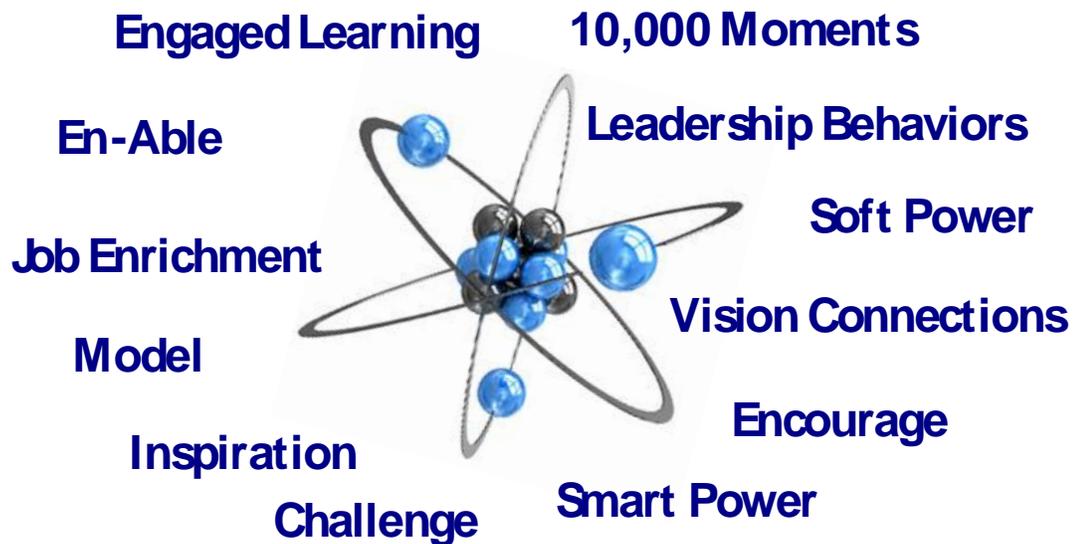


LEADERSHIP COLLABORATIVE: MANAGERS AS LEADERS

Course Description

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



MANAGERS AS LEADERS COURSE DESCRIPTION

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To access and submit application & nomination forms, go to [LC: Managers as Leaders](#).



MANAGERS AS LEADERS COURSE DESCRIPTION

COURSE OVERVIEW

PARTICIPANT & WORK UNIT OUTCOMES

In LC: Managers as Leaders, you develop leadership skills, and learn to integrate leadership and management functions into seamless, graceful and effective performance that achieves institutional objectives while unleashing the potential of all OSU employees to create greatness.

Skill Development Participants who actively engage in the course will develop skills to generate Vision-Directed, Values-Based outcomes, unleash people’s potential for greatness, and align the work unit with Vision, Mission & Values.

Outcome Generation Program outcomes are generated to the extent that; 1) participants practice leadership skills, and 2) supervisors support participants to use leadership skills on-the-job. Program outcomes multiply as more people develop and collaborate to use leadership skills.

PRAXIS-BASED CURRICULUM

The Managers as Leaders 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 purposes of Managers as Leaders are to facilitate: 1) leadership skill development; and 2) the integration of leadership and management functions. 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 new Leadership skills. 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 Managers as Leaders, 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 Managers as Leaders. Participants take responsibility for their learning as engaged learners. Supervisors also play a critical role in the learning process.

When supervisors nominate employees to Managers as Leaders, they commit to support four hours per week of on-the-job practice. They discuss course content and support participants to utilize the new leadership skills as part of their regular work. Finally, they work to integrate leadership into the work unit’s systems and processes.

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 to support employees:

1. After each session, have a conversation with your employee about the skill they are 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 them to utilize those skills to make positive contributions to your department.



MANAGERS AS LEADERS COURSE DESCRIPTION

OUTCOMES & LEADERSHIP SKILLS

Course Goal

People in management and supervisory positions will integrate leadership and management functions into seamless, graceful and effective performance that achieves institutional objectives while unleashing the potential of all OSU employees to create greatness.

Leadership Skill Development

Managers as Leaders facilitates Leadership skill development. Actual skill development, however, requires on-the-job practice and integration of leadership skills into current practices.

Program Development

Program outcomes are generated to the extent that; 1) participants practice leadership skills, and 2) supervisors support participants to use leadership skills on-the-job. Program outcomes multiply as more people develop and collaborate to use leadership skills.

COURSE SCHEDULE

Session I Engaged Learning & 10,000 Moments to Action

Session II Vision Connections & Leadership Behaviors

Session III Inspire & Soft Power

Session IV Smart Power & En-Able

Session V Job Enrichment & Model

Session VI Encourage, Challenge

LEADERSHIP COLLABORATIVE MENTORS

One important strategy to facilitate Leadership skill development is the use of Mentors, i.e., previous participants with experience practicing the skills as well as 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 & to Mentors' Supervisors

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

Thanks to Mentor 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!

Mentors continue their learning journey even as they support participants to learn. Mentors are engaged with the *Inclusive Mentoring Project*. In the *Inclusive Mentoring Project*, we learn about, explore and experiment with strategies to increase the inclusivity of the course for all participants. Our goal is to learn our way into nurturing a learning environment in which all learners can thrive.

[Leadership Collaborative Mentors](#)



MANAGERS AS LEADERS 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.

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.



MANAGERS AS LEADERS COURSE DESCRIPTION

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.

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.



MANAGERS AS LEADERS COURSE DESCRIPTION

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

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.



MANAGERS AS LEADERS COURSE DESCRIPTION

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.

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



MANAGERS AS LEADERS COURSE DESCRIPTION

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.

ENCOURAGE 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



MANAGERS AS LEADERS COURSE DESCRIPTION

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.

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.



MANAGERS AS LEADERS COURSE DESCRIPTION

LEADERSHIP COLLABORATIVE MENTOR LIST

Name	Department	Position
Christine Atwood	Business Affairs, Finance & Administration	Administrative & Diversity Manager
Jennifer Bachman	College of Education	Director of Online Education
Rita Bauer	Outdoor School/Outreach & Engagement	Assistant to Outdoor School Program Leader
Andrew Buermeyer	Environmental & Molecular Toxicology	Associate Professor
Kristina Case	Academic Technology/ Information Services	Associate Director Media Services
Marc Cholewczynski	Academic Technology/ Information Services	Associate Director, Technical Services
Todd Cross	Facilities - Landscape	Trades Maintenance Coordinator
Kathy DeBellis	Operations Manager/ Pesticide Safety Education Program	College of Agriculture Science/Environmental & Molecular Toxicology
Gary Dulude	University Marketing	Senior Editor
Lynn Greenough	Academic Technology	Associate Director
Chrysanthemum Hayes	Institutional Analytics and Reporting	IAR Associate Director
Sarah E. Kolesar	Oregon Sea Grant Research & Scholars	Program Leader
Brenda Langley	College of Earth, Ocean & Atmospheric Sciences (CEOAS)	Operations & Communications Manager
Lisa Leventhal	Office of Research Integrity	IRB Compliance Administrator
Jason Lundy	Facilities Services	Pipe & Steam Fitter
Kerry Menn	College of Forestry International Programs	Institutional Programs Director
Abby Metzger	College of Earth, Ocean, Atmospheric Sciences	Director Communications
Shawn O'Neil	Center for Genome Research & Biocomputing	Senior Fac. Research Assistant I
Lissa Perrone	DFA Controller's Office	Director Business Affairs
Patrick Reardon	Nuclear Magnetic Resonance Facility, College of Science	NMR Facility Director