



LEADING

in the 21st Century

LEADING IN THE 21ST CENTURY

A new corporate leadership development program

The University of Texas at Arlington College of Business will be offering a cutting edge, skills-based leadership development certificate program. *Leading in the 21st Century* will cater to corporations actively supporting the development of their high potential managers to ensure they will be prepared to lead in this new and challenging era of business. The program will utilize experiential and action-learning methodologies, synthesizing the valuable experience of the program's participants with the latest leadership tools and best practices.

Purpose & Approach



The evolution of the *Leading in the 21st Century* program was spurred by input and involvement from corporate executives, professional consultants, academic leaders and business writers. The

program will change the way managers think and how they will approach their call to leadership. *Leading in the 21st Century* is about action, not just exposure to new ideas. The program is designed using conceptual building blocks known as 'Mindsets'. The Mindsets framework will guide the participants in their development of leadership skills and behaviors during the program.

Program Components

- Individual Learning Plan Development
- Self-Evaluation and Learning Analysis
- Company Mentorship
- Leadership Coaching
- Practicum/Action Learning Projects
- Learning Integration Simulation

Learning Modules

The program is organized around learning modules rather than courses since the program is focused on

skill development that integrates new learning through behavioral change. The participant's company will assign a senior-level manager as a mentor for the duration of the program. Participants attend one two-day session per month with the exception of the first and last sessions.

Session One consists of four days and three nights at an offsite conference center location within one hour of both Dallas and Fort Worth. This intensive boot camp-style environment includes evening team work to quickly build "esprit de corps" in the learning community and teamwork.

Similarly, the final session consists of three days and two nights at an offsite conference center location within one hour of both Dallas and Fort Worth.

Program Basis

The UT Arlington *Leading in the 21st Century* program is inspired and guided by the work of noted management thinker Professor Henry Mintzberg, author of "Managing", "Managers Not M.B.A.'s," and a series of books focusing on strategy. Mintzberg is the creator of the International Masters Program in Practicing Management based at McGill University in Montreal, Canada.

Learn More

Gene Ruckle • Program Director • direct: 817-272-2882 • mobile: 214-632-3541 • gener214@airmail.net





LEADING

in the 21st Century

A NEW APPROACH IN LEADERSHIP DEVELOPMENT

“Too focused on scientific research, business schools are hiring professors with limited real-world experience and graduating students who are ill equipped to wrangle with complex, unquantifiable issues—in other words, the stuff of management.”

Dr. Warren Bennis and Dr. James O’Toole

The University of Texas at Arlington’s College of Business is a vibrant institution committed to innovative approaches in business education that prepare generations of new leaders for the 21st Century and beyond. These future leaders will be a critical part of managing, motivating and empowering their organizations to make strategic decisions, systematic interventions and to deliver quality outcomes that add value. To be successful, they will need to develop sophisticated and well-honed people skills. The UT Arlington *Leading in the 21st Century* program will provide that skill development to nurture the growth of well-developed strategic business leaders.



A Few Words about Our Approach

The evolution of the *Leading in the 21st Century* program was spurred by input and involvement from corporate executives, professional consultants, academic leaders and business writers. The general consensus is that a program of this nature is much needed, really timely and does not exist yet. In any case, it must be done right and this program has been designed to do just that. The program will change the way managers think and how they will approach their call to leadership. Leading in the 21st Century is about action, not just exposure to and reading about new ideas.

Action and application comprises the core of the learning approaches we have adopted:

- Experiential learning, → doing something new and reflecting on it in groups
- Action learning- solving real problems at the same time focusing on what is learned
- Assessment tools- to develop a starting point profile toward new thinking and behaviors
- Building a community of practice within the cohort
- Practicum assignments, journaling learning insights and writing reflection papers
- Coaching and mentoring

Henry Mintzberg, An Inspiration and Model for the Program



The UT Arlington *Leading in the 21st Century* program is inspired and guided by the work of noted management thinker Professor Henry Mintzberg, author of “Managing”, his new book “Managers Not M.B.A.’s,” as well as a series of books on strategy . Mintzberg is the creator of the International Masters Program in Practicing Management based at McGill University in Montreal, Canada. The IMPM Program is built around five modules, each focusing on one of five managerial mindsets. The mindset approach helps shift the way participants think so they gain new insights into the challenges they face as managers.

Mr. Ruckle conducted discussions with Professor Mintzberg, who shared his program’s experiences and was willing to share many of its concepts for use in this program, including the “Mindsets” concepts. Mintzberg also agreed to serve as an advisor.

Professor Mintzberg wrote, “You can’t create a leader in a classroom. Management is not a science, nor a profession. It is a practice. It has to be appreciated through experience, in context.” Mintzberg describes management as a complex and challenging practice where art, science and craft meet. It requires the kind of understanding that can only come with experience. He has long criticized conventional M.B.A. programs where professors typically stand in front of a class and lead students through theory or case studies. Instead he believes that a more practical, hands-on approach is required and that managers need to come together

to learn from each other's experience. The program will create a learning community amongst the participants.

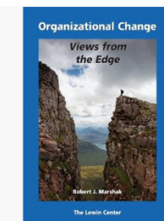
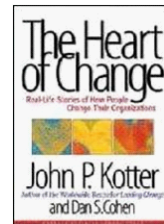
National Advisors and Faculty

- Henry Mintzberg: “Looks good, Gene. Lovely to see some of our ideas applied, combined with your other developments.”

- Dan Cohen has been a key advisor throughout the design process. His experience and credentials are based on his role as leader of the Deloitte Consulting Large Scale Change Practice. Regarding *Leading in the 21st Century*, Cohen commented, “this kind of leadership program does not yet exist, and it should.”

- Robert Marshak is Senior Scholar in Residence at American University in the AU/NTL Masters in Organization Development program. He is an expert in organization dynamics and change leadership. He is the author of “Organizational Change: Views from the Edge” and “Covert Processes at Work: Managing the Five Hidden Dimensions of Organizational Change”. (San Francisco: Berrett-Koehler Publishers). Marshak, “This is a wonderful opportunity for leaders to meet together and get up-to-date information and skill building that can be immediately applied to real world challenges. The format and comprehensive nature of the program will help insure maximum learning and impact.”

- Cassandra Frangos, Director for the Center for Collaborative Leadership, Cisco Systems, is the leader of Cisco's Executive Action Learning Forum, a premier leadership development and business innovation program for high potential executives. It is a rigorous 16-week program that gives 60 high-potential leaders the chance to strengthen their skills in leadership, strategic management and team development while working on real, high-profile business problems and start-up projects that are strategic to Cisco's operations. The participants, selected from the company's top performers in every function, generation and geography, work in teams guided by Cisco executives and faculty from MIT and Stanford. Since its launch in 2007 ALF teams have generated billions of dollars of what Cisco calls “new value creation.” There are gains in talent acceleration and engagement. Some 20 percent of the 360 participants have been promoted. And Cisco has lost only 2 percent of ALF alumni, reflecting the loyalty generated when high-performers are offered developmental opportunities.



Program Faculty

A critical part of the program, faculty will be diverse and consist of high-profile faculty with highly developed talent in learning facilitation, coaching teams and skill-building.

Program Tuition

\$20,000

Charter Companies

The program will engage 10-15 cutting edge organizations to establish the *Leading in the 21st Century* program's inaugural council of charter companies. These companies will be characterized by a history of being forward-thinking in their leadership philosophy and practice.

These charter companies will also assist the program in the design, vetting and testing of practicum projects.

The Program Director

Gene Ruckle will serve as the *Leading in the 21st Century*'s program director. Ruckle founded and owns an organization development (O.D.) consulting practice. He was formerly the director of the masters program in O.D. and change management at the University of Texas at Dallas. He is a graduate of the American University/NTL masters program in O.D. and has spent the last two years developing and refining the concept for this program. While developing this idea, Ruckle met with a number of associates working in corporations such as Texas Instruments, American Airlines, Lockheed-Martin, Bell Helicopter, Thomas S. Byrne, L.L.C. and the Sammons Corp. These engagements underscored the true potential for a corporate sponsorship based leadership development program.



“Gene is a valuable catalyst for any organization seeking to make a quantum leap in capability. He facilitated the development of our entire business team to be leaders of change rather than simply managers of events. Bottom line, he enabled our organization to move from the industry cellar in product quality and service to number one over a four-year period. More importantly, the organizational culture was transformed and now positioned for even greater accomplishments. Gene is truly an expert in the heart of organizational change leadership.”—January 26, 2010, from V.P. of Global Operations of medium sized manufacturing company. This company also went to the top of the industry in market share and profit margin.



LEADING

in the **21st Century**

PROGRAM COMPONENTS

Mindsets

Mindsets are the conceptual building blocks and frameworks that will guide the participants in their development of leadership skills and behaviors during the program, including:

1. Enabling Everyone: Removing barriers to individual initiative and innovation;
2. Encouraging Systems Interventions: Helping people to see systems and act;
3. Influencing Others through Self-reflection: Self-assessment and leadership competencies assessment, leading to an individual growth plan that also increases emotional intelligence, crucial conversations and influencing skills;
4. Leading Change: Involving everyone in solutions, engaging their feelings about change and growing change leaders; and
5. Leading Strategically: Do more of it; helping other leaders to fix systems while putting out fires and add to the company value.

Individual Learning Plan Development

Participants will receive feedback on assessments to gain a greater understanding of their leadership style, strengths and challenges they must address. Each participant will prepare an Individual Learning Plan that will include behavioral goals to be achieved by the end of the program, as well as strategies for applying those ideas in their work.

Insights Book and Reflection Papers

A critical component of the program will be encouraging participants between each session to reflect on new ideas—light bulb moments—that were realized during learning sessions that they might apply to their work. These learning application ideas are recorded in the participant's insights book. Between modules, participants return to their regular work life where they will write a reflection paper to document the application of what they have learned in their job. This is when much of the revelation, or real learning, takes place, as they use the opportunity to explore serious work-related challenges in depth.

Company Mentor

Each participant will be assigned a senior-level company mentor to provide an internal perspective, guidance and support with the integration of best practice learning into the company environment.

Leadership Coaching

Intensive competency development coaching is a primary vehicle for driving individual change. Coaching will include a minimum of one face-to-face and one telephone meeting per month. Experienced executive coaches will also conduct periodic Trio Meetings with the participant's company mentor. The coach and participant will discuss potential development directions and key actions. These meetings will occur throughout the program to identify progress made, changes observed and the future direction of the participant's development. Coaches will help program participants develop and execute their Individual Learning Plan, targeting the competencies highlighted by the assessments for improvement.

Practicum/Action Learning Projects

Each participant will engage in various practicum/action learning projects. These projects facilitate the transfer of learning and applying beneficial new behaviors to the work environment. They will be designed around the participant's key job responsibilities and tied to mission-based organizational objectives. A participant's mentor, often in consultation with the participant's immediate supervisor, will help to frame each action learning project and will provide feedback and guidance along the way. Some projects will be cohort-based and completed as a team.

Learning Modules

The program is organized around learning modules instead of courses since the program is focused on skill development, which integrates new learning operationalized by behavioral change. The participant's company will assign a senior-level manager as a mentor for the duration of the program. Participants attend one two-day session per month.



LEADING

in the **21st Century**

PROGRAM MODULES

Leading in the 21st Century will be supported and catalyzed by proven leadership developmental processes and time-tested best practices. These components are designed to stimulate personal motivation for critical developmental actions that enhance each participant's performance and career/promotion potential. The program is state-of-the-art in leadership development, enhancing the leadership qualities of the program's participants.

Module One—Knowing and Using Oneself



The first module will consist of four days and three nights at an offsite conference center location within one hour of both Dallas and Fort Worth. This intensive boot camp-style environment with evening team work will help to quickly build “esprit de corps” in the learning community and teamwork.

This module will introduce participants to the program's expectations, learning flow and components. The initial assessment activity is candidly titled “What's Happening?” The activity involves the participants identifying the leadership challenges they face in their organization. Participants then share their challenges with a partner before sharing in small groups and then to the entire cohort. Through this approach, the program is driven by addressing the participants' own issues and starts the process of building a learning community amongst the cohort participants.

The remainder of this module will focus on what's new in leadership practices, environmental context, relationship and a learning community-building exercise that will repeat each session. At this stage, participants start to build their Individual Learning Plan. At the end of Module One, teams will be formed to initiate Practicum One between sessions one and two. They will meet, discuss and determine the actual practicum, assign roles, complete the work in the interim and present the results in session two.

Module Two—Influencing Others

Truly powerful leaders have the ability to influence others by enlisting them in forming a vision and making it happen. They take pride in motivating others and do not rely heavily on the command-and-control approach. The results are usually impressive. In this module, using both self-report assessment tools and 360-degree survey methods, the program will measure competencies critical to effective leadership. These competencies include:

- Hogan Assessments
- Emotional IQ
- Integrity
- Relationship Building
- Systems Awareness
- Conceptual and Analytical Thinking
- Strategic Thinking
- Interpersonal Dynamics
- Strength Finder Profile
- Leadership Agility 360
- Personality Type M. B. T. I.
- Learning Styles.
- Empathy and Validation
- Politics
- Influence
- Team Leadership



Leading in the 21st Century enables participants to hone their unique leadership strengths while building on them using best practices.

This will offer valuable data in the development of the participants' Individual Learning Plans. The practicum teams will make presentations on their assignments from Module I and receive feedback from the Learning Community.

Module Three—Enabling Everyone

Module Three is based on the premise that successful leaders of high performing organizations have mastered the art of extending a genuine invitation to all levels of the organization to add value to the company. This implies a shift in the culture from workers bringing problems to their leaders to developing their own solutions. Indeed, from this cultural shift, workers will be encouraged to share solutions with their leaders.



Leading in the 21st Century helps participants to focus on how their actions add value to their organization.

Another context that will be emphasized is Positive Psychology, a concept founded on the understanding that people want to lead meaningful and fulfilling lives. Positive Psychology has three central concerns: positive emotions, positive individual traits, and positive institutions. These concerns involve responsibility, civility, work ethic, leadership, teamwork, purpose, tolerance, satisfaction and high productivity. Another perspective on this approach comes from Marshall Goldsmith, the author of “What Got You Here Won’t Get You There.” His approach encourages leaders to focus employee feedback on evoking positive change by

looking to the future and not past performance. This concept is known as FeedForward.

Areas of Focus:

- Encouraging Self Organizing Systems Theory in practice
- Using Blanchard’s Three Keys to Empowerment
- Getting Out of the Way -- leading from the back
- In-Depth Diversity Dialogue
- Crucial Conversations and Overcoming the Five Dysfunctions of a Team Practice
- Organization Lifecycles (Adizes Institute)
- Organization Structured Processes

Again, teams will be formed for the purpose of completing Practicum Two by the next module. They will meet, discuss and determine the actual practicum and roles. The work of the practicum will be completed in the interim between modules and teams will present in Module IV.

Modules Four and Six—Strategic Leadership

The key to successful strategic leadership is doing more of it! It is generally accepted that most leaders spend only five-to-20 percent of their time on strategic thinking versus tactical thinking in the decision-making process. This critical topic will be covered over two modules. It will help the participants develop the rationale and techniques for making the strategic leadership time shift as well as the interventions to help that spread throughout the organization.

We do business in a rapidly changing world. New technology has created a society that craves speed and action. Leaders face incredible pressures to deliver immediate results, do more with less, and manage an ever-increasing personal workload. The pace and urgency of daily demands can make it difficult to see more than a step ahead into the future. In a world of changing conditions and priorities, leaders must be able to look beyond now and take a more strategic leadership approach to their work.



Leading in the 21st Century teaches leaders how to operate strategically on a daily basis.

What is a concise explanation of strategic leadership? It is nothing more than the ability to anticipate, prepare and position for the future. It is the ability to mobilize and focus resources on things that make a difference, to add value to the company and position oneself for success in the future. Strategic leaders think and act before they are forced to take a defensive or reactive position.

Some of the activities and areas of focus will be:

- Interviews with senior leaders in the company
- Seeing Systems and Power Dynamics
- Complex Adaptive Systems Theory
- Making Systems Interventions
- Leadership without Easy Answers
- Talent as Resource
- Assessment
- Development
- Feedback
- Engagement
- People Considerations/Impacts in Strategy
- Cross Functional Collaboration

Module Five—Midpoint Program Check-in Activities

By Module Five, participants will take the opportunity to reflect on the progress they have made in their Individual Learning Plan. This will include three-way in-person meetings with their company mentor and coach. There will be multiple meetings of the entire Learning Community to evaluate and access the group's performance as a lab for experiential learning and as a knowledge resource for sharing best practices, information and experiences. Finally, the various practicum teams will be presenting on Practicum Assignment Two and will receive feedback from the Learning Community.

Modules Seven and Eight—Leading Change

Leading Change is an action learning approach to helping participants build an effective model for change initiatives and developing change leaders in their organization. The key to effective change initiatives is not buy-in but ownership. Ownership results from a genuine invitation from the change leaders to everyone in the system who will be involved to improve the initiative design. Each person has a unique perspective and skill set based on their role.



Leading in the 21st Century is about bringing effective change through meaningful involvement of everyone in the organization.

The module is based on two key foundational areas of change theory and methodology. The first area being the principles contained in self-organizing systems theory and its application in complex adaptive systems methodology. Second are the works of John Kotter and Dan Cohen codified in the books “The Heart of Change” and “The Heart of Change Field Guide.” The former focuses on the eight steps to effective large scale change processes, documented by a substantial survey of 200 companies around the world that reported successful change initiatives. The latter, authored by Cohen, describes the subtleties of implementing the model.

Module Eight will consist of three days and two nights at an offsite conference center location within one hour of both Dallas and Fort Worth. Module Activities shall include:

- Pre-work assignments and reading that prepare participants to jump in immediately;
- Current change issues identified by leaders and participants; and
- Capstone practicum comprises the design and testing of the components of a real change initiative, which will be presented on last day of the program with feedback from the team, peers and company leadership.

Learning Integration Simulation

The purpose of the Learning Integration Simulation, to be designed specifically for the cohort, is to provide a replication of various leadership challenges that put new leadership skills to the test. The simulation includes adequate time for facilitated debriefings and feedback. The cohort will discuss and make plans for the graduation celebration and form teams to implement this plan.

Close-out, Graduation and Celebration

On the first day includes a discussion known as “What’s Next?” that includes the following topics:

- Capturing the major learnings of the program;
- Sustaining a “Community of Practice;” and
- Discipline of “Learning to Learn” as an ongoing activity.

The graduation and celebration, as planned by cohort, will take place on the final day of the program.



The Learning Integration Simulation puts new leadership skills to the test.