

PCIE CORE CURRICULA

CORE CURRICULA FOR LEADERSHIP,
MANAGEMENT, AND TEAM SKILLS

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INTRODUCTION

The foundation of any organization's success depends in large part on the talents and commitment of its human resources—its people. That is particularly true in the Inspector General community, where the talents and commitment of our workforce are dedicated to improving the performance and capabilities of our Nation's Federal programs. We are in the knowledge business, and our organizations are only as capable as our people. Therefore, it is critical that OIG leaders recognize and commit to providing the workforce with the tools and resources necessary to deliver on our mission. This article tells you about the Core Curricula concept, how the concept was developed, and where you can get additional information.

WHAT IS THE CORE CURRICULA?

The Core Curricula identifies courses anyone in the IG community can attend to develop core competencies. Core competencies are more than knowledge, skills, and abilities; they are also behaviors critical to our achieving the mission. The Core Curricula provides a list of vendors and courses designed to improve leadership, management, and teamwork skills at the entry, intermediate, and advanced levels. The curricula is limited to cross-cutting competencies that apply to all professions in the IG community—occupational mastery courses specific to auditors, investigators, inspectors, and other professionals are not included.

WHAT ARE THE CORE COMPETENCIES?

The President's Council on Integrity and Efficiency (PCIE) Human Resources (HR) Committee conducted several studies that identified core competencies developing training programs for auditors, evaluators, and investigators. Based on the first study, the community adopted the core competencies identified below.

WHY DO WE NEED A CORE CURRICULA?

Traditionally, our training programs have been devoted to occupational mastery, which are the transfer of technical skills unique to a specific profession. Increasingly, our employees need training in cross-cutting competencies, such as creativity, vision,

Table 1. Core Competencies for IG Community

Leadership	Management
Constitution	Stewardship
Vision	Accountability
Political Skills	Customer Service
Influencing/Negotiation with External Groups	Financial Management
Globalization and Cultural Awareness	Human Capital
Entrepreneurship/Business Practices	Technology Management
Continual Learning	Project Management
Results Orientation	
Resilience	Decisiveness
Leading People	Strategic Thinking
Integrity	Systems Thinking
Team Skills	Occupational Mastery
Creativity	Agency/Mission Knowledge
Team Problem Solving	Audit Standards and Practices
Coaching	Criminal Laws and Procedures
Conflict Resolution	Evaluation Methods and Techniques
Integration	Oral Communication
Time Management	Written Communication
Group Facilitation	Administrative Law and Procedures
Team Development	Information Technology Tools

and strategic thinking. For that reason, the HR Committee chartered a working group that would identify and evaluate courses focusing on the cross-cutting competencies (leadership, management, and team skills).

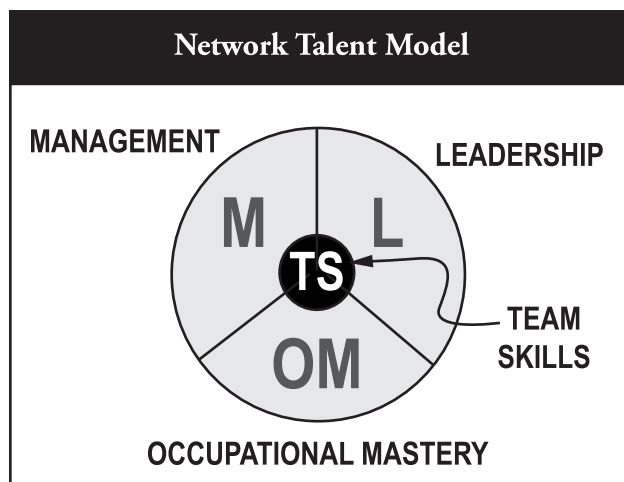
The need for Core Curricula is best illustrated by the Network Talent Model, which is applicable to everyone in the community. The Network Talent Model is displayed below in Figure 1.

No matter your career field, you possess

occupation-specific competencies needed to accomplish your occupation. However, your success also depends on your proficiency in the three cross-cutting competencies of leadership, management, and teamwork.

HOW DO I PROGRESS?

The skill level for each of the core competencies changes as you progress. For example, at the entry



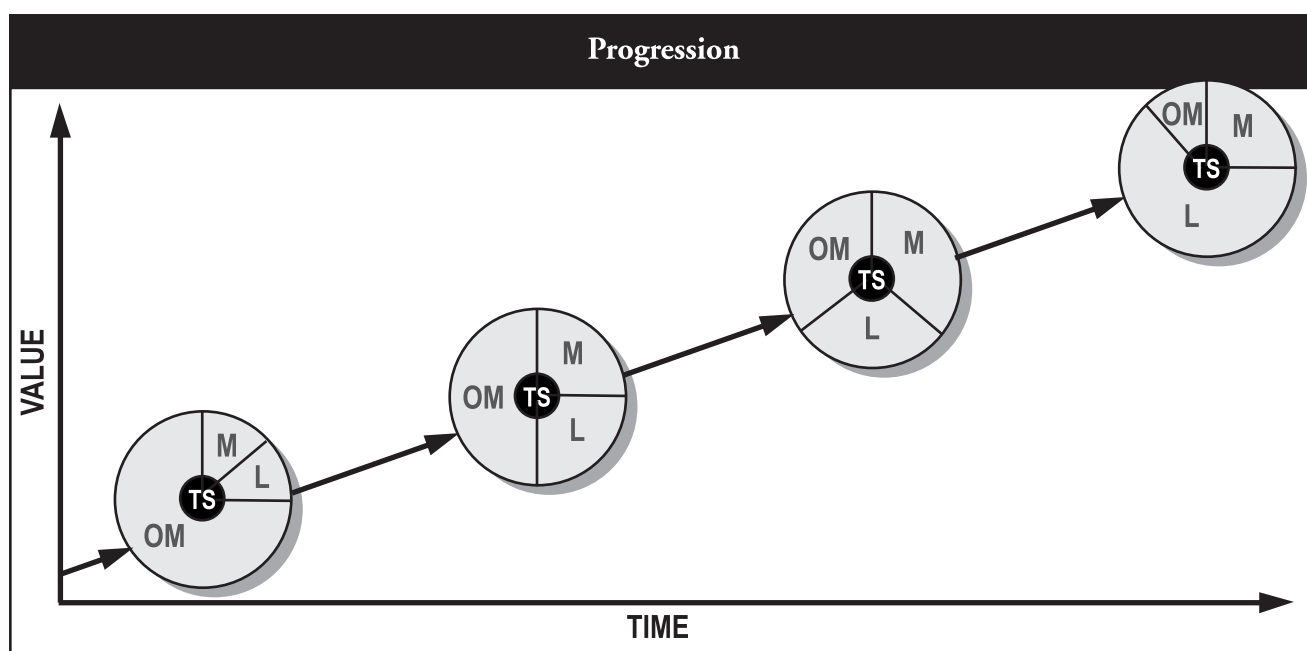
level position, the focus is on building and mastering technical skills and knowledge. The model would reflect the higher proportion of technical skills development. As individuals advance to the next level, they will be expected to learn and demonstrate increased leadership, management, and team skills in performance and execution of projects and to ensure technical proficiency. At the journeyman level, staff are expected to be proportionally developed and performing the full range of leadership, management, and team skills, as well as be technically proficient in their area of specialization. In other words, one will not reach the journeyman level in their discipline framework (grades and steps) unless the appropriate leadership,

management, and team skills are developed and demonstrated in work. The illustration below demonstrates the progression.

HOW WERE COURSES SELECTED FOR THE CORE CURRICULA?

Because hundreds of sources for training exist, the work group narrowed the initial number of vendors included in the curricula to a small number of providers. Using the collective judgment of the team, we selected vendors recognized for providing high-quality training in the areas of leadership, management, and team skills. We selected the following vendors for inclusion in the Core Curricula:

- USDA Graduate School
- Brookings Institute
- Federal Executive Institute
- OPM Management Development Centers
- Institute of Internal Auditors
- Management Concepts
- Performance Institute
- Association of Government Accountants
- Potomac Forum, Ltd.
- Harvard–John F. Kennedy School of Government Senior Executive Fellow Program
- Inspector General Management Institute



After evaluating courses each vendor provided, the work group selected 100 courses for inclusion in the Core Curricula. The curricula can be found on the IGSNet Web site under the reports and periodicals tab. The courses are identified by general competency area and by level (entry, intermediate, and advance) to help you find the best course for your needs. The vendor, course title, learning objectives, competencies, cost, and length are included for each course.

In the future, we plan to include information on more courses and gather data on the quality of the courses. The work group developed an evaluation system for collecting feedback when you complete a course. The evaluation will ask you to evaluate the course's effectiveness as well as the value and relevance to the IG community. The HR Committee will periodically review the survey results to update the curricula evaluate the quality training. The Training Evaluation Survey can be accessed at <http://www.ignnet.gov/evals/>.

CONCLUSION

The Core Curricula should be used as a tool for identifying courses that address training needs for cross-cutting competencies. When developing individual development plans for leadership, management, and team skills, you and your supervisor should consider the courses in curricula. Please contact your Human Resources or Training Director or go to IGSNet and acquire your own personal copy of the Core Curricula. In closing, we want to thank the Core Curricula Work Group for their leadership, dedication, and hard work that is evident in their product. The HR Committee will continue to look to them for guidance in the future as we continue to expand and improve the curricula.

CORE CURRICULA WORK GROUP

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