

Leadership for a Democratic Society Learning Goals & Certificate of Mastery

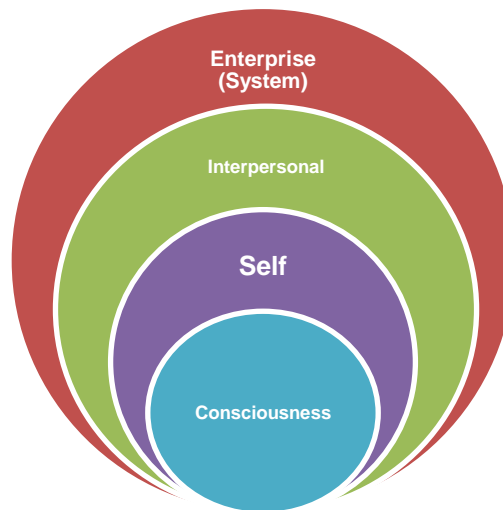
The structure and learning experiences of the LDS Program create the conditions that develop expert understanding and practice of leading as participants:

- Develop a *Critical Awareness*, a consciousness of your current self, current strengths, and clarity on moving toward the ideal self, both professionally and personally.
- Acquire *Actionable Knowledge* and engage in *Guided Practice* to enhance your strengths, experiment and explore areas for growth (change in thinking and behaving) needed to close the gap between your current and ideal self and uncover elements for implementing individual change.
- Develop confidence in your ability for *Independent Application* to maintain motivation to learn and grow as leaders with a positive value placed on change.
- Gain functional knowledge for managing, leading, and transforming people and the organization, becoming prepared to begin *Independent Application* of new knowledge, skills, and behaviors and working toward *Skilled Leader Performance*.

At the completion of the LDS program, you are expected to demonstrate the conceptual and actionable knowledge you've obtained, to espouse a *critical awareness* of your current and ideal self, and have a plan for *independent application* (up to 2 years) to foster behavior change and move towards *skilled leader performance*.

Conceptual Framework

Throughout the program participants demonstrate mastery of self-directed learning through various reflective and summative assignments in the four domains of the LDS program conceptual framework.



Theories that support your development:

- ~Full Range Leadership
- ~Vertical Leadership Development
- ~Leader-Member Exchange
- ~Adaptive Leadership
- ~Meta-Leadership

Mastery “is a progressive honing of the abilities that make one most effective as a leader.” p. 82. These become powerful references points sharing a leader’s identity and sense of self-efficacy. It is about identifying a journey and the gap. This journey includes moving from critical awareness to skilled performance in the complexity of leading across time and experiences.

Levels of Learning and Performance

Levels	What Happens at This Level
Critical awareness	Makes the unconscious conscious. Becomes aware of facts, information, terms, and models that previously were not part of awareness.
Actionable knowledge	Learns the conceptual knowledge of the new skills and behaviors. Focuses on how-to and principles.
Guided practice	Actively practices the new skill in a challenged and supported environment, with immediate coaching and feedback on performance effectiveness.
Independent application	Consciously performs new skills or behaviors in selected situations (work and other)
Skills performance	Automatically performs new skills or behaviors without thought as part of everyday leadership.

Source: CCL Handbook of Leadership Development (2010) 3rd edition, p. 83

Versatility is increased and expands the capacity to lead based on new awareness, perspectives, and skills. Mastery represents developing a depth of expertise while versatility represents breadth. This leads to the different learning and interaction that leaders must do in organizations to integrate the various ongoing experiences they have with self, others, and the organization.

Categories of Lessons Learned from Experience

Learning Categories	Definition
Leading Self	Lessons relate to the inner world of the executive and concern for effective ways to lead him or herself and develop fully as a person. These lessons are developmental in nature, involving a transformation of the executive’s self-beliefs, attitudes, identity, and habits of self-improvement and self-development. (and habits of mind – Kegan, 1994)
Leading Others	Lessons relate to the world of people and involve interpersonal and social skills that equip leaders (executives) to lead and work with people effectively. These lessons are social in nature, involving insights into other people’s perspectives and group dynamics and a greater appreciation of the social process of influence and leadership.
Leading the organization	Lessons relate to working in organizations to address strategic, systemic, and cultural issues. These lessons are technical in nature, concerning strategic, operational, and functional knowledge for getting work done and managing, leading, and transforming the organization.

Source: CCL Handbook of Leadership Development (2010) 3rd edition, p. 84

Levels of Mastery

Mastery Level	Accomplishments
Critical awareness and knowledge	Gains powerful new perspectives on self (impact on my behaviors, impact of others on me, interaction between myself and others); is acutely aware of the need to change in order to be more effective; remembers facts, terms, models, and methods pertaining to leadership and understands them.
Guided application	Practices new behaviors to solve problems and received immediate coaching and feedback on performance effectiveness.
Independent application	Practices new behaviors and uses new knowledge in the work setting; analyzes their effectiveness and seeks feedback on their effectiveness from coaches, mentors, and peers.
Skilled performance	Utilizes new and more effective leadership behaviors as part of one's everyday leadership repertoire; seeks periodic feedback to ensure that new behaviors are creating desired new perceptions.

Source: CCL Handbook of Leadership Development (2004) 1st edition, p. 243

Leadership for a Democratic Society

Elements of the Certificate of Mastery

Pre-Arrival Assignment

MBTI Step II Self-Assessment

360 Degree Assessment (OPM or EQi)

Wellness Assessment

(StandOut Assessment)

Leadership Profile – 3 previous leadership experiences, leadership definition, five characteristics of the best leader; adaptive challenge

Week One

Actionable Knowledge and Guided Practice

- Community values
- Full Range Leadership
- Values
- Constitution
- MBTI type
- Wellness results
- 360 degree feedback results
- LDT group development
- Executive Case Study
- Ladder of Inference
- Johari Window
- Coaching Theory and Practice
- Developing interpersonal relationships, developing trust, vulnerability
- Paradox of the Founding Fathers
- Right vs. Right dilemma

Demonstration of Learning

Insights and Intentions #1

1. What are the 2-3 key insights that you've learned about yourself through the Week 1 experience at FEI?
2. What concepts have you learned this past week that you believe will enhance your leadership effectiveness? [*Be specific* –clearly identify the concepts **and** activities or sessions that led to your learning. Your LDT Facilitator is looking for evidence of learning resulting from the program].
3. What is one unexpected area of strength from your 360 that was confirming or disconfirming for you? Name the item and explain why you chose this item over other possible choices and what was confirming or surprising for you.
4. What is one area from your 360 that you are willing to strengthen as part of your leadership development plan?
5. What do you need to learn based upon the critical self-awareness gained through Week One which may serve as part of your continuous leadership learning?

WEEK 2

Actionable Knowledge and Guided Practice

- Transforming Individuals & Competing commitments
- Vertical Leadership Development
- Leader-Member Exchange
- Course and leadership elective topics
- Inclusive Leadership
- Options: fitness sessions; public democracy seminars

Demonstration of Learning

- Plan of action from Week 2 course where applicable
- 4 Week Residential Sessions:
 - Draft Leadership Challenge for use in Week 3 course
- Applied & Blended sessions:
 - Submit Executive Learning Project end of Week 2
 - Leadership Challenge for exploration in Week Three Course

WEEK 3

Actionable Knowledge and Guided Practice

- Adaptive Leadership art & practice
- Technical Problems vs. Adaptive Challenges
- Leadership vs. Authority
- Problem or challenge definition
- Stakeholder analysis
- Leadership Electives
- Transforming Organizations
- Field experience

Demonstration of Learning

Insights & Intentions #2

1. What are the 2-3 key insights that you've learned about yourself through the Week 3 experience at FEI?
2. What concepts have you learned this past week that you believe will enhance your ability to engage in adaptive leadership? [**Be specific** –clearly identify the concepts **and** activities or sessions that led to your learning.].
3. What did you specifically learn about leading with and without authority by observing patterns from participating in diagnosing case studies? What was new learning for you? What seemed familiar and what is something you already practice?
4. As you think about needed change in your organization, what do you understand about how that change affects the ability for the organization and its people to thrive?
5. What do you need to learn through self-directed practice that will continue to develop your capacity for encouraging the growth of others for making progress on organizational change?

WEEK 4

Actionable Knowledge and Guided Practice

- Meta-Leadership
- Course topic – at the enterprise/organizational level

Demonstration & Synthesis of Learning

- Self-determined leadership development plan
- Next steps on leadership challenge
- Insights & Intentions #3 summary

Insights & Intentions #3

1. What are the 2-3 key insights that you've learned about yourself through LDS?
2. ***Be specific*** – Clearly identifying 2-3 concepts from the LDS program that you plan to integrate into your leadership practice and may teach to others in your organization to implement into their leadership practice?
3. What are the 5 leadership characteristics (one-word each) do you desire to emulate as you practice leadership?
4. As you complete your LDS learning, how do you define of leadership?
5. In one sentence, describe what motivates you to lead in the public sector?