



Course Description

Management at all levels has a profound impact on the performance of an organization, affecting productivity and growth, profitability, and employee retention. Organizations rely on their people to be excellent decision-makers, problem-solvers, innovators, motivators and strategic planners.

Many managers and unit leaders have a wealth of experience at handling day-to-day workplace issues but need extra skills and insights to prepare them for the next level of business leadership. This program provides the theories, strategies and practices required to master these high-level business and leadership skills and take learners to the next level of competency. The courses in this program are written at the level of a Master's degree program and are appropriate for managers or supervisors transitioning to a leadership role and for current organization leaders to enhance their existing skills and add to their personal skills inventory.

This Leadership and Management Development program focuses on 5 themes:

1. **Leadership & Change** – Leadership in the context of today's changing business environment
2. **Personal Effectiveness** – How to become more effective as an individual in the corporate context
3. **Corporate Effectiveness** – Focusing on how corporations utilize their human resources to become more effective and productive.
4. **Strategic Planning** – The importance of strategic thinking and action in the corporate setting with a practical application of the strategic planning process.
5. **Personal Strategic Planning** – Introduction of personal strategic planning and how it fits into the overall corporate strategic plan.

GOALS

A primary goal of this course is not only to develop managers with strong business acumen, but also to develop leaders who have the ability and capacity to make a positive difference for their group, organization, society, and themselves.

The aim is to integrate intellectual and experiential learning to facilitate each student's own capacity for effective leadership, and to support them in developing new knowledge. Participants will learn that, with rapid change and increasing complexity, organizations and society need different forms of leadership today than in the past. Participants will draw upon their own knowledge and experiences to help them as they learn to make the transition from a supervisory or managerial role to that of a business leader.

This program is designed for:

- Participants who have some experience at the supervisory/managerial level and are ready to take on a broader role.
- Participants who want to make the transition from competent supervisor or manager to inspirational leader.
- Existing leaders who want to become more effective leaders.
- Participants who need a deeper understanding of what drives individual behavior and group dynamics.
- Participants who wish to be more effective in their roles within the organization.
- Participants who need to hone their communication and influencing skills to get results that matter.
- Leaders about to embark on leading a program for change within their organization. Change leadership and change management are distinctly different, serving different purposes. Both are examined at length.

LEARNING OBJECTIVES

Upon completion of this program you will be able to:

1. Examine global, economic, technological, and societal trends and their impact on organizations, management and leadership.
2. View current leadership challenges from multiple perspectives.
3. Explore major leadership theories, characteristics, and styles.
4. Understand and explain the key differences between management and leadership.
5. Evaluate different personality types and understand how they impact personal performance in the organization.
6. Employ techniques to increase personal efficiency in the organization. These will include but are not limited to: managing stress, time management, self leadership, life-long-learning, presentation skills and a mindset for business.
7. Employ techniques to increase corporate efficiency. These include but are not limited to: hiring and retention, leading others, communication skills and strategies, conflict resolution, and meeting management.
8. Define and explore the characteristics of strategic leadership and the role it plays in organizational success.
9. Articulate your own personal vision and strategic leadership plan, with a clear understanding of how this vision relates to effective leadership in your organization.
10. Effectively employ a strategic planning process.
11. Develop your own personal strategic plan, understanding how it fits into the corporate strategic plan.
12. Effectively coach others and lead them to lead themselves.

This program has a practical application. As courses are completed and skills are refined, you will spend time planning actions that you will initiate in the workplace.

Learning Methodology

The program uses a blended-learning format. Face-to-face “classroom” style sessions are combined with study courses presented online that can be completed in asynchronous and synchronous environments. Mentoring provides guidance and feedback on an individual basis.

The face-to-face components of the program are provided in five retreats spaced out over a 6-9 month period, depending on client need and availability. During these retreats participants will engage in collaborative and cooperative learning in small and large groups, as well as completing individual work including assignments. Between retreat events, participants will work on assigned courses, participating in an online group forum for discussion and sharing, as well as individual and group assignments. This allows for effective management of time, keeping participants “on the job” while they are at work, while at the same time learning and applying new knowledge and skills at work. The ratio of program time spent during working hours versus homework is at the discretion of the client and the participant.

Research shows that learning by discovery is one of the most effective learning methods for adults. For certain types of learning, the work environment is preferred. These are experiential learning opportunities where seeing and doing, the application of craft knowledge, and the interaction with colleagues are required.

For other types of learning, examining research, understanding theories and building strategies, home or other spaces outside the work environment are typically better. The home is often more technologically advanced than the workplace, with faster computers, better sound equipment, less structured use of the Internet, more novelty and short-duration activities, and the opportunity for isolation and immersion in the learning content.

Brain-based learning research teaches us that the human brain is a pattern seeker. For example, while waiting for someone to arrive at the airport, you can scan hundreds of faces per minute, using facial recognition to determine if the person you are seeking has arrived. The brain's natural attention mechanisms constantly scan the environment to detect patterns of danger, interest or novelty. That is why some courseware is best delivered online at home, to avoid environmental disruption. It requires a great deal of self-discipline because the brain is also a program builder. Practice does more than make perfect: it makes permanent. Retention is the process whereby long-term memory preserves learning in such a way that it can locate, identify and retrieve it accurately in the future.

Survival and emotional data are stored quickly. Retention of other data for new learning can be strengthened if:

- The new learning draw upon multiple senses and/or strong emotions.
- The new learning makes sense and fits with the learner's perception of how the world works.

- The new learning can be rehearsed. Assigning sense and meaning requires time for processing and reprocessing.

For these reasons, learning at work is highly effective for some of the course content. That is why a blended-learning format is the preferred methodology for this program.

Specific activities will include role-plays, team activities, group learning, case studies, individual or team presentations, self-assessments and other practical activities based around real working scenarios. Learning will be enhanced through active involvement in exercises followed by review. Opportunities for self-assessment will be provided and feedback on individual and group performance will be encouraged. Participants will have opportunities to work on their own individual team issues during the retreats.

Retreat 1 (2-day event)

Leadership Today - Day 1

The topic is designed to provide a thorough and applied treatment of the study of leadership as it applies to organizational management. The course delves more deeply into the area of strategic leadership and provides the framework for comparing and contrasting it to the traditional and emerging understanding of leadership theories, styles, characteristics and roles.

Leadership in the Context of Today's Business Environment

- This topic addresses some of the leadership issues, challenges and opportunities facing modern organizations. These include global, political, generational, economic, technological, ethical and other factors.

Leadership Styles and Characteristics

- A review and discussion of the various leadership styles and characteristics will provide participants with a better understanding of how modern leadership affects organizational effectiveness.

Leadership and Change

- Change leadership is the process that describes how an organization successfully plans and adopts change to reach organizational success and desired outcomes. It usually is an outcome of a strategic planning process that also creates a change management schema. This session will explore the differences of change leadership and change management, both of which will be further studied in the online courseware.

Leadership Versus Managing

- The historical perspective is that managers give instructions and monitor results, and leaders inspire followers by communicating the mission, vision, values, and goals of an

organization. The debate on whether leaders are born or developed have preoccupied researchers for decades. These two areas will be examined, with further exploration in the line courseware, specifically the Leadership Management Dichotomy.

Introduction to Strategic Leadership

- Strategic Leadership is profiled in this course. Effective leaders and senior executives simultaneously focus on a long-term perspective while at the same time monitoring the shorter term day-to-day perspectives of running an organization. A long-term perspective requires that the leader think and act strategically and proactively. Thus, strategy and strategic leadership are linked. This program covers some of the key theories of strategy and strategic planning, and of strategic thinking—particularly in terms of how it relates to leadership.

Personal Effectiveness – Day 2

Self-awareness and personal productivity have become important topics in leadership development. Knowing who you are, and how you operate, both in a business and a personal setting, has a significant impact on one's personal and business life. This topic will cover many areas of personal effectiveness that support increased effectiveness of both managers and leaders. These include:

Self Awareness

- Participants will have the opportunity to better understand their own personality styles and that of others to be more effective at work and to communicate with others with a better perception of how their personalities influence their behaviors. Participants will also learn how Emotional Intelligence (EQ) and Cultural Intelligence (CQ) play a significant role in the behavior of individuals in the workplace.
- A Personal Skills Inventory will be developed. Each participant will begin this assignment during the retreat, and will use the online course module to complete the exercise and create a diary for continuous examination and improvement.

Managing Stress

- Stress has recently become increasingly recognized as a health and productivity destroyer in the workplace. Participants will explore some contributors to stress and how some of those might be managed, minimized and dealt with so that employees become healthier and thus, more productive and happier at work.

Time Management & Prioritization

- This topic will emphasize ways that participants can exert control over their time at work. Participants will analyze their own current time management strategies and identify the areas they would like to improve. Participants will learn how to plan and

organize their workloads by constantly setting and clarifying priorities, recognizing major timewasters and develop methods to decrease them. In addition, they will identify their own unique style of applying time management principles. Participants will complete a homework assignment using the online course module. Upon completion of the courseware each participant will be expected to develop their own time management plan and be prepared to present it at the next retreat.

The Power of Focus

- One of the key ingredients to increased productivity is the ability to be completely focused on the task at hand. Modern day distractions such as smart phones, emails, the Internet, and other technologies often hamper focused attention and creative thinking. This topic will be explored with the goal of discovering and adopting techniques to be more focused and mindful.

Self Leadership

- The path to be a great leader is to be a self-leader first. Self leadership refers to the ability to lead or influence one's own behavior. This concept relates to individual Values, Assumptions, Beliefs, and Expectations. Self leadership means among other things, being a role model and leading by example. It also requires the ability to break old habits and create new ones.

Lifelong Learning (LLL)

- Most people today are aware of the saying that learning should continue from the cradle to the grave. Participants will explore what it means to be a life-long-learner, and how it relates to their ability to be productive at work and its impact on growth and success. Participants will be asked to include LLL as a component of their Personal Strategic Plan, which will be dealt with in detail at Retreat 4.

Presentation Skills

- The ability to make presentations is not only for people with sales and business development functions. It is a necessity for most people in organizations to have some ability to make a presentation (a pitch for example). After a brief course on presenting effectively, participants will have the opportunity to make a brief presentation on a topic of their choice to their peers. For most people, to remain effective, this requires continual practice and self-examination. Ongoing work will take place using the online course module, The Skilled Communicator.

Mindset for Business

- Understanding mindset is important because the beliefs you adopt for yourself deeply affects the way you lead your personal and work life. Mindset as a topic will be explored

and participants will have the opportunity to reflect on their own mindsets and how they might be able to make some changes to enhance their business and personal lives.

Homework

1. Assigned coursework
 - a. The Leadership Management Dichotomy
 - b. The Skilled Communicator
 - c. Time Management and Prioritization
2. Personality styles test – relate how it helps/hinders you in your job/career
3. Mindset audit
4. Continue to develop the Personal Skills Inventory

While Day 1 and 2 are part of the same Retreat, Day 3 will take place at least 45 days after the completion of the first Retreat.

Retreat 2 (1 day event)

Corporate Effectiveness – Day 3

This topic will cover several areas that all relate to how organizations can use their human resources more efficiently.

As a prerequisite, participants will have completed three online course modules:

1. Diversity and Respect in the Workplace
2. Referent Power and Staff Leadership
3. Building Staff Capacity

Hiring and Retention (generational differences)

- All organizations are cognizant that their human resources are the most important asset they have and are constantly looking at ways to better hire, retain, motivate, and develop their employees. The baby boomers who are now leaving the workforce were a fairly homogenous group with respect to attitudes, aspirations, behaviors, and performance in the workplace. Today, employers are not only dealing with boomers retiring, but also with a multigenerational and multicultural workforce. Participants will review the opportunities and challenges of dealing with diversity and will explore ways to optimize on their talents and personalities.

Leading Others, Leading Teams

- Being a good manager or leader means knowing how to get the most out of their employees and at the same time ensuring that their talents, aspirations and in line with their goals. This includes, among other things, delegating effectively, providing them

with clear roles, responsibilities, and accountability, using proper praise and feedback. This is often referred to as “creating an environment where they can Shine”. Learning to lead teams may include the use of Team Charters, which are team versions of mission/vision/values/goals.

Communication Skills and Strategies

- Given the average organization has a diverse workforce, it is increasingly important to create communication strategies that are geared to specific recipient groups. Participants will have the opportunity to create communication strategies based on specific cases.

Meeting Management

- “Meetings, meetings, bloody meetings”. In Corporate America, no one can dispute the claim that “so many meetings are a waste of time”. Participants will analyze the use of meetings in their domain and will explore ways to reduce the amount of meeting time, or at the very least, discover ways to make them more efficient.

Conflict Resolution:

This topic covers several areas of organizational behavior, from team dynamics to workplace discipline. Following an introductory discussion of the concepts of a collaborative and functional culture, participants will be assigned the following online course modules:

1. Building a Collaborative Culture
2. Communication and Recognition
3. Working with Teams
4. The Discipline Process

Homework

1. Presentation on personal effectiveness progress/practice
2. Strategic planning preparation
 - a. What’s working
 - b. What’s not
 - c. Recommendations for improvement
3. Articulate current mission/vision/values
4. Complete online course module The Value Chain

Retreat 3 (1 day event)

Corporate Strategic Planning – Day 4

“Strategic Planning” is a verb and not a noun. It is an organization’s process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc. Strategic planning is a leadership function that provides an action-oriented framework for the management’s vision for the future. Peter Drucker the famous management guru believes that “the purpose of strategy is to enable an organization to achieve its desired results in an unpredictable environment”

Strategic Planning Process

It is not an organizational review nor is it ever a finished process or document. It is

- A vision of the preferred future.
- A tool for managing change
- Focused on action.
- A guide for your organization in translating key objectives into achievable results.
- A living document and ongoing process

What It Achieves:

- Promotes a common vision.
- Provides a basis for consultation and feedback from key managers.
- Increases the likelihood of “buy-in.”
- Helps create a commitment to action and to overcome organizational inertia and inaction.
- Increases the probability that efforts are being applied to activities that will achieve the intended results

Mission/Vision/Values/Goals:

As a prerequisite, participants will have completed the online course module Shared Vision and will bring a copy of their final written assignment to the event for participation in a group discussion and review.

The following interactive lessons will include individual and small group work:

1. Strategic Planning Facilitation
2. Creating the Action Plan
3. The Follow-up

All required study materials will be distributed prior to the day of the event. Some will have instructions on individual preparation for the activities.

Continuing Professional Development

Continuing professional development ensures that each person is capable of keeping pace with change and the ongoing evolution of standards in their field of endeavor. Ensuring that your knowledge and skills remain relevant and up-to-date makes you employable, promotable, and beneficial to your employer, yourself, and society.

To be effective professional development should be planned. Serendipity may provide you with an unanticipated growth opportunity, but planning ensures it. In considering the body of knowledge and the skillsets you have, work with, want and need, you will design a professional development plan suited to your personal as well as corporate goals.

Homework

1. Presentation on where you fit into Corporate Strategic Plan
2. Develop Professional Development strategy/plan

Retreat 4 (1-day event)

Personal Strategic Planning - Day 5

Having a personal strategic plan makes life a lot easier than not having one. Knowing where you are going and how you are going to get there just makes sense.

Most businesses and organizations have a strategic plan but only a very few individuals do. This topic will reveal why having a personal strategic plan is important not only from a personal perspective but also from a business perspective.

Building on the work done in developing their personal professional development plan, participants will develop their own personal strategic plan with the added dimension of how their plan fits in or is synchronous with the strategic plan of their organization. The potential benefits are significant. Participants will be expected to submit their personal strategic plans as part of their final report.

Homework - Book (or Articles) Review

There is an abundance of information on leadership to the point where it can be confusing to discern research-based and academically-accepted tenets of effective leadership from contemporary and anecdotal tales of success that seem, by their very nature and style, to be as compelling. It is a requirement of this program to complete two book or article reviews. One is conducted in a small group environment as a subgroup of the cohort. The other is completed as an individual.

In each case, you must find something compelling about which you still have doubts or questions, and that you want to research in order to resolve these. The goal is to present your discovery of either answers, or questions derived from your original questions, to the larger group using analysis, synthesis, evaluation and cognitive skills and creative thinking.

The first assignment is done within a subgroup of 3-4. This assignment entails choosing one or more books on leadership from the provided list (try to limit your examination to a maximum of 3), and relating the ideas, concepts, and insights of these to your interpretation of Strategic Leadership. Summarize what you believe the authors are saying, that speaks to you about what you have learned in this program.

This is not a traditional book review but rather a critical analysis of the theories and concepts presented in the book(s) and their relationship to the content and theories of this program. The written review of the book should demonstrate your ability to think critically and creatively in comparing and contrasting leadership theories. In addition, you will be required to articulate how you will take this new-found knowledge into the workplace. The length of the written review should be limited to 2,000 words. The subgroup will be required to make a 20-30-minute presentation to the larger group

The **individual assignment** is like the group assignment except the volume of work to be analyzed and reviewed is smaller. Participants will review only one book of their choice from the provided list, not the same as that used in their subgroup, and use the same critical review and presentation criteria as in the subgroup assignment described above except the length of the written review should be limited to no more than 1,200 words. This assignment will be graded based on a rubric and one or two may be selected for presentation to the larger group.

Retreat 5 (1-day event)

Summing It Up

Presentations will be made by the subgroups about their book study. There will be a general forum discussion of common themes and topics, followed by a review of critical learning.

Individual presentations that have been pre-selected will follow. The morning will conclude with a survey of key issues still in development in the workplace and among cohort participants.

The afternoon will begin with an open discussion of outstanding needs.

A group "InBasket" assessment on decision making and prioritization will be followed by small group work reviewing the findings of the assessment. Each group will select a spokesperson to report on the summative findings of the group in response to the assessment.

The final hour will be an open question period after which certificates will be distributed.