United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240

TAKE PRIDE IN AMERICA

FEB 10 2011

Personnel Bulletin No.11-03

SUBJECT: Senior Executive Service (SES) Continuing Professional Development Requirements

1. **Purpose.** This Personnel Bulletin describes the Department of the Interior's policy and provides guidance for SES Continuing Professional Development.

2. **Authority.** Chapter 41 of Title 5, United States Code and Parts 410 and 412 (Subpart D) of Title 5, Code of Federal Regulations; Public Law 108-411, Workforce Flexibility Act of 2004.

3. **Policy**. Effectively immediately, all Department of the Interior Senior Executives (SES), Senior Level (SL), and Senior Technical (ST) staff will engage in learning activities to demonstrate continued professional development. Such learning can be constituted from both formal and informal learning sources such that the Executive will enhance practice of the Executive Core Qualifications and reinforce successful attainment of performance plan objectives. Said learning will be documented on Executive Development Plans (EDPs). Plans will be reviewed by the SES' Supervisor and approved by the Executive Review Board (ERB) designee, the Deputy Assistant Secretary for Human Capital and Diversity (DAS-HCD).

4. **Executive Development Plan.** Located on the OneInterior DOI Intranet under the Quick Links (select "SES Toolbox" or follow the URL http://www.doi.gov/hrm/SESToolbox.html), the EDP:
   a) Functions as a detailed guide of learning experiences to support SES continued professional development and meet organizational needs for leadership, managerial improvement, and organizational results;
   b) Addresses enhancement of existing Executive Core Competencies (ECQs) and such other competencies as will strengthen the executive's performance;
   c) Outlines developmental opportunities and assignments to allow the individual to develop a broader agency and government-wide perspective;
   d) Documents completion of mandatory training in addition to those learning experiences that enhance performance.

5. **Effective Date**. This policy is effective as of the date of this Bulletin and will remain in effect until superseded.

6. **Point of Contact**. The Department point of contact on this Personnel Bulletin is the Office of Strategic Employee Organization Development, Sandra Wells, (202) 208-5910 or Sandra_Wells@ios.doi.gov.

Sandra J. Wells, EDD.
Director, Strategic Employee and Organization Development

Attachments.

Appendix I	DOI SES Executive Development Plan Submission Process
Appendix II	Writing the Executive Development Plan
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APPENDIX I

Department of the Interior
Senior Executive Service (DOI SES)
Executive Development Plan (EDP) Process

1. At the beginning of each fiscal year, all SESs will develop learning goals that may derive from the previous year's Performance Plan or anticipated learning required to accomplish the forthcoming year's Plan.

2. The Executive Development Plan can consist of learning that is:

   a. Formal Training: Any course (classroom-based or e-learning) having an agenda, curriculum, and instructor (i.e., courses, seminars, educational programs, and degree/certification programs). Each EDP must possess a **minimum** of one formal course of at least eight hours for approval.

   b. Informal Training: Any learning activity that is not covered under formal training that may be unstructured such as details, rotational assignments, task force, inter-bureau/agency initiatives, supplemental reading, speaker forums, conferences, inter- bureau initiatives, peer coaching, and leadership circles.

3. The EDP will also include anticipated completion of mandatory training requirements for SES.

4. The completed EDP will be signed by the SES' Supervisor and submitted to the Operating Executive of the Bureau or Office for review. Upon that initial review, they will then be forwarded to the Executive Education Coordinator in the Office of Strategic Employee Development (OSED) by December 20 of each year. EDPs may be submitted via electronic mail with electronic signature.

   Alternatively, EDPs with signatures may be mailed to:

   Executive Education Coordinator
   Office of Strategic Employee Development
   1849 C Street, NW
   Washington, DC 20405

   Upon receipt in OSED, each executive will receive submission confirmation via e-mail. OSED will forward all EDPs to the Deputy Assistant Secretary for Human Capital and Diversity for approval.

5. When approved by the ERB designee, OSED will retain a copy of the EDP. The original will be placed in the SES' file in the Office of Executive Resources. OSED will transfer learning actions on the EDP to DOI Learn for tracking.

APPENDIX II Writing an Executive Development Plan (EDP)

STEP 1	**Understanding Where You Are and Identifying Your Goals**	• Review ECQs that will enhance your performance. • Conduct a self-assessment to determine current skills, knowledge, and interests. • What direct or indirect feedback have you received to help guide your personal and/or professional development? • Which competencies will help you be a better leader? • What strengths do you want to further develop? ***Be honest. Be clear. Be practical. Challenge yourself!***
STEP 2	**Identifying Learning Goals**	An effective goal is S.M.A.R.T. • Specific- Clear enough that others can understand it and conceptualize it. • Measurable- Goals do not have to be measured numerically, but completion (or effort towards completion) should be easily observable by yourself and others. EDPs should address goals that will enhance ECQs. • Achievable- While goals should stretch you; they need to be concrete enough, so that they can be achieved within the designated timeframe and reasonable means. • Relevant- Your short-term goals need to be aligned with your personal goals as well as the agency's missions. • Time Bound- As with writing down a goal, setting a realistic time frame helps drive completion.
STEP 3	**Review with your Supervisor**	• Review your EDP with your supervisor. • Send signed EDP to Office of Strategic Employee Development for tracking. Department-wide needs can be consolidated into Executive Education offerings by OSED. • OSED will forward to ERB designee, Deputy Assistant Secretary for Human Capital and Diversity, for review and approval.

The Department of the Interior
Executive Development Plan FY2011

The Executive Development Plan serves as the blueprint for all short-term and long-term developmental activities to enhance an executive's performance. Developmental activities should develop a broader perspective and deeper knowledge of the Executive Core Qualifications (ECQs), the Department of the Interior, and the Federal government. Plans shall be updated annually.

ECQs for Executive Performance
Leading Change: Creativity and Innovation, External Awareness, Flexibility, Resilience, Strategic Thinking, Vision
Leading People: Conflict Management, Leveraging Diversity, Developing Others, Team Building
Results Driven: Accountability, Customer Service, Decisiveness, Entrepreneurship, Problem Solving, Technical Credibility
Business Acumen: Financial Management, Human Capital Management, Technology Management
Building Coalitions: Partnering, Political Savvy, Influencing/Negotiating

a. Name:

b. Position Title:

c. Bureau/Office:

d. Learning Goals *Developmental goals to support the achievement of your Performance Plan*	**e. Formal Training** *Courses, seminars, educational programs, degree/certificate programs*	**f. Informal Activities** *Book clubs, speaker forums, conferences, inter-bureau initiatives, peer coaching, leadership circles*	**g. Developmental Activities** *Details/rotational assignments, task force, inter-bureau/agency initiatives*

Employee signature:	**Date:**
Supervisor signature:	**Date:**
Executive Resource Board Member signature:	**Date:**

APPENDIX IV SAMPLE

The Department of the Interior
Executive Development Plan FY2011

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Business Acumen: Financial Management, Human Capital Management, Technology Management
Building Coalitions: Partnering, Political Savvy, Influencing/Negotiating

a. Name: **John Doe**

b. Position Title: **Director, Civil Rights**

c. Bureau/Office: **Office of the Secretary**

d. Learning Goals *Developmental goals to support the achievement of your Performance Plan*	**e. Formal Training** *Courses, seminars, educational programs, degree/certificate programs*	**f. Informal Activities** *Book clubs, speaker forums, conferences, inter-bureau initiatives, leadership circles*	**g. Developmental Activities** *Details, rotational assignments, task force, inter-bureau/agency initiatives*
-Build creative skills to become more of a visionary thinker -Strengthen technology management skills for a greater understanding of how IT decisions are made in the department	-Executive Development Course in managing technology -SES conference in spring 2011	-DOI SES Forums -Any suggestive readings on innovation, vision, and technology management -Review HarvardManageMentor for insights in innovation & creativity	-Meet with Dept CIO to gain strategic understanding of his initiatives & impact on DOI -Engage in personal development through 360° feedback &executive coach to develop innovative skills

Employee signature:	**Date:**
Supervisor signature:	**Date:**
Executive Resource Board Member signature:	**Date:**

APPENDIX V

Executive Core Qualifications (ECQs)

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions
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 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.	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.	This core qualification involves the ability to manage human, financial, and information resources strategically.	This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.
Competencies				
Creativity and Innovation, External Awareness, Flexibility, Resilience, Strategic Thinking, Vision	Conflict Management, Leveraging Diversity, Developing Others, Team Building	Accountability, Customer Service, Decisiveness, Entrepreneurship, Problem Solving, Technical Credibility	Financial Management, Human Capital Management, Technology Management	Partnering, Political Savvy, Influencing/Negotiating

APPENDIX VI **Senior Executive Service MANDATORY TRAINING**

Course Title	Length (Hrs)	Frequency	Position Requiring Training	Authority
Discrimination and Whistle Blowing in the Workplace	1	Bi-annually (odd years)	All Federal Employees	No FEAR Act
Ethics Statutes, Regulations, and Policies	1	One time, within 90 days of initial entry on duty	All Federal Employees	5 C.F.R. § 2638.703
Ethics Statutes, Regulations, and Policies	1	Annually	All Public and Confidential Financial Disclosure Report Filers	5 CFR 2638.704 and 2638.705
FISSA (Federal Information System Security Awareness), Incorporates Records Management, Privacy Act Orientation, and Rules of Behavior for Network	1 ½	Annually	All Federal Employees	5 CFR 930.301, Federal Information Security Act of 2002, 36 CFR 1222, 18 USC 2071, Privacy Act of 1974, DOI CIO Ltr dtd 12/22/09
Maintaining a Drug- Free workplace	0.5	One time when first on duty	All Federal Employees	Executive Order 12564
Orientation to the Constitution	0.5	One time as new employees, then annually on September 17	All Federal Employees	Public Law 108-447
New Employee Safety Orientation	0.5	One time when first on duty, within first 90 days	All Federal Employees	29 CFR 1960, E.O. 12196
Safety Training for Supervisors/Managers/Executives	1	Annually	All Federal Supervisors, Managers, & SES	29 CFR 1960, E.O. 12196
EEO Training for Supervisors/Managers	4	Annually	All Federal Supervisors, Managers & SES	Secretarial Letter dated 1/29/10
Diversity for Supervisors/Managers	4	Annually	All Federal Supervisors, Managers & SES	Secretarial Letter dated 1/29/10

Course Title	Course Title	Course Title	Course Title	Course Title
Uniformed Services Employment and Reemployment Rights Act (USERRA)	0.5	Annually	Supervisors, Managers who recommend, take, or approve USEER personnel actions	Public Law 110-389
Hiring Reform	0.5	Once	Supervisors, Hiring Managers and HR professionals	5 USC 1104(a)(2)
OPM Interagency SES Orientation	16	One time during probationary period	All newly-appointed career SES members	5 USC 3393, DOI HR Management Bulletin 96-1 (317)
SES Professional Development as identified in the approved Executive Development Plan	Varied	Annually	All SES	5 CFR 412.410, Subpart D
Transit Subsidy	0.25	Annually	Those who receive a Transit Subsidy	Executive Order 13150
Government Charge Card Business Line Training	0.5 – 1.5	Prior to applying for government charge card	All Federal Employees with Card Privileges	OMB Circular A-123 Appendix B
Government Charge Card Approving Official Training	1	Every 3 years	All Supervisors of employees with Government Charge Card Privileges	OMB Circular A-123 and DOI Charge Card Policy