

LC II: COLLABORATION

AN ADVANCED LEADERSHIP DEVELOPMENT COURSE

**A Production of the Leadership Development Project
Office of Human Resources**

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LCII: COLLABORATION
OVERVIEW

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LCII: COLLABORATION OVERVIEW

COURSE DESCRIPTION

LCII: Collaboration (LCII) is an advanced leadership development course focused on preparing participants to advance OSU's Vision, Mission & Values through the integration of emergent, collaborative and transformative leadership skills with OSU values.

LCI is the springboard for LCII, providing a common language and a shared skill set from which the LCII conversation commences. Participants learn new collaborative and transformative skills, and they integrate leadership skills with OSU values. To facilitate this learning, LCII strategies emphasize higher forms of thinking, i.e., analysis, evaluation and creation.

In LC style, participants will co-create LCII with Kristen. The cohort will consider questions related to duration, repetition, integration of new participants, topics, etc.

COURSE PURPOSE & LEARNER OUTCOMES

The purpose of LCII is to equip participants as Collaborative Leaders who advance OSU's Vision, Mission & Values through the integration of OSU's values with emergent, collaborative and transformative leadership skills.

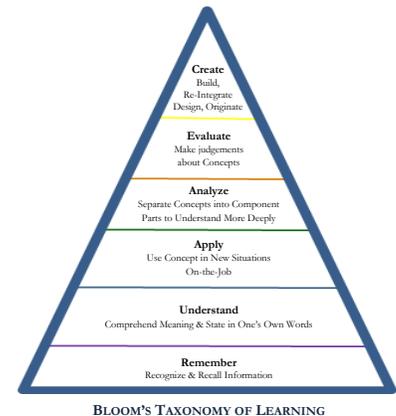
Three primary learner outcomes facilitate the realization of this purpose:

1. Cultivation of a deep understanding of OSU's values, e.g., diversity, equity and inclusion.
2. Development of collaborative and transformational Leadership skills;
3. Creation & implementation of integrative strategies in service of OSU's Vision, Mission & Values.

Teaching strategies for new information facilitate Understanding and Application, i.e., learning the content well enough to be able to apply the skills on-the-job (See *Bloom's Taxonomy of Learning*).

And, they facilitate development of higher level cognitive functions, i.e., Analysis, Evaluation and Creation. All are necessary to integrate leadership skills with OSU values, and to translate them into Leadership actions that advance their work units and OSU.

Directing teaching resources to develop higher level cognitive functions is possible because, in LCI, participants developed skills as engaged, self-directed learners, i.e., they know how to learn and can direct their learning processes.



COURSE STRUCTURE & PARTICIPANT TIME REQUIREMENTS

LCII is structured as a hybrid Professional Learning Community (PLC). The hybrid includes online work, class time and on-the-job practice. This approach caters to individual learning needs, engages experts as consultants, and maximizes the power of peer learning.

Online

The online component is delivered in Canvas. It includes video presentations and individual assignments as well as cohort conversations.

1. Participants access presentations on-line, in preparation for the class.
2. Participants complete and submit assignments online.
3. Participants engage online in collaborative activities with the LC cohort.

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In Class (F2F)

1. The cohort gathers for 4-hour class meetings. During the meetings, we analyze and evaluate content, create and experiment with application ideas, troubleshoot, and reflect on lessons.
2. Guest collaborators join f2f meetings to engage participants in conversation regarding the integration of specific institutional values into leadership work, e.g., diversity, equity & inclusion.

On-the-Job Practice

Participants worked hard in LCI learning to be self-directed learners. In LCII, participants are self-directed learners, meaning they take the lead in their personal learning journey. They discern what they need to learn and the level at which they want to learn it, i.e., knowledge or skill development. They design and implement learning plans to facilitate their desired learning outcomes. The LCII supports them with wherever their learning journey grows.

Time Requirements

Class time is reduced from 8 to 4 hours as participants are accessing presentations and completing individual assignments online. The total time spent per session will vary, depending on participant’s learning objectives. For each session, participants should expect to spend:

1. 2-3 hours completing online preparatory work, and
2. 4 hours in class.

When participants develop Action Plans, they determine time for implementation.

COURSE CREDIT

Participants who complete the entire course can earn Continuing Education Units.

REQUIREMENTS FOR ACCEPTANCE INTO LCII

1. Self-directed, active and engaged learners who manage their own learning process.
2. Successful completion of LCI: Emergence and development of LCI skills.
3. Commitment to advancing the OSU Vision, Mission and Values with emergent, collaborative and transformative leadership skills.

COURSE TOPICS

The Leadership skills taught in LCII are highly interdependent, hence they relate to all learner outcomes. They also, however, pertain more directly to particular learner outcomes. The chart illustrates the primary relationships between participant outcomes and skills.



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COURSE SCHEDULE

Course Rollout will follow participants' needs, guest collaborator availability and curriculum completion. Between each Leadership topic, we will host a guest to explore and integrate values into our Leadership work. Aside from the first two topics, the cohort will work with Kristen to select the topics to be covered (See [Topic Descriptions](#)). The following demonstrates the schedule.

Session I	Creating Shared Vision, Mission and Values
Session II	Values Exploration & Integration with VMV
Session III	Managing Change
Session IV	Values Exploration & Integration with Managing Change
Session V	Topic Selected from Topic Descriptions (below)
Session VI	Values Exploration & Integration
Session VII	Topic Selected from Topic Descriptions (below)

TOPIC DESCRIPTIONS & SESSION SEQUENCING

In this section, LCII content is described. Note that some topics are presented over several sessions.

The first session will be a prerequisite for subsequent sessions. Future sessions will include those identified as *'In-Design'* as well as others that we identify together and others that haven't yet made it to the list, e.g., Contextual Analysis.

Creating Shared Vision, Mission & Values

In LCI, participants studied VMV and developed skills to generate vision-directed, values-based outcomes. In LCII, we explore how to create shared VMV at any level within the organization. The process used to create VMV is a key Leadership opportunity to develop capacity and desire to transform them into real outcomes. Hence, our focus is on developing 'shared' VMV, and creating Vision Communities. We also explore personal Vision and its capacity to define 'true north' in the messy and sometimes chaotic experience that is organizational life.

Effective, Lasting Change

Building Personal Change-Readiness

Change is a profoundly difficult process, especially for adults who feel their jobs and/or careers may be at stake. Yet, to transform the Vision from an idea into reality, people must commit to a continuous journey of change. Further, the world and our work are characterized by continuous change, necessitating that people develop change-readiness, i.e., the capacity for change. The call-to-Leadership is twofold: 1) to develop people's capacity for change, i.e., people's Change-Readiness, and 2) to act as Change Agents to facilitate change.

In this session, participants learn to develop people's Change-Readiness. They learn about the human side of change and about fundamental principles of change. They then learn strategies to develop people's Change-Readiness.

Then, participants learn how to use the *Change Cycle* to effect successful and lasting change, i.e., they learn to act as effective Change Agents. Through the *Change Cycle*, they learn the stages through which people move as they respond to change. They learn how people experience the various stages of change. And, they learn Leadership skills to address people's needs throughout the entire *Change Cycle*.

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Building Organizational Change-Readiness

There is a large and precarious gap between the inception a good idea and its successful, long-term institutionalization. In fact, many good ideas don't mature beyond their initial inspiration and articulation. In this session, participants learn how to facilitate change and how to develop Change-Ready organizations. Change is approached from a systems perspective that addresses the various organizational dynamics that hold sway over change efforts. (In-Design)

Job Enrichment

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.

Leadership Opportunities: Beyond the Moment

Leadership Opportunities are emergent situations that match the capacity and interest of an Emergent Leader. In this session, participants learn how to identify Emergent Situations and how to discern their capacity and interest in stepping up as an Emergent Leader in Emergent Situations. Participants will also learn how to use the Leadership Opportunity Tool to create Leadership Learning Projects.

High-Performance Teams

The Vision Imperative stipulates that no one person or group, alone, can transform the Vision from an idea into reality. Rather, it takes a community, i.e., a Vision Community. Emergent Leaders recognize that as part of that Visioning Community, they must learn how to partner with others. High-Performance Teams is comprised of three skills, i.e., assign, design, and lead teams, which are covered in three sessions.

I: Team Assignment

The Vision Imperative stipulates that no one person or group, alone, can transform the Vision from an idea into reality. Rather, it takes a community, i.e., a Vision Community. Emergent Leaders recognize that as part of that Visioning Community, they must learn how to partner with others. High-Performance Teams is comprised of three skills, i.e., assign, design, and lead teams.

II: Team Design

Transforming from an actual workgroup, or from a workgroup mindset, requires paradigmatic changes in both thinking and approach. Hence, teams will need training, support and facilitation as they design the team. The first projects they complete together will serve two functions, i.e., first, to accomplish the task to which they were assigned, and second, to learn how to operate as a team. In this session, various tools and strategies are offered to facilitate team design and set up.

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III: Team Leadership

To be successful, teams must address unique challenges. The leadership call-to-action to support team success includes en-abling teams, creating regimes of mutual gain and addressing team-organization interaction effects.

Coalitions

Coalitions focuses on building partnerships across departments and organizations. (In-Design)

Learning Organizations

Personal Mastery: A Life-Long Commitment

Personal Mastery and Engaged Learning are essential to succeed in work and life. In this session, participants learn skills to set upon a journey of Personal Mastery, i.e., Personal Visioning, transforming Emotional Tension into Creative Tension and then using the Creative Tension to accomplish their Vision. They learn the connection between Personal Mastery and Engaged Learning, and how adult learning works and breaks down.

Facilitating Learning

It's frustrating when you send staff to training, only to see no change in performance when they return to the job. In this session, participants explore factors that promote learning and practicing new skills on-the-job. Then, participants will learn strategies to get the most out of the resources the organization invests in staff training.

Learning Organizations

Vision realization and successful organizational change require organizations to continuously engage in learning and knowledge creation. However, adult discomfort with learning combined with the design of bureaucratic organizations create a formidable force that counters the institutionalization of change. In this session, participants learn strategies to develop a Learning Organization wherein it is possible to institutionalize positive change and generate the knowledge requisite to innovation. (In-Design)

Systems Management/Thinking

Organizations are, at the end of the day, human systems. As with any other system, system dynamics exert a significant influence on people's ability to take action as well as the relative success of their actions. To transform the Vision from an idea into reality, it is necessary to understand and know how to work with system dynamics. In this session, participants will learn fundamental principles of systems dynamics and how to apply them via systems thinking and ultimately systems management. This session is a pre-requisite for Organizational Excellence. Additional follow-up sessions will teach systems thinking skills. (In-Design)

Organizational Excellence

Organizational Excellence is manifest in organizations that create the outcomes to which they aspire, i.e., the Vision, Mission and Values. Creating and maintaining Organizational Excellence requires a basic understanding of human systems. In this session, participants learn three skills necessary to create and maintain Organizational Excellence, i.e., Action-Bias, Learning Culture, and Malleable Durability.

This is a huge topic, so necessarily will have more than one follow-up session. Likely, follow-up sessions will be a combination of Systems Management/Thinking and Organizational Excellence. Content will include developing Vision, Mission and Values; Strategic Thinking & Planning; and tools to facilitate Continuous Quality Improvement. (In-Design)