected outcomes.
3.	Keep it safe for people, focus on the behavior or outcome, not the person, and make them feel as safe as possible. Really analyze the situational factors.
4.	Keep it easy, make it about both your or all the group's expectations; know how to “bridge” back to main points when discussion gets off track
5.	Stay focused, flexible, and pleasantly engaged; keep to your message, be patient, let the other person(s) talk-participate. Your ideas may not be the best.
6.	Agree on a plan and follow-up; nail down roles, responsibilities, outcomes, standards at the end.
Silence and verbal violence don't work; go for concurrence and satisfaction.	

Recognition and Reward

When recognizing improvement and/or excellence in performance, try to:	
A	Action: state specific, tangible, measureable action, service, outcome that produced result to be recognized.
B	Behavior: state what specific behaviors produced the result, including extra effort on part of individual, to reinforce those behaviors.
C	Consequence: state the benefit to the business line and/or organization from the result, including customer and stakeholder appreciation.
	<u>Whale Done! The Power of Positive Relationships</u> , Ken Blanchard, Thad Lacinak, Chuck Tompkins, and Jim Ballard, THE FREE PRESS, 2002 Blanchard Family Partnerships, Simon & Schuster, New York, NY.

Information on the Departmental Awards Program is available at:
http://humancapital.doe.gov/resources_awards.htm
You can also contact your servicing personnel specialist. In Headquarters, you can go to the following website and click on "Servicing Assign." and then your organization:
http://humancapital.doe.gov/contact.htm