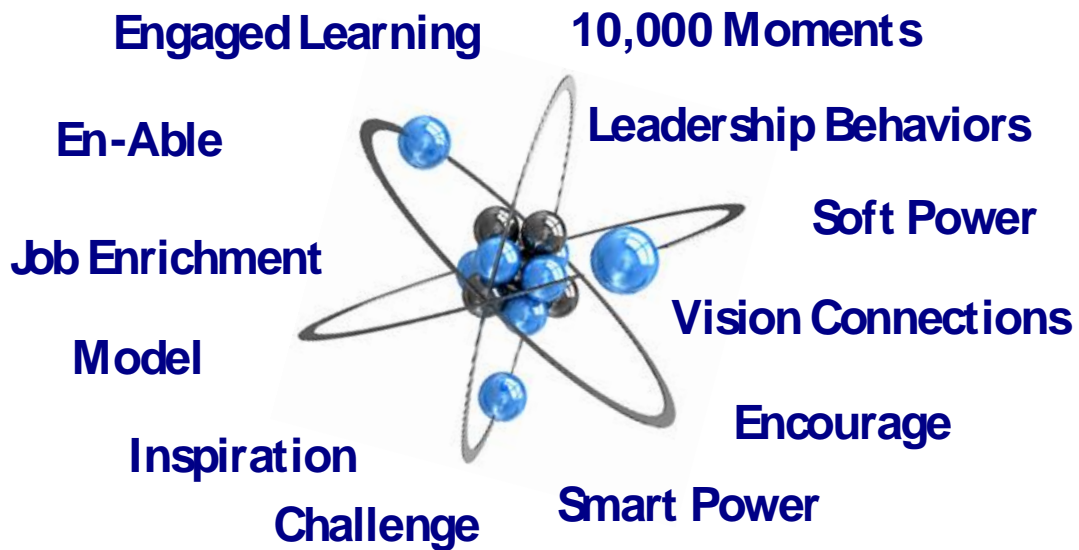


# LEADERSHIP COLLABORATIVE I: EMERGENCE

## Course Description

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LCI COURSE DESCRIPTION

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For more information and to access/submit application forms, go to <http://hr.oregonstate.edu/lc1-emergence>



## LCI COURSE DESCRIPTION

### COURSE OVERVIEW

#### PARTICIPANT & WORK UNIT OUTCOMES

Leadership Collaborative I: Emergence is a skill-development course designed to teach foundational Leadership principles and practices. In this course, participants develop skills to transform the OSU Vision, Mission & Values into reality, and to unleash the potential of all employees.

**Skill Development** Participants who are actively engaged in the LC will develop the skills to generate Vision-Directed, Values-Based outcomes, identify and act on Leadership Opportunities, unleash people's potential for greatness, and align the work unit with Vision, Mission & Values.

**Outcome Generation** Participants whose supervisors are actively engaged in a collaborative learning effort will generate outcomes for their work units.

#### PRAXIS-BASED CURRICULUM

The Leadership Collaborative curriculum is built upon a solid theoretical and empirical foundation developed through years of research, study and practice related to leadership. Importantly, it is a praxis-based curriculum, i.e., it facilitates skill development through practice. Hence, theory is embedded in skills and participants learn through practice, not in studying or researching theory.

#### SKILL DEVELOPMENT

The singular purpose of the Leadership Collaborative is to facilitate Leadership skill development. Practice on-the-job is the **only** way to develop Leadership skills! So, the entire course is designed to support participants to develop skills through on-the-job practice. Here's the LC process.

In each session, I introduce two new Leadership topics. Participants select one that they want to develop into a skill. They then design an Action Plan, detailing how they will practice on-the-job. When participants apply to the Leadership Collaborative, they commit to complete 4 hours of work per week on the course. This time is dedicated to practicing Leadership skills on-the-job.

#### COLLABORATIVE LEARNING & SUPERVISORS

A collaborative effort is required to ensure participants develop and utilize Leadership skills on-the-job. Dr. Magis designs and administers the LC. Participants take responsibility for their learning as engaged learners. And, supervisors play a critical role in the collaborative learning process.

When supervisors nominate employees to the LC, they commit to support 4 hours/week of on-the-job practice. Supervisors create space and opportunities for participants to practice on-the-job, meet regularly with the participant to discuss course content and brainstorm strategies to apply it in the department, and support participants to utilize the new skills as part of their regular work.

After each session, I send supervisors a summary of the topics covered in the session. In that way, supervisors will have an overview of what participants are covering and will be prepared to support their employees to practice on-the-job. Here are some strategies supervisors can implement to support employees to practice and implement Leadership skills at work:

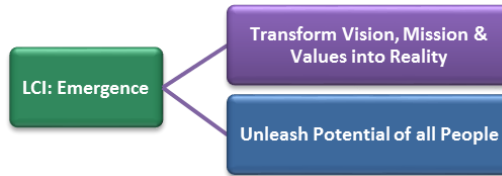
1. After each session, have a conversation with your employee about the skill s/he is going to practice. Explore ways in which that skill can advance and support your work unit.
2. Ensure your employee has a safe place, the time and supports to practice on-the-job.
3. Support your employee to be successful with skill development.
4. Once your employee learns the skills, assist her/him to utilize those skills to make positive contributions to your department.



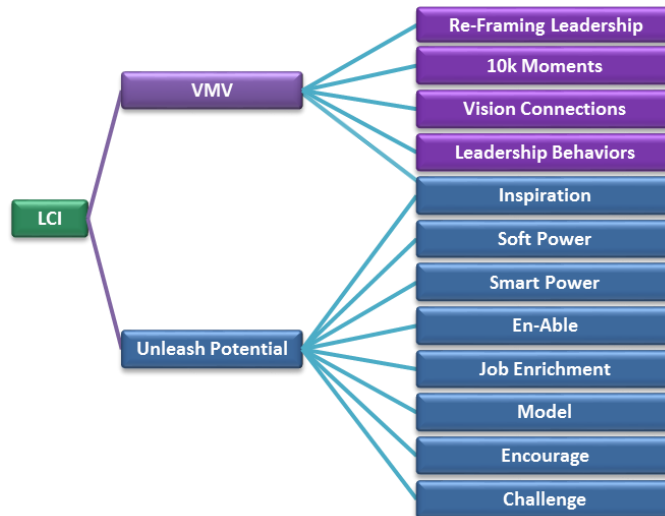
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OUTCOMES & LEADERSHIP SKILLS

LC I: Emergence exists to achieve two primary learner outcomes, i.e., prepare learners to: 1) transform the OSU Vision, Mission & Values into reality, and 2) unleash the potential of all employees.



The Leadership skills taught in LCI are selected as they prepare learners to contribute to these two outcomes. Though all the skills are highly interdependent, they each pertain more directly to one of the outcomes. The chart illustrates the primary relationships between the outcomes and the skills.



COURSE SCHEDULE

- Session I** Ready, Set, Grow & Engaged Learning
- Session II** 10k Moments & Vision Connections
- Session III** Inspire & Soft Power
- Session IV** Smart Power & En-Able
- Session V** Job Enrichment & Model
- Session VI** Encourage, Challenge, Leadership Behaviors



LCI COURSE DESCRIPTION

**LEADERSHIP COLLABORATIVE MENTORS**

One important strategy to facilitate Leadership skill development is the use of Mentors, i.e., previous participants with knowledge of the content and the LC culture and processes. Mentors facilitate teams, provide consultation, share their experiences, and support participants with their learning process. They volunteer their time to create the best possible learning experience for participants.

**Special Thanks to the LC Mentors**

for recognizing a Leadership Call-to-Action, stepping up as Emergent Leaders and taking Leadership Action to help create the best possible learning experience for LC participants!

**And Thanks to the Mentors’ Supervisors**

for supporting the Mentor’s ongoing involvement with the LC. Their time with us takes time away from their other duties. Their departments are making a vital contribution to OSU and to OSU’s Vision, Mission and Values!

Name	Department	Position
<b>Jennifer Bachman</b>	College of Education	Director of Online Education
<b>Andrew Buermeyer</b>	Environmental & Molecular Toxicology	Associate Professor
<b>Todd Cross</b>	Facilities - Landscape	Trades Maintenance Coordinator
<b>Gary Dulude</b>	University Marketing	Senior Editor
<b>Lynn Greenough</b>	Academic Technology	Associate Director
<b>Chrysanthemum Hayes</b>	Institutional Analytics and Reporting	IAR Communications & Engagement Manager
<b>Sarah E. Kolesar</b>	Oregon Sea Grant Research & Scholars	Program Leader
<b>Brenda Langley</b>	College of Earth, Ocean & Atmospheric Sciences (CEOAS)	Operations & Communications Manager
<b>Lisa Leventhal</b>	Office of Research Integrity	IRB Compliance Administrator
<b>Jason Lundy</b>	Facilities Services	Pipe & Steam Fitter
<b>Shawn O’Neil</b>	Center for Genome Research & Biocomputing	Senior Fac. Research Assistant I
<b>Heather Roberts</b>	College of Forestry	Diversity, Equity & Inclusion Coordinator



## LCI COURSE DESCRIPTION

### SESSION DESCRIPTIONS

#### ENGAGED LEARNING

##### OVERVIEW

Engaged learners are self-directed, highly involved in their own learning, active in facilitating the learning of others and cognizant of the learning process. *Engaged Learning* teaches the adult learning techniques around which the LC is built, e.g., Learning Cycle, Learning Teams, Learning Environment, Action Planning, Reflection, etc.

*Engaged Learning* is the one skill participants work on for the duration of the LC. Multiple techniques are integrated throughout the LC to teach participants how to be Engaged Learners.

#### 10,000 MOMENTS-TO-ACTION

##### OVERVIEW

The only way that OSU's Vision will be transformed from words into real-life outcomes is if every decision and action lives the Vision, Mission & Values. *10,000 Moments* teaches how to generate Vision-Directed, Values-Based decisions and actions...in a moment.

##### 10,000 MOMENTS TOOL

**Overview:** Merely knowing the organization's values does not result in values-based outcomes. Those values must be consistently applied in real situations. Every day, we have many moments in which we can choose to act from a values-based place. Over time, these add up to 10,000 Moments in which we can demonstrate and live the values we espouse.

**Purpose:** This tool assists you to analyze specific situations to select responses that have the best potential of living a select value. You can use this tool for planning an upcoming action or for analyzing previous actions and decisions. Whenever possible, plan ahead about upcoming situations so that your actions generate values-based outcomes.

##### Key process steps:

1. Define a moment to analyze
2. Select relevant values
3. Describe desired outcomes
4. Brainstorm alternative ways you could respond in this situation
5. Select the alternative that has the greatest potential of resulting in the desired outcomes

#### VISION CONNECTIONS

##### OVERVIEW

The Vision has incredible potential to align organizational resources, build personal & organizational commitment, increase operations effectiveness & improve outcomes. To realize this potential, all employees must know their unique connections and contributions to the Vision. *Vision Connections* teaches how to explore and discover connections between people and the Vision.



## LCI COURSE DESCRIPTION

### VISION CONNECTIONS TOOL

Overview: When a person can see a connection between herself and the Vision, she will start to develop a commitment to the Vision. The more connections that person can see, the more that commitment will grow. Importantly, as the commitment grows, the person becomes more intentional about generating Vision-Directed, Values-Based outcomes.

### VISION CONNECTIONS TOOL continued

**Purpose:** This tool assists you to explore and discover connections between people and the Vision.

#### Key Process Steps:

1. Know the Vision
2. Know the person
3. Explore and discover connections

## INSPIRATION

### OVERVIEW

Inspiration is a belief in and excitement about a Vision that catalyzes personal commitment to contribute to the realization of that Vision. People who are inspired are personally committed to living the Vision. They build shared meaning, develop capabilities, create positive change and transform the Vision into reality.

In this session, popular myths about Inspiration are debunked. Then, participants are taught how to use the Inspiration Cycle to assist others to find their own Inspiration. This skill builds on, and integrates the *Visions Connections* skill.

### INSPIRATION TOOL

**Overview:** The *Inspiration Tool* facilitates a process wherein Leaders can assist people to discover their personal and professional connections with the Vision, Mission & Values (VMV), and then engage with those connections over time and in various settings.

**Purpose:** The purpose of the *Inspiration Tool* is to assist Leaders: 1) to resist the urge to practice Inspiration myths; and 2) to help others to find their own inspiration with regard to the Vision, Mission and Values; and 3) to engage people's connections.

#### Key process steps:

1. Faith & Conviction (yours)
2. Listen & Hear
3. Check Connections
4. Engage

## SOFT POWER

### OVERVIEW

Emergent Leaders need to use their power with respect and honor to generate Vision-Directed outcomes and contribute to the organization's success. *Soft Power* teaches how to use personal influence, shared Vision and common ground to generate Vision-Directed, Values-Based outcomes.



LCI COURSE DESCRIPTION

**SOFT POWER TOOL**

**Overview:** Power is situational. The *Soft Power Tool* facilitates an analysis of specific situations and the availability of Soft Power resources in those situations. It then facilitates the design of custom Soft Power Strategies to shape the outcomes of those situations in a positive, Vision-Directed, Values-Based way.

**Purpose:** The *Soft Power Tool* assists you to analyze a particular work situation and then develop a customized strategy utilizing your unique Soft Power resources to effect Vision-Directed, Values-Based outcomes.

**Key Process Steps**

1. Select a situation in which you would like to respond to using a Soft Power Strategy.
2. Analyze your Soft Power resources in that situation to discern which are relevant.
3. Use Soft Power resources to develop a customized strategy for the situation.

**EN-ABLE**

**OVERVIEW**

‘En’ means ‘to cause to be’. En-Abled people are those who are able to respond effectively. En-Abled people live the Vision & Values, delight customers, provide quality services, work independently, troubleshoot and constantly improve. The *En-Able* skill teaches how to create conditions for people to be successful in their jobs, i.e., Response-Able, Cap-Able, Rely-Able and Account-Able.

**EN-ABLE TOOLS**

**Overview**

1. The En-Able Assessment assists with the identification of appropriate En-Able strategies to support a person to be successful with a particular responsibility.
2. The En-Able Plan facilitates the creation of a systematic approach to En-Able the person to become Response-Able, Cap-Able, Rely-Able and Account-Able.

**Purpose:** The purpose of the assessment and the plan is to facilitate an holistic and developmental approach to transferring responsibilities that results in En-Abled people.

**Key Process Steps**

1. Describe the situation
2. Complete an En-Able Assessment to discern where the individual needs assistance.
3. Design the En-Able Plan:
  - a. Direction - Vision, Mission & Values; strategic directions
  - b. Authority - power & right to make decisions & take action
  - c. Compensation - fair compensation for assuming the responsibility. Compensation includes remuneration, meaningful work, responsibility, achievement & recognition
  - d. Cap-able - skills, knowledge, information, equipment & supports
  - e. Opportunity - right place, time, working conditions
  - f. Freedom - able to take initiative within prescribed boundaries (span of control)
  - g. Resources - policies/procedures, time, money, people, equipment
  - h. Supports – supports needed to be successful
  - i. Account-able - self-directing, self-management, self-correcting, self-accounting
4. Implement the En-Abling Plan





## LCI COURSE DESCRIPTION

### SMART POWER

#### OVERVIEW

Power is used in human systems to accomplish desired outcomes. Emergent Leaders must use power in a way that is ethical, i.e., principled, just and moral, as well as effective, i.e., generating Vision-Directed, Values-Based outcomes. Smart Power teaches how to combine Hard & Soft Power to most ethically & effectively generate Vision-Directed outcomes.

#### SMART POWER TOOL

**Overview:** Like Soft Power Strategies, the goal with Smart Power is to have the greatest positive effect on advancing the Vision. The Smart Power Tool facilitates a situational analysis to discern available soft and hard power resources and a process to custom design a Smart Power Strategy to effectively respond to the situation.

Smart Power requirements include: 1) Knowledge of issue and context; 2) Clarity about objective and Vision; 3) Knowledge of available power; 4) Capacity to act; and 5) Complementary hard and soft power strategies.

**Purpose:** The Smart Power Tool facilitates a situational analysis and the custom creation of Smart Power Strategies. The Smart Power Strategies incorporate soft and hard power strategies that reinforce and complement one another to create the greatest positive effect.

#### Key Process Steps

1. Identify a work situation in which you can make a positive contribution to the Vision through the use of Smart Power.
2. Identify your Soft Power Resources
3. Identify your Hard Power Resources
4. Custom design a Smart Power Strategy that integrates Soft and Hard Power Resources.

### JOB ENRICHMENT

#### OVERVIEW

*Job Enrichment* addresses two interrelated challenges, i.e., the integration of the Leadership function into manager & supervisor positions, and the enrichment of staff jobs.

First, Leadership is a practice that takes time and concerted effort. It must be systematically, consistently and consciously integrated into one's position and workflow. As people's schedules are usually full, current work will have to be shifted or changed to integrate the Leadership function.

Second, through a culmination of historical organizational forces, many staff positions have been stripped of holistic, meaningful and valuable work that engages people's minds and hearts. Hence, a high and growing proportion of American workers are dis-engaged from their jobs and organizations are not benefiting from the mass of un/underutilized talents and skills of the workforce. As meaningful work is one of the top six motivators, re-engineering positions to enrich them is a vital Leadership task.

*Job Enrichment* approaches these two highly intertwined challenges in an integrated and holistic manner to En-able managers and staff to move ever closer to the high-performing individuals and teams they are capable of becoming.



LCI COURSE DESCRIPTION

**JOB ENRICHMENT TOOL**

**Overview:** The *Job Enrichment Tool* facilitates an analysis and decision-making process to integrate the Leadership function into management and to unleash people’s potential.

**Purpose:** Re-create work to unleash and engage the potential of all employees

**Two-Part Strategy**

1. Integrate Leadership into Management
2. Unleash People’s Potential

**JOB ENRICHMENT TOOL continued**

**Key Process Steps**

1. Identify how managers can buy back time
2. Identify how staff’s jobs can be enriched
3. Find a match
4. En-able everyone

**MODEL**

**OVERVIEW**

Leaders do not have a choice about whether to communicate. They have a choice only in what they will communicate. Importantly, the most powerful way in which Leaders communicate is not with words, but through their daily actions. The Model skill teaches various strategies to align one’s daily actions with the Vision and Values.

**MODEL TOOL**

**Overview:** Modeling Leadership behavior is a key way you can live the VMV. The Model Tool facilitates the selection of particular Modeling Strategies for specific situations. Types of Modeling strategies include: time, who with, settings, questions, rewards, critical incidents, teachable moments, and stories.

**Purpose:** The Model Tool facilitates the design and implementation of customized Modeling Strategies for specific situations.

**Key Process Steps**

1. Describe the Situation
2. Design a Model Strategy
3. Take Action

**ENCOURAGE**

**OVERVIEW**

Embarking on a journey to realize the Vision requires that people leave their comfort-zones and take action in an environment defined by ambiguity, risk, discontinuity and confusion. *Encourage* teaches how to maintain one’s own strength, facilitate development of others’ strength, and assure the organization is supportive of all staff.



## LCI COURSE DESCRIPTION

### ENCOURAGEMENT TOOL

**Overview:** The Encouragement Cycle is: Meaningful Work, Response-Ability, Chunking, Engaged Learning, Fostering Hardiness, Achievement, and Recognition. Any of the strategies can provide vital encouragement...to oneself and to others.

**Purpose:** The purpose of this tool is to implement the Encouragement Cycle. You will identify strategies that are specific to the situation and the individual(s) with whom you work.

#### Key process steps

1. Describe the situation
2. Design and encouragement strategy (meet with a person and learn how he/she would like to be encouraged; describe the what/when/how of your strategy)
3. Take action / implement your strategy
4. Describe what you have learned and plan how you will standardize the practice

## CHALLENGE

### OVERVIEW

Having embarked on the journey necessary to realize the Vision in real life, people must challenge themselves to push beyond the strictures of the past and present so to envision and create their way into the future. The Challenge skill teaches how to give a gentle push to oneself, others and organizational systems to align all with the Vision and to generate Vision-Directed, Values-Based outcomes.

### CHALLENGE TOOL

**Overview:** The Challenge Tool challenges you to identify your comfort zone and then to purposefully step outside of it. By learning how to do this and how it feels, you will become a more compassionate and empathetic Leader when you ask others to step outside their comfort zone. You also will be actively modeling, and hence speaking, your values through your actions.

**Purpose:** The purpose of the Challenge tool is to create strategies to challenge yourself to push beyond your comfort zone in order to step into the future and generate Vision-Directed, Values-Based outcomes.

#### Key process steps

1. Identify one area in which you would like to challenge yourself.
2. Brainstorm strategies to help you deal with the discomfort.
3. Implement the strategies and the idea.

## LEADERSHIP BEHAVIORS

Though there are many Leadership skills to learn, there are some actions that do not require so much skill as dedication to, and persistence in, practice. These *Leadership Behaviors* are the way in which we interact with others on a regular basis. They determine whether and to what extent we are regarded as people of integrity and honor. Leadership behaviors include honesty, integrity, competency and future-orientation.



LCI COURSE DESCRIPTION

Leadership behaviors also incorporate values specific to the institution. We re-visit the OSU values, this time to discern relevant metrics for them. Metrics are critical for Leadership and values, in part because Leadership and values are seen as lacking substance and structure. When we can't define and operationalize something, we can't develop a conversation about it, we can't know if it is happening, and we can't learn how make it happen.

We, at OSU, need to develop a shared language and understanding around our values. Then, we need to operationalize them so we can put them into practice, measure the impact of our actions, make course adjustments to improve our efforts, and ultimately – generate Vision-Directed, Values-Based outcomes.

This session, hence, is a conversation and exploration of how to measure and operationalize these critical and elusive concepts.