

# Executive Core Qualification (ECQ) Statements Including Fundamental Competency

## Guidance for Nominees

ECQ write-ups are to cite specific examples of accomplishments and reflect a level of proficiency in each as would be expected of high performing senior civilian leaders in DoD.

The Challenge-Context-Action-Result (CCAR) Model **must** be used in preparing ECQ descriptions. The CCAR model involves these components:

**Challenge:** Describe a specific problem or goal.

**Context:** Place the example in its context, i.e., describe the individuals and groups you worked with, and/or the environment in which you worked, to tackle a particular challenge. Explain the complexity of the situation.

**Action:** Discuss the specific actions you took to address the challenge.

**Result:** Give specific examples of the results of your actions to demonstrate the quality and effectiveness of your leadership skills. While each ECQ narrative should be written in paragraph format, the CCAR approach must be evident in those narratives. **Write-ups are limited to four pages total for all ECQs** (Fundamental Competencies are cross-cutting, they should be addressed over the complete ECQ narrative).

Also, please adhere to the following:

- use Times New Roman font, size 12
- be clear and concise
- write in the first person
- write with the audience in mind: i.e., your supervisor, organization leadership, Component, DSLDP Program Manager and an executive-level Selection Board
- spell out all acronyms the first time used
- for achievements and results, focus on recent (not unduly dated) examples
- avoid repeating the same accomplishment for different write-ups
- describe recent education and training that enhanced your skills in each element
- avoid personal beliefs or philosophies
- if possible, quantify accomplishments/results
- use the CCAR model while developing the write-ups, but do not annotate specific statements with the four headings (Challenge, Context, Action or Result)

Write-ups are to cover the 5 core ECQs, as well as the Fundamental competency grouping. It is not necessary to address each sub-competency directly as long as the narrative, in its totality, shows proficiency of the competencies on the whole.