

2022

# Instructional Design Portfolio

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## ABOUT LEADERSHIP VIA DESIGN

Leadership via Design is a boutique leadership and instructional design practice specializing in leadership development, e-Learning development, university course design, curriculum development, and game creation for universities and businesses. We provide custom learning solutions to help you achieve your organizational, learning, and leadership goals.

Leadership via Design is a boutique leadership and design firm specializing in instructional design, curriculum development, e-Learning development, and game creation for universities and businesses, nationally and globally. Our mission is to help you engage, enrich, and empower your workforce or students to engage, learn more, achieve more, and improve their performance.

We thrive on simple designs. We integrate customized, impactful, and elegant design approaches to our courses, whether we are designing a university course, developing a captivating e-Learning module, or integrating a comprehensive, content-rich, curriculum.

We know that fostering excellence in today's learning ecosystem requires expertise, commitment, agility, and talent. Leadership via Design is committed to help you and your organization perform strategically and tactically. As long-term university partners and corporate collaborators, we are experts at designing rigorous, engaging, academically sound practice with your processes. We KNOW firsthand what students turned employees are up against, the excellence that is expected, and the work ethic that is demanded. Our instructional design meets Quality Matters standards.

## ABOUT SHARON LINK, PH.D.



Sharon Link, Ph.D.

As a leadership scholar/practitioner, Dr. Link earned her Ph.D. in Leadership Studies from Gonzaga University. Her first master's degree is an M.Ed. in Administration with a Human Resources concentration. Dr. Link is well versed in leadership development, leadership theory, organizational theory, systems thinking, design thinking, and organizational behavior. She is currently halfway done with her MBA and is actively working on her Psy.D.

Dr. Link has been teaching online since 2008. At this time, she has developed 100 courses and learning experiences, both online and in-seat. She is also an extraordinarily prolific author of original content and a highly skilled presenter and facilitator.

As a Learning and Leadership Strategist Consultant working with a myriad of global companies from coast-to-coast, Dr. Sharon Link has designed, developed, and implemented leadership development and human resources-based workshops, online learning, and utilized other innovative practices with a keen eye on inclusive leadership in a digital and agile work environment.

Dr. Link is extraordinarily technologically savvy and has worked with over a dozen different Learning Management Systems. She has worked with an array of universities and Fortune 500s to identify needs using various inventories and needs assessments, conducted SWOT analyses, and integrated the use of metrics to develop or improve programs.

As a strategist, Dr. Link has worked with executive leadership and managers to assess their current needs, diplomatically coach them to develop their own leadership brands, agilely grow in their knowledge and efficacy, all with an eye on future trends. She works with high levels of emotional intelligence, servant-leadership, thoughtfulness, reflection, systems-thinking, data, current literature, including case studies, and reliably ensure that learning processes are tied directly to measurable business goals and talent plan objectives.

## UNIVERSITY TEACHING

### Experience:

- 20+ years of teaching various audiences in-seat
- 10+ years of virtual/on-line teaching
- 10+ years of organizational coaching/instructional design
- Ph.D. in Leadership Studies
- Earning Psy.D. in Clinical Psychology
- Certified coach
- My teaching is based on high levels of engagement, service, and practical application of theoretical concepts.

Professionally, I display a thorough knowledge of the curriculum and served as a subject matter expert for many of the 100 courses I designed. I am highly responsive to student needs, and I am always online so there is no lag time in my emails or Zoom sessions to meet with students personally. As a remote instructor, I maintain regular work hours, Zoom office hours for students, and participate in meetings. I set very high expectations for my students, and I am committed to enhancing my teaching effectiveness skills by attending seminars, webinars, workshops, and classes through both internal and external programming.

Personally, I have proven competency in fulfilling my professorial responsibilities within a culturally diverse environment. My completed dissertation was a phenomenological exploration of women's leadership in raising children with Asperger's Syndrome. I have a demonstrated research interest in ways to accommodate individuals on the autism spectrum and neuro-diverse individuals.


Having designed and developed 100 courses on a variety of subjects, my focus is on creating experiential learning solutions to activate learner engagement. I design fresh, original content that is theoretically infused, based on storytelling, and also pragmatic. My strength is updating static courses to create interactive and thoughtful designs that increase student interaction, engage learners through gamification, and spark innovation. I work with universities and professors to qualitatively evaluate courses, revise content, and statistically measure outcomes.

## COURSES TAUGHT

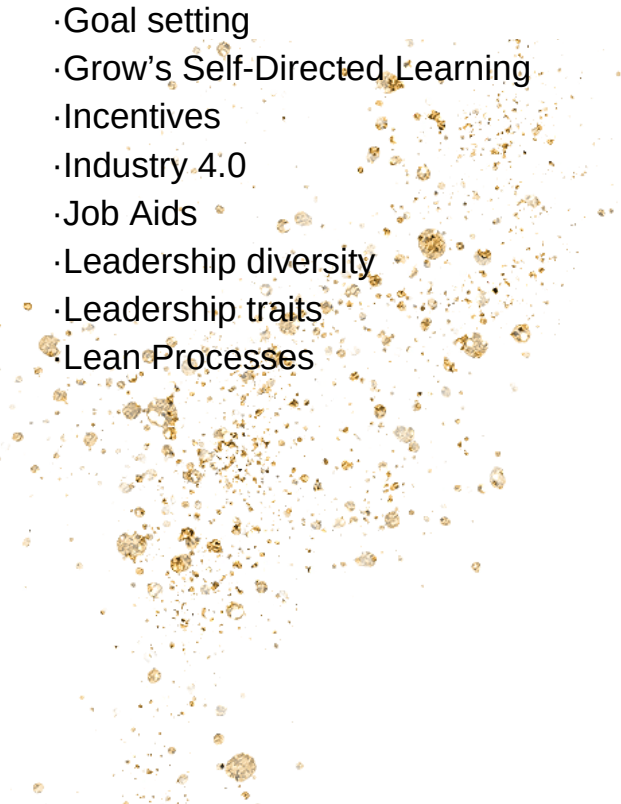
1. Leadership
2. Management
3. Women's leadership
4. Personal leadership development
5. Organizational leadership
6. Business leadership
7. Global leadership
8. School as an organization
9. Methods of teaching
10. Ethics and professional responsibility
11. Educational technology general & special education
12. Educational leadership
13. Childhood development
14. Teaching and learning in diverse early childhood environments
15. Effective learning strategies for the autistic student
16. Assessment and measurement
17. Instructional Design
18. Instructional Design in corporate environments
19. Education Management
20. Curriculum Theory
21. Cultural responsiveness
22. Leading with data
23. Human behavior in organizations
24. Human resources administration
25. Leadership development and coaching
26. MAE Action Research
27. General Psychology
28. History and systems of psychology
29. Social psychology
30. Physiological psychology

# INSTRUCTIONAL DESIGN STRATEGY

## Instructional Design Philosophy

1. Be learner-focused and hold learners in the highest regard.
  2. Be passionately learning-focused and thrive on curiosity.
  3. Consider the neuroscience of learning.
  4. Accommodate diversity and unique needs to provide an inclusive, and engaging learning experience.
  5. Incorporate scenarios, case studies, and other pragmatic stories to connect with the learner emotionally.
  6. Build rich opportunities for high levels of student interaction and engagement in learning designs.
  7. Maintain a keen eye for detail and have exemplary visualization skills.
  8. Communicate clearly, both orally and in writing.
  9. Write appealing content, instructional design text, audio scripts, and video scripts.
  10. Develop learning content based on Gardner's Multiple Intelligences and Adult Learning Theory.
  11. Demonstrate high levels of imagination, creativity, innovation, and design thinking.
  12. Possess outstanding analytical skills.
  13. Know the proficiencies of eLearning tools and software and be technologically savvy.
  14. Be open-minded and embrace multiple perspectives.
  15. Continuously improve.
- 

# INSTRUCTIONAL DESIGN METHODOLOGIES

- Accredited, corporate universities
  - ADDIE
  - Agile
  - Assessments
  - Case Studies
  - Coaching (one-on-one and group)
  - Communities of Practice
  - Constructivism
  - Customized learning experiences
  - Design Thinking
  - eLearning modules & tools
  - Emotional Intelligence development
  - Feedback
  - Flipped Classroom
  - Gamification
  - Gap Analysis
  - Generational differences
  - Goal setting
  - Grow's Self-Directed Learning
  - Incentives
  - Industry 4.0
  - Job Aids
  - Leadership diversity
  - Leadership traits
  - Lean Processes
  - Learning Protocols
  - MBTI
  - Mentoring
  - Metrics
  - Microlearning
  - Mindfulness
  - Online forums
  - Personal Improvement Plans
  - Podcasts
  - Professional Development Plans
  - Rubrics
  - Self-assessments
  - 70-20-10 rule
  - Simulation
  - Storytelling
  - Surveys
  - SWOT Analysis
  - Systems thinking
  - Strategic thinking
  - Team Building Activities
  - Virtual meetings
  - Emphasis on diversity
  - Workshops
  - Zoom, instructional videos
- 



## INSTRUCTIONAL DESIGN TECHNOLOGIES

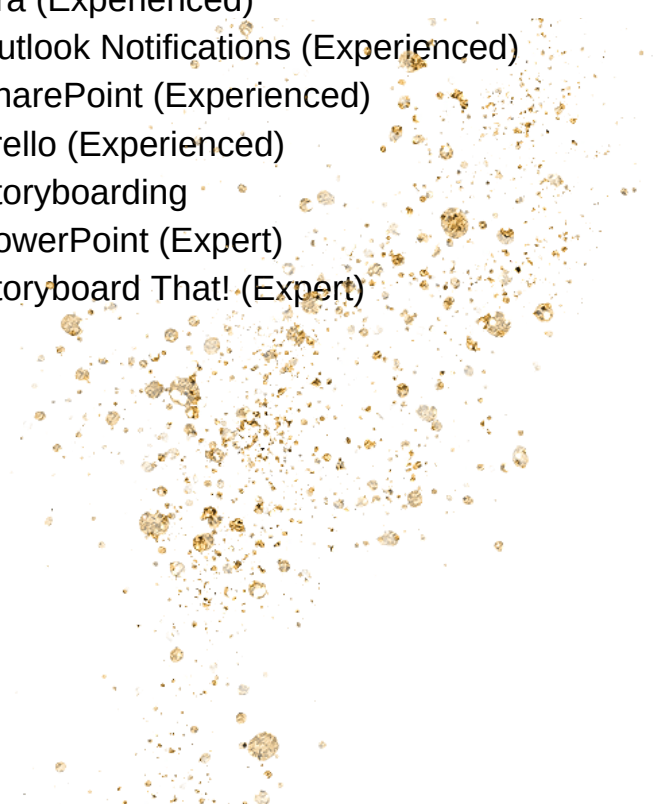
Blackboard – since Version 6  
Canvas (Expert)  
Edvance360  
Cornerstone OnDemand  
Moodle (Advanced)  
Lessonly  
Litmos  
Schoolology  
Desire2Learn  
SumTotal  
Versal  
Saba  
Google Classroom  
Teachable

Adobe Spark (Experienced)  
Canva (Expert)  
Camtasia (Experienced)  
Google Charts  
(Expert)  
Google Slides (Expert)  
InDesign (Learning)  
MindManager (Expert)  
Prezi (Expert)  
Sway (Expert)  
Venngage (Expert)

Animaker (Expert)  
Animoto (Expert)  
Camtasia (Expert)  
Quik by GoPro (Expert)  
Panopto (Expert)  
Zoom (Expert)

Articulate Rise (Expert)  
Articulate 360 (Expert)  
Articulate Storyline (Expert)  
Easy Generator (Experienced)  
Gomo Learning (Experienced)  
Adobe Captivate (Advanced)

Basecamp (Expert)  
Google Drive (Expert)  
Jira (Experienced)  
Outlook Notifications (Experienced)  
SharePoint (Experienced)  
Trello (Experienced)  
Storyboarding  
PowerPoint (Expert)  
Storyboard That! (Expert)



## SERVICES

### **University Course Design**

Having designed and developed 95 university courses on a variety of subjects, our focus is on designing experiential learning solutions to activate learner engagement. We design fresh, original content that is theoretically infused, based on storytelling, and is also pragmatic. Our strength is in updating static courses to create interactive and thoughtful designs that increase student interaction, engage learners through gamification, and spark innovation. We work with universities and professors to qualitatively evaluate courses, revise content, and statistically measure outcomes.

### **eLearning Development**

We are avid technologists. Let us showcase our software skills, programming, 3D design elements, and technical writing to develop custom eLearning interactions, unique interfaces, and effective, engaging eLearning tutorials, modules, and games. Trained in creating technical illustrations, software documentation, and various eLearning software, we have you covered for even the most problematic eLearning solutions.

### **Instructional Design**

Leadership via Design specializes in Instructional Design, original content creation, social and informal learning, microlearning, instructor-led learning, virtual classes, scripting, multimedia/video creation, and blended learning.

### **Leadership Development**

Trained and highly skilled in leadership theories, leadership development, coaching, and leadership program development, our leadership development is focused on coaching, mentorship, onboarding, and curriculum development for your needs.

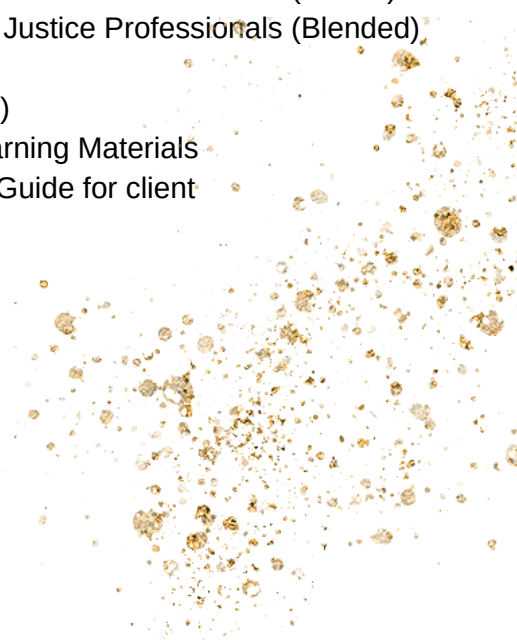
### **Gamification & Game Design**

Gamification can be defined as the concept of applying game-design thinking to non game applications. Wikipedia defines gamification as “the use of game thinking and game mechanics in non-game contexts to engage users in solving problems”. In practicality, gamification can be applied to online courses to heighten engagement, expand problem-solving, and enrich the learner's experience. Gamification done well provides instant feedback and can prompt an immediate behavioral change.

## COURSES. DESIGNED & TAUGHT

- XLSU 9000 Leadership Theory DT
- XLSU 9002 Leadership & Org Sys DT
- XLSU 9003 Introverted Leadership DT
- XLSU 9004 Servant Leadership DT
- XLSU 9005 Leadership Capstone DT
- MBA 644 Organizational Resource Management DT
- MBA 525 Leadership and Organizational Behavior DT
- MBA 617 Compensation Package Development and Administration
- MBA 642 Introduction to Non-Profit Management
- Leadership Development for Nurses (Galen College of Nursing) (Quality Matters Certified)
- LEAD 8000 Introduction to Women's Leadership DT
- LEAD 8001 Women's Leadership Skills in the Workplace DT
- LEAD 8002 Career Advancement for Women Leaders DT
- LEAD 8003 Women's Leadership Capstone DT
- Women's Leadership course for Accenture Women in business – three courses – Topics included Virtual Team Facilitation, Executive Presence, and Navigating the Business.
- EDUU 9019 Educational Technology General & Special Education DT
- EDUU 9020 Assessment of Individual Differences DT
- EDUU 9022 Child Development & Learning in the Cultural Context DT
- EDUU 9020 Assessment of Individual Differences DT
- EDNU-9971 Overview-of-Autism-Spectrum-Disorders DT
- EDNU-9989 Behavioral-Supports-&-Interventions-for-Children-w/Autism DT
- EDNU-9978-Meeting-Acad-Needs-for-Children-w/Autism DT
- EDNU-9990 Social-Supports-&-Interventions-for-Children-w/Autistic-Disorders DT
- EDNU 9078 Transition Autistic Teen to Adulthood DT
- Special Needs and Education Advancement Courses D
- Child Abuse and Mandated Reporting D
- Classroom Safety D
- Drug-Free Workplace D
- Ethics in the Workplace D
- Evacuation Planning for Students with Special Needs D
- Workplace Bullying D
- Workplace Violence D
- BUSU 9014 Introduction to Marketing D
- BUSU 9013 Corporate Marketing & Branding D
- BUSU 9012 Writing for Your Market D
- BUSU 9011 Market Research & Analysis D
- BUSU 9010 Marketing Capstone Project D
- XLSU 9023 Introduction to Instructional Design DT
- XLSU 9024 Instructional Design in Corporate Environments DT
- XLSU 9025 Instructional Design Tech DT

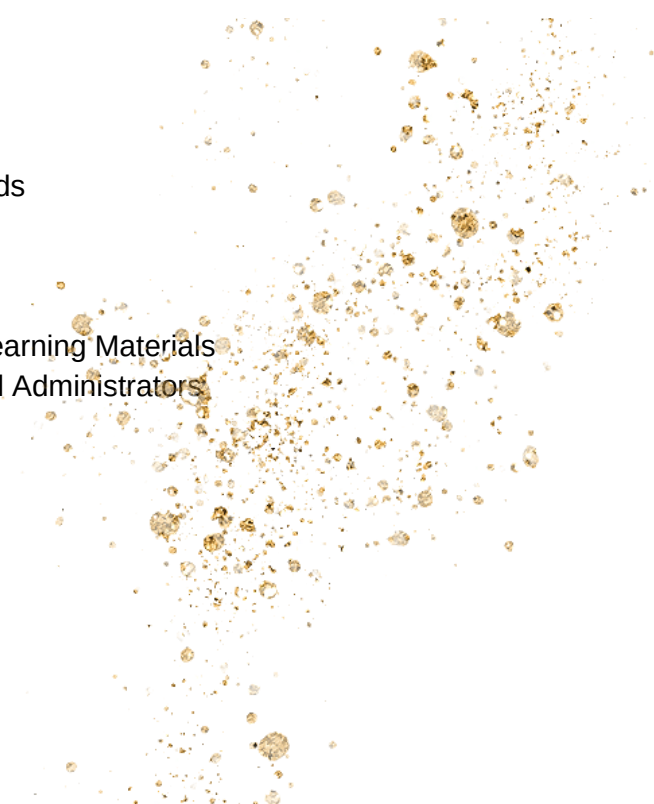
## COURSES. DESIGNED & TAUGHT

- XLSU 9027 Instructional Design/ Curriculum Development End to End DT
  - XLSU 9028 Gamification & Instructional Design DT
  - XLSU 9029 Instructional Design Through the Filmmaking Lens DT
  - Introduction to Online Teaching and e-Course Facilitation DT
  - Online Curriculum Theory and Delivery Models for e-Learning Instructors DT
  - Practical & Engaging Multi-Media Technologies for the Online Instructor DT
  - Practicum in Online Teaching & Course Facilitation DT
  - CIL 305: Methods and Materials for Teaching English as a Second Language (Online)
  - CIL 305: Methods and Materials for Teaching English as a Second Language (Blended)
  - ESR 504 Assessment and Curriculum Differentiation in an Early Childhood Setting (Online)
  - HSM 520 Interventions and Direct Services in Human Services (Online)
  - HSM 520 Interventions and Direct Services in Human Services (Blended)
  - ECE 321 Curriculum and Best Practices for Infants and Toddlers (Online)
  - ECE 321 Curriculum and Best Practices for Infants and Toddlers (Blended)
  - ECE 324 Integrated Preprimary Methodology in Early Childhood Education (Online)
  - ECE 324 Integrated Preprimary Methodology in Early Childhood Education (Blended)
  - ECE 342 Cultural Responsiveness for Families of Infants/Toddlers (Online)
  - ECE 342 Cultural Responsiveness for Families of Infants/Toddlers (Blended)
  - ECE 343 Teaching and Learning in Diverse Early Childhood Environments (Online)
  - ECE 343 Teaching and Learning in Diverse Early Childhood Environments (Blended)
  - MHE 480A: Methods for Teaching Mathematics (Online)
  - MHE480B: Methods for Teaching Mathematics (Blended)
  - ACC 500: Intermediate Accounting (Online)
  - CSJ 354: Sociology of Deviant Behavior for Criminal Justice Professionals (Online)
  - CSJ 354: Sociology of Deviant Behavior for Criminal Justice Professionals (Blended)
  - RES 654 Qualitative Research Methods (Online)
  - Biggie Bills Strategic Management Game (eLearning)
  - Using Canva for Rapid, Print-Ready, Memorable Learning Materials
  - Instructional Design Materials eLearning Participant Guide for client
  - Use Artificial Intelligence to deliver business value
  - Use AI canvas to build an AI initiative
  - Develop Process Maps and Flows
  - Create a high-quality data set
  - Use the AI Maturity Model
  - ART 203 Art Appreciation
  - BIL 6321 Project Management
  - BIL 6331 Leading with Data
  - MGM 433 Production Operations Management
  - MAE 5321 School as an Organization
  - MAE 6361 Action Research Capstone (Taught Only)
- 

## COURSES. DESIGNED & TAUGHT

- MOL 5321 Ethics and Professional Responsibility
- MOL 5361 Global Leadership (Taught)
- MOL 5331 Human Behavior in Organizations
- MOL 6311 Personal Leadership Development (Taught)
- MOL 6330 Leadership Development and Coaching
- PSY 113 General Psychology
- PSY 243 History and Systems of Psychology
- PSY 323 Adolescent Psychology
- PSY 383 Physiological Psychology
- PSY 423 Counseling Psychology
- PSY 473 Social Psychology
- SCO 6321 Counseling Skills & Crisis Intervention
- BIL 6311 Intro to Baseline Business Information Systems Management
- MGM 483 Seminar in Business Policy
- MAE 6361 Capstone - Action Research (Updated)

## TRAINING

- Accessibility
  - Child Abuse and Mandated Reporting
  - Classroom Safety
  - Disabilities in the Workplace
  - Diversity, Equity, and Inclusion in the Workplace
  - Drug-Free Workplace
  - Ethics in the Workplace
  - Evacuation Planning for Students with Special Needs
  - Workplace Bullying
  - Workplace Harassment
  - Workplace Violence
  - Using Canva for Rapid, Print-Ready, Memorable Learning Materials
  - Professional Development for Teachers and School Administrators
- 

## WORK SAMPLES

### PARTICIPANT GUIDES & JOB AIDS

- [Technology Training & Workshop Guide](#)
- 

- [Job Aids](#)
- 

- [The Three Legged Stool](#)
- 

### STORYBOARDS & TEMPLATES

- [Love Your Beautiful Brain](#)
- 

- [Storyboard Lesson Planning Template](#)
- 

- [Revised Course Template](#)
- 

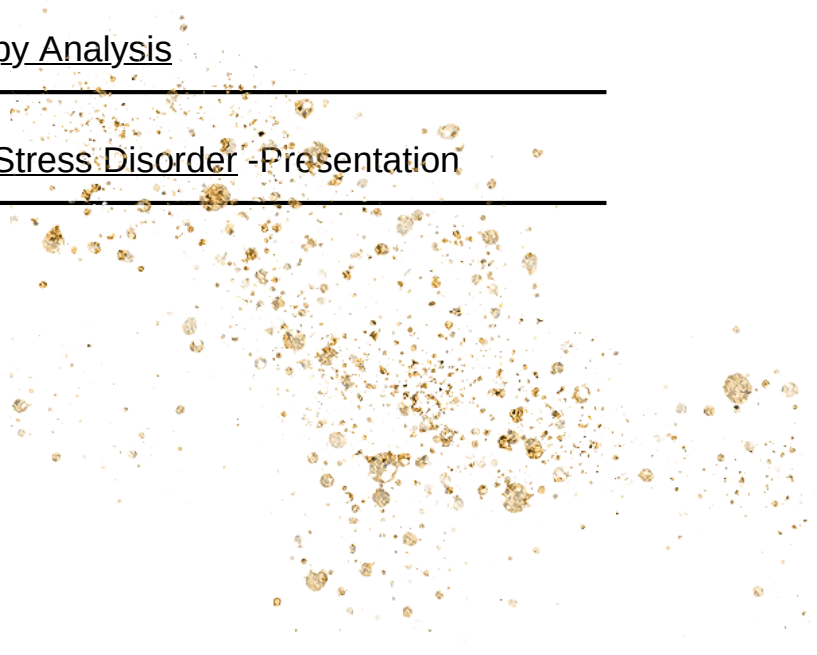
- [Sample Curriculum Mapping](#)
- 

### ARTIFACTS & WRITING SAMPLES

- [Unit 5 Video Introduction for Social Psychology](#)
- 

- [A Beautiful Mind - Cinema Therapy Analysis](#)
- 

- [An Introduction to Posttraumatic Stress Disorder -Presentation](#)
- 



# SAMPLE COURSE LAYOUT

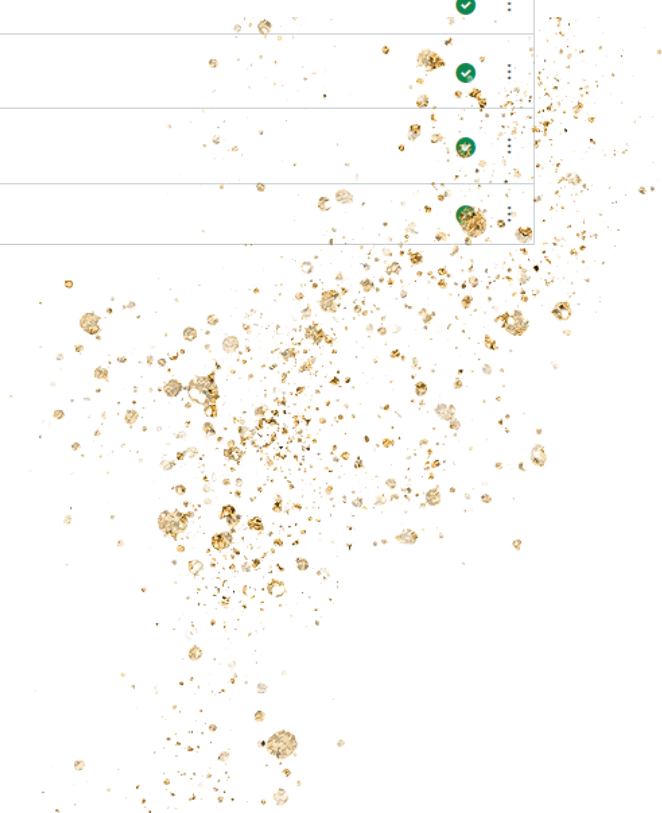
## MOL 5361- GLOBAL LEADERSHIP

Assessable Artifact: MOL 5361- Global Leadership	⊘ + ⋮
Instructor Graduate Assessment Directions **Leave Unpublished**	⊘ ⋮
Assessable Artifact: MOL 5361- Global Leadership	✓ ⋮
FACULTY COURSE RESOURCES ***LEAVE MODULE UNPUBLISHED***	
Course Credit Hour Calculator	✓ ⋮
Answer Keys and Faculty Notes	✓ ⋮
Getting Started MOL 5361 GLOBAL LEADERSHIP	
Pre-Course Instructor Welcome	✓ ⋮
Meet Your Professor	✓ ⋮
Course Late Work Policy	✓ ⋮
Student Expectations	✓ ⋮
Library Resources, Writing Center & Style Guides	✓ ⋮
Course Syllabus	✓ ⋮
Course Guide	✓ ⋮
Unit 1: HISTORY OF GLOBAL LEADERSHIP	
Required Student Response: Course Requirements Checklist Quiz 5 pts	✓ ⋮
Unit 1: Instructor Orientation	✓ ⋮
Required Studies: Unit 1	✓ ⋮
Discussion Board: Class Introductions (Video) Jan 12   20 pts	✓ ⋮
Spotlight on Localization Technologies	✓ ⋮
Discussion Board: Case Study Jan 12   30 pts	✓ ⋮
Journal: Do you have a Global Mindset? Jan 16   20 pts	✓ ⋮
Assignment: An Overview of the Global Leadership Literature Jan 16   50 pts	✓ ⋮
Activity Summary & Due Dates: Unit 1	✓ ⋮

# SAMPLE COURSE

## MOL 5361- GLOBAL LEADERSHIP

☰ ▾ Unit 2: GLOBAL LEADERSHIP COMPETENCIES	✓ + ⋮
☰ 📄 Unit 2: Instructor Orientation	✓ ⋮
☰ 📄 Required Studies: Unit 2	✓ ⋮
☰ 📄 Global Leadership Competencies	✓ ⋮
☰ 🗨️ Discussion Board: Case Study Jan 19   30 pts	✓ ⋮
☰ 🗨️ Discussion Board: Your Competencies Jan 19   30 pts	✓ ⋮
☰ 📄 Journal: Stereotypes Jan 23   20 pts	✓ ⋮
☰ 📄 Assignment: Global Competency Action Plan Jan 23   50 pts	✓ ⋮
☰ 📄 Activity Summary & Due Dates: Unit 2	✓ ⋮
☰ ▾ Unit 3: GLOBAL LEADERSHIP DEVELOPMENT	✓ + ⋮
☰ 📄 Unit 3: Instructor Orientation	✓ ⋮
☰ 📄 Required Studies: Unit 3	✓ ⋮
☰ 🗨️ Discussion Board: Global Leadership Development Models Jan 26   30 pts	✓ ⋮
☰ 📄 Resume Spotlight	✓ ⋮
☰ 📄 Journal: Global Leadership Resume Jan 30   20 pts	✓ ⋮
☰ 📄 Assignment: Leadership Development Model Research Paper Jan 30   50 pts	✓ ⋮
☰ 📄 Activity Summary & Due Dates: Unit 3	✓ ⋮

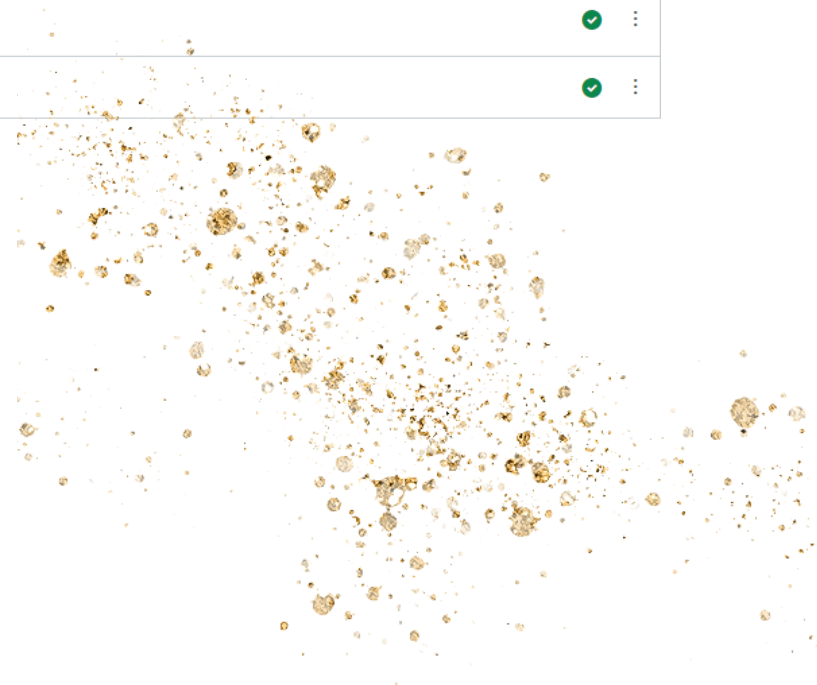




# SAMPLE COURSE

## MOL 5361- GLOBAL LEADERSHIP

☰ ▾ Unit 4: GLOBAL LEADERSHIP TEAMS	✔ + ☰
☰ 📄 Unit 4: Instructor Orientation	✔ ☰
☰ 📄 Required Studies: Unit 4	✔ ☰
☰ 🗨️ Discussion Board: Leading Global Teams Feb 2   30 pts	✔ ☰
☰ 🗨️ Discussion Board: Managing Conflict Feb 2   30 pts	✔ ☰
☰ 📄 Offline Extension Activity: Spotlight on Technology	✔ ☰
☰ 📄 Journal: Managing Remote Team Technologies Feb 6   20 pts	✔ ☰
☰ 📄 Assignment: Mock Resume Feb 6   50 pts	✔ ☰
☰ 📄 Activity Summary & Due Dates: Unit 4	✔ ☰
☰ ▾ Unit 5: GLOBAL LEADERSHIP AND DIVERSITY	✔ + ☰
☰ 📄 Unit 5: Instructor Orientation	✔ ☰
☰ 📄 Required Studies: Unit 5	✔ ☰
☰ 🗨️ Discussion Board: Diversity is top of the corporate agenda. Why doesn't that include faith? Feb 9   30 pts	✔ ☰
☰ 📄 Journal: Diversity Framework Feb 13   20 pts	✔ ☰
☰ 📄 Assignment: Global Diversity Training Case Study Feb 13   50 pts	✔ ☰
☰ 📄 Activity Summary & Due Dates: Unit 5	✔ ☰



# SAMPLE COURSE

## MOL 5361- GLOBAL LEADERSHIP

☰	▼ Unit 6: GLOBAL LEADERSHIP AND GENDER	✓ + ☰
☰	📄 Unit 6: Instructor Orientation	✓ ☰
☰	📄 Required Studies: Unit 6	✓ ☰
☰	💬 Discussion Board: Women's Global Leader Approach Feb 16   30 pts	✓ ☰
☰	💬 Discussion Board: Scenario - Gender and Intercultural Communication Feb 16   30 pts	✓ ☰
☰	📄 Extra Credit Assignment: Cultural Observation 50 pts	✓ ☰
☰	📄 Journal: Gender and Trust Feb 20   20 pts	✓ ☰
☰	📄 Activity Summary & Due Dates: Unit 6	✓ ☰
☰	▼ Unit 7: GLOBAL LEADERSHIP COMMUNICATION	✓ + ☰
☰	📄 Unit 7: Instructor Orientation	✓ ☰
☰	📄 Required Studies: Unit 7	✓ ☰
☰	💬 Discussion Board: Framing in Practice Feb 23   30 pts	✓ ☰
☰	📄 Journal: Non-Verbal Communication Feb 27   20 pts	✓ ☰
☰	📄 Journal: Translation in Practice Feb 27   20 pts	✓ ☰
☰	📄 Assignment: Communication and Trust Feb 27   50 pts	✓ ☰
☰	📄 Activity Summary & Due Dates: Unit 7	✓ ☰
☰	▼ Unit 8: GLOBAL LEADERSHIP TRAINING TOOLKIT (REMINDER ENDS FRIDAY AT 11:59 P.M. CENTRAL)	✓ + ☰
☰	📄 Unit 8: Instructor Orientation	✓ ☰
☰	📄 Required Studies: Unit 8	✓ ☰
☰	💬 Discussion Board: Continuing Professional Development Mar 2   30 pts	✓ ☰
☰	📄 Journal: Final Thoughts Mar 4   20 pts	✓ ☰
☰	📄 Final Assignment: Global Leadership Training **Graded Assessable Artifact** Mar 4   75 pts	✓ ☰
☰	📄 Activity Summary & Due Dates: Unit 8	✓ ☰

# SAMPLE COURSE ASSIGNMENTS

## MOL 5361- GLOBAL LEADERSHIP

### ASSESSABLE ARTIFACT

Assessable Artifact - MOL 5361 Global

---

Leadership

### FACULTY RESOURCES - LEAVE UNPUBLISHED

Course Credit Hour

---

Calculator

### PRE-COURSE INSTRUCTOR WELCOME EXAMPLE

Edit View Insert Format Tools Table

12pt Paragraph | B I U A ▼ C ▼ T<sup>2</sup> ▼ | ↺ ↻ ↷ ↸ | ≡ ≡ ≡ | ✎ 📧 ✖



Hello, my name is Dr. Sharon Link.

Welcome to Global Leadership! It is my honor and privilege to work with you. This class lasts 8 weeks, and there is a distinct pattern to the course. Be sure to complete the Course Quiz by Wednesday.

All preliminary discussions are due on Wednesdays.

All follow-up discussions, journals, and assignments are due on Sundays. I have added due dates to the course. I have added the course late policy to the course, as well.

Getting in touch with me is easy. You can message me directly through the course, or you can send me emails at [silink@york.edu](mailto:silink@york.edu). I am VERY responsive to your queries.

Thank you for enrolling in this course. And I appreciate the opportunity to work with you!

# SAMPLE COURSE ASSIGNMENTS

## MOL 5361- GLOBAL LEADERSHIP

### DISCUSSION BOARD: CLASS INTRODUCTIONS (VIDEO)

Edit View Insert Format Tools Table

12pt Paragraph | B I U A L T<sup>2</sup> | Link Image Embed Document | Bulleted List Numbered List | Undo Redo | Refresh

Welcome to class! In this first discussion board, you will record a short video introducing yourself to the class. Post this as your initial post (thread). The length of the video is up to you.

Please address the following information:

1. Why are you interested in learning about Global Leadership?
2. What do you know about Global Leadership?
3. Select a global leader that you are familiar with. Please write about an example of a strength and a weakness that you have noticed about that particular leader.
4. What are you hoping to learn in this course that will specifically help you in your work?
5. How will you fill in any gaps in terms of your learning in this course?

(For this answer verbally reference an article you read to help support your thoughts on this.)

You should respond to a minimum of two peers welcoming them to the course. Make sure to engage with what they shared in their video AND ask them a question-be prepared to answer the questions posed to you by your peers.

Please engage with professional communication. Use APA-level formatting if appropriate.

The initial video is due Wednesday at 11:59 P.M. (Mountain) and your peer responses are due Sunday at 11:59 P.M. (Mountain).

Attachment  No file chosen

#### Options

- Allow threaded replies
- Users must post before seeing replies
- Enable podcast feed
- Graded
- Allow liking

Points Possible

Display Grade as

Assignment Group

Peer Reviews  Require Peer Reviews

Assign

Assign to

Due

Available from

Until

# SAMPLE COURSE ASSIGNMENTS

## MOL 5361- GLOBAL LEADERSHIP

### JOURNAL: DO YOU HAVE A GLOBAL MINDSET?

Edit View Insert Format Tools Table

12pt Paragraph | B I U A ▼ L ▼ T<sup>2</sup> ▼ | ◊ ▼ □ ▼ ¶ ▼ ▢ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼

For this assignment, read through the following questions. Respond by ranking each of your responses from 1 to 5 in terms of global readiness. Add up your score.

Strongly agree=5

Agree=4

Neutral=3

Disagree=2

Strongly disagree=1

Do you have a Global Mindset?

1. In interacting with others, does national origin impact whether you assign equal status to them?
2. Do you consider yourself as equally open to ideas from other countries and cultures as you are from your own country and culture of origin?
3. Does finding yourself in a new cultural setting cause excitement or fear and anxiety?
4. When visiting or living in another culture, how sensitive are you to the cultural differences without becoming a prisoner of these differences?
5. When you interact with people from other cultures, compare what you regard as more important: understanding them as individuals or viewing them as representatives of their national cultures?
6. Do you regard your values to be a hybrid or values acquired from multiple cultures as opposed to just one culture?

After you have ranked each of these items, once again refer to Mendenhall, et al (2018). Identify your competencies and areas of deficiency. Discuss three ways you hope to grow in these areas. Specifically, refer to and properly cite Table 2.1 and two to three other articles from the course.

Write a minimum of 750 words discussing and referencing your results. Support your statements with evidence from the Required Studies and your research. Cite and reference your sources in APA style.

References:

Mendenhall, Mark E.; Osland, Joyce S.; Bird, Allan; and Oddou, Gary R. (2018). Global Leadership: Research, Practice and Development. New York: Routledge.

# SAMPLE COURSE ASSIGNMENTS

## MOL 5361- GLOBAL LEADERSHIP

### ASSIGNMENT: GLOBAL COMPETENCY ACTION PLAN

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12pt Paragraph | B I U A ▼ L ▼ T<sup>2</sup> ▼ | ◊ ▼ □ ▼ ▣ ▼ ▢ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼ | ☰ ▼ ☷ ▼ ☹ ▼

Your colleague is applying for a job overseas as a Senior Executive. Prior to interviewing your colleague for the position, the potential employer assigns the Global Competencies Inventory (GCI) in order to determine your colleague's Global Leadership Competencies. You know from your research that there are several assessments that can be used to assess and improve competencies for global leaders. You should review these assessments in Chapter 5: Assessing Global Leadership Competencies.

After completing the assessment, the potential employer sends your colleague the GCI Feedback Report.

Your colleague is very disappointed with some of the results shown. Based on the results, the potential employer places a freeze on hiring your colleague. Your colleague is very disappointed. Your colleague asks for your advice to interpret the report and help them develop their Global Leadership Competencies. You should analyze the report to help your colleague create a Personal Development Plan.

Write a paper of 500 words minimum discussing each element, and your plan of improvement. You should support your suggestions with the Required Studies from this unit. Your paper should include at least three citations and follow APA 7th Edition formatting guidelines.

Points

Assignment Group

Display Grade as

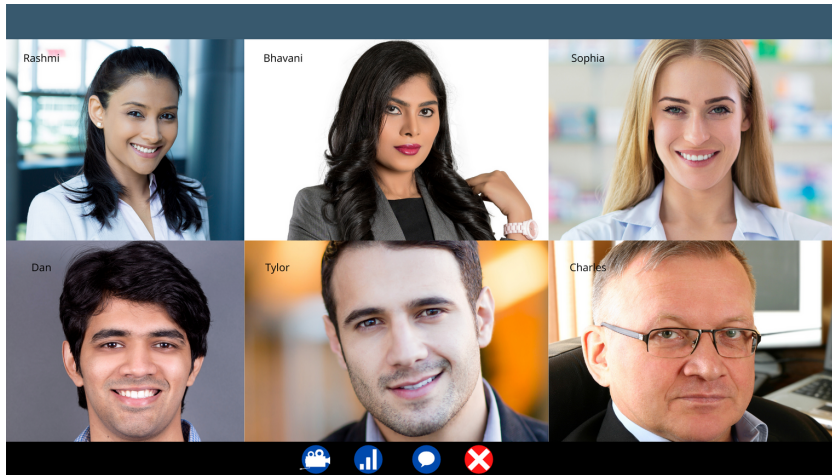
# SAMPLE COURSE ASSIGNMENTS

## MOL 5361- GLOBAL LEADERSHIP

### DISCUSSION BOARD: LEADING REMOTE GLOBAL TEAMS

Edit View Insert Format Tools Table

12pt Paragraph | B I U A T<sup>2</sup> |     |  |    



Sophia works on a global learning design team for a very boutique firm with five other people. Two of the women on the team live in India. Two of the men live in Texas. One man lives in Georgia. Sophia lives in California. Morning collaboration time occurs at 5:30 am PT, 7:30 am CT, and 6:00 pm India time. Sophia has been working around the clock to complete the tasks. Sophia does not feel that her counterparts in India are working as hard, and she is frustrated at their work quality and other issues. The team is working with a very high-profile client. They have already rejected work that was produced by the India team. Sophia has complained about these issues to the men on her team, especially to Charles and Tylor. Charles is the Team Leader. The team lead is one of the men who live in Texas. He does not get along well with the women in India and shows favoritism to his US-based colleagues. As a result, the women from India seem to feel disgruntled. They are complaining to the VP of the company, who is also from India. He is not on the Zoom session.

Sophia feels that the brunt of the responsibilities and team success is on her shoulders. The women in India are also working diligently, despite language barriers, and incorrect use of language in the work that is being produced.

Sophia and one of the men from Texas are the only individuals who have traveled abroad. They feel like they are fair in their assessment of their India-based colleagues. Albeit, neither Sophia nor the man from Texas has ever traveled to India.

You have been hired to work with the team on organizational development, cultural barriers, and to increase work quality and productivity. This is your first job as a professional OD Consultant and you need to leverage what you have learned so far in this course coupled with other research to provide support, advice, and coaching.

Consider yourself as a coach in this situation. Pull at least five ideas from the required reading and videos that you read or watched during this unit and type them out specifically (in proper APA format) and then write a paragraph discussing the modern significance of the quote in the workplace and in the development of members of a workplace or organization.

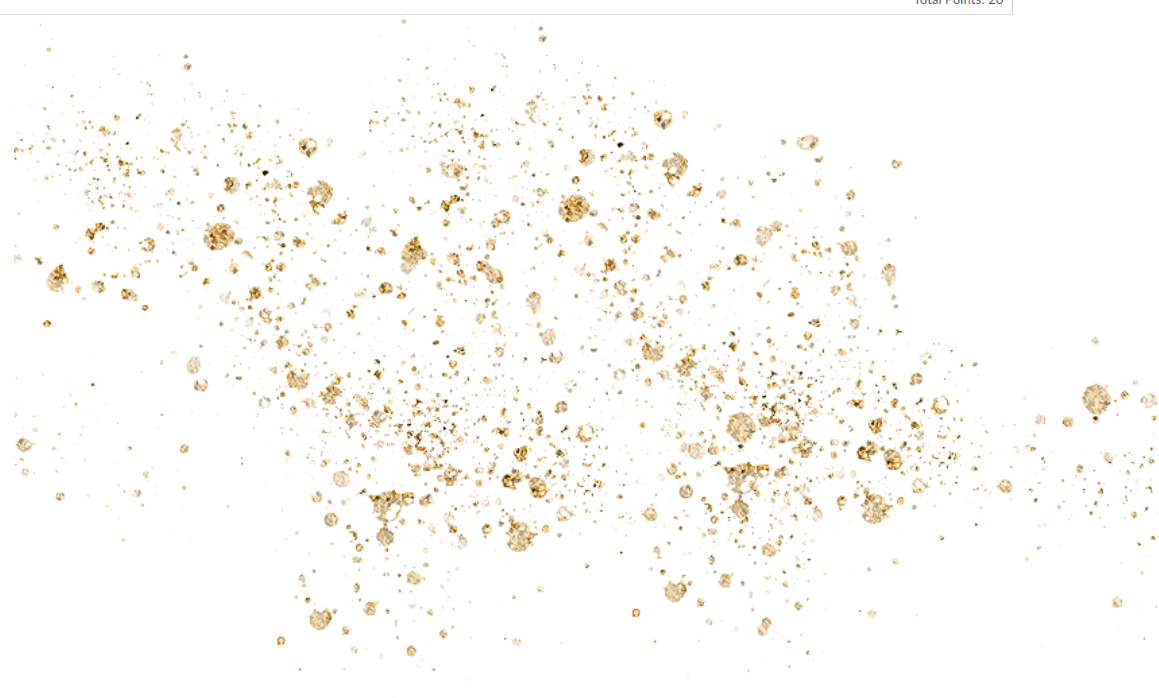
Initial posts and responses should include support from your Required Studies or other academic research. Cite and reference your sources in APA style.

# SAMPLE COURSE ARTIFACTS

## MOL 5361- GLOBAL LEADERSHIP

### JOURNAL RUBRIC

Criteria	Ratings				Pts
<p>☉ MOL DLO #1</p> <p>The graduate candidate will apply ethical principles in professional settings</p> <p>threshold: 3.0 pts</p>	<p>4 pts</p> <p>Ethical principles, attitudes, beliefs, and values are evident in student work, projects, or communication. It is evident that the student is able to apply and engage in ethical decision-making when applying the principles to a reliable and modern professional setting.</p>	<p>3 pts</p> <p>Ethical principles, attitudes, beliefs, and values are strongly represented in student work, projects, or communication. It is evident that the student can engage in ethical decision-making in a professional setting.</p>	<p>2 pts</p> <p>Ethical principles, attitudes, beliefs, and values themes are emerging in student work, projects, or communication. It is possible that the student can engage in ethical decision-making in a professional setting.</p>	<p>1 pts</p> <p>Ethical principles, attitudes, beliefs, and value themes are missing in student work, projects, or communication. Or, it is unlikely that the student can engage in ethical decision-making in a professional setting.</p>	4 pts
<p>☉ MOL DLO #2</p> <p>The graduate candidate will evaluate multiple approaches in organizational programs in a professional context and communicate effective change.</p> <p>threshold: 3.0 pts</p>	<p>4 pts</p> <p>Evaluative processes are evident as the student displays the ability to conduct research, sort programmatic alternatives for decision-making data, and/or map alternatives when considering multiple programmatic selections. The data, research, or evidence collected was used to communicate change, or a need for change, based on the results for high impact.</p>	<p>3 pts</p> <p>Evaluative processes are represented as the student displays the ability to conduct research, sort programmatic alternatives for decision-making data, and/or map alternatives when considering multiple programmatic selections. The data, research, or evidence collected was used to communicate change, or a need for change, based on the results.</p>	<p>2 pts</p> <p>Evaluative processes are emerging as the student displays some ability to conduct research, sort programmatic alternatives for decision-making data, and/or map alternatives when considering multiple programmatic selections. The data, research, or evidence collected was used to identify problematic themes.</p>	<p>1 pts</p> <p>Evaluative processes are missing as the student displays some ability to conduct research, sort programmatic alternatives for decision-making data, and/or map alternatives when considering multiple programmatic selections. Some data, research, or evidence was collected.</p>	4 pts
<p>☉ MOL DLO #3</p> <p>The graduate candidate will demonstrate proficiency in leadership theory, development, and problem solving.</p> <p>threshold: 3.0 pts</p>	<p>4 pts</p> <p>The student displays proficiency in research and application of theory for the purposes of determining best decision-making processes, how to approach development within self or others, and problem solving with the goal of leading.</p>	<p>3 pts</p> <p>The student displays the ability to research and apply theory for the purposes of determining best decision-making processes, how to approach development within self or others, and problem solving with the goal of leading.</p>	<p>2 pts</p> <p>The student displays some ability to research and apply theory for the purposes of determining best decision-making processes.</p>	<p>1 pts</p> <p>The student displays minimal ability to research and apply theory for the purposes of determining best decision-making processes.</p>	4 pts
<p>☉ MOL DLO #4</p> <p>The graduate candidate will demonstrate the ability to work with others in a variety of organizational or global contexts</p> <p>threshold: 3.0 pts</p>	<p>4 pts</p> <p>The student, theoretically (by expressing examples or research), or practically (by directly working hands-on), displays proficiency in working with others in an organizational or global context. Evidence of consideration for diverse thinking and cultures, ability to handle conflict, and/or engagement of teamwork cross-organizationally is displayed.</p>	<p>3 pts</p> <p>The student, theoretically (by expressing examples or research), or practically (by directly working hands-on), displays an ability to work with others in an organizational or global context. Evidence of consideration for diverse thinking and cultures, ability to handle conflict, and/or engagement of teamwork cross-organizationally is displayed</p>	<p>2 pts</p> <p>The student, theoretically (by expressing examples or research), or practically (by directly working hands-on), displays a general understanding of how to work with others in an organizational or global context.</p>	<p>1 pts</p> <p>The student, theoretically (by expressing examples or research), or practically (by directly working hands-on), is unable to appropriately display a general understanding of how to work with others in an organizational or global context.</p>	4 pts
<p>☉ MOL DLO #5 O&amp;G</p> <p>The graduate candidate will be able to effectively analyze the role(s) of organizational and global leadership models and implement their frameworks.</p> <p>threshold: 3.0 pts</p>	<p>4 pts</p> <p>The student displays an understanding and ability to interpret leadership models by citing them, theoretically comparing them, and introducing the leadership model to a modern organizational analysis. It is evident that the application process could be used on a domestic or global scale for high-impact decision-making.</p>	<p>3 pts</p> <p>The student displays an ability to analyze the role of leadership models by citing them, theoretically applying them, and introducing the leadership model to a modern organizational analysis. It is evident that the application process could be used on a domestic or global scale for decision-making.</p>	<p>2 pts</p> <p>The student displays an ability to respond to the role of leadership models by citing them, theoretically documenting them, and introducing the leadership model to a modern organizational analysis. However, gaps are evident for what decision-making processes should be considered for organizations.</p>	<p>1 pts</p> <p>The student displays an ability to respond to the role of leadership models by citing them, theoretically documenting them. However, gaps are evident for what decision-making processes should be considered for organizations.</p>	4 pts
Total Points: 20					





# SAMPLE COURSE ARTIFACTS

## MOL 5361- GLOBAL LEADERSHIP

### REQUIRED STUDENT RESPONSE: COURSE REQUIREMENTS CHECKLIST QUIZ

#### Required Student Response: Course Requirements Checklist Quiz

As your first assignment in this course, read the Course Guide and Student Expectations. Then complete the quiz. You will be allowed multiple attempts, and your highest score will count toward your grade. For questions 1-3 select "yes" if you have reviewed the information. This assignment is due by 11:59 p.m. (Central) on Wednesday of Week 1.

Quiz Type	Graded Quiz
Points	5
Assignment Group	Assignments
Shuffle Answers	No
Time Limit	No Time Limit
Multiple Attempts	Yes
Score to Keep	Highest
Attempts	Unlimited
View Responses	Always
Show Correct Answers	Immediately
One Question at a Time	No

Due	For	Available from	Until
-	Everyone	-	-

[Preview](#)

## QUIZ

### Quiz Instructions

As your first assignment in this course, read the Course Guide and Student Expectations. Then complete the quiz. You will be allowed multiple attempts, and your highest score will count toward your grade. For questions 1-3 select "yes" if you have reviewed the information. This assignment is due by 11:59 p.m. (Central) on Wednesday of Week 1.

<input type="checkbox"/>	<b>Question 1</b>	<b>2 pts</b>
	I have read the entire Course Guide and understand that by completing this course requirements checklist or any other assignment in Canvas, I will no longer be able to void my registration of this course. Completing this activity constitutes attendance, and I understand that if I am unable to continue attending I must be formally withdrawn from this course. (if you are unsure about completing this assignment, you may exit this quiz and contact your Academic Advisor)?	
	<input type="radio"/> Yes <input type="radio"/> No	
<input type="checkbox"/>	<b>Question 2</b>	<b>1 pts</b>
	Have you read the information provided in the Student Expectations?	
	<input type="radio"/> Yes <input type="radio"/> No	
<input type="checkbox"/>	<b>Question 3</b>	<b>2 pts</b>
	After reviewing the Plagiarism and Academic Dishonesty clauses in the Student Expectations, do you acknowledge that you understand the content presented, intend to apply it to your own work, and understand the consequences of violating these basic standards of academic integrity?	
	<input type="radio"/> Yes <input type="radio"/> No	

## CUSTOM LEADERSHIP SOLUTIONS

### Leading Teams to High Performance

While most teams have the potential for high performance, many never reach their potential and few consistently operate at peak level. Participants explore what keeps teams from reaching high performance, utilize a model of values for teamwork, and examine the critical elements of cohesiveness. High performing teams interaction with other teams to improve overall organizational effectiveness is also explored via an experiential group activity.

### Managing Virtual Teams

Employees today work at a variety of locations. Members of the same team may be at different sites and geographically remote from their manager or supervisor. Virtual teams create both opportunities and challenges for leaders. In this module, participants learn how to effectively interact with and lead employees with whom face-to-face interaction is limited or non-existent. Topics include

- 1) Building trust, relationships and teamwork with people at remote sites,
- 2) Conducting virtual meetings,
- 3) Communicating remotely and
- 4) Managing virtual team dynamics.

### Team Decision Making

Making good group decision is a critical skill for teams today. Teams and Team leaders unskilled in group process can find decision making frustrating and time consuming. In this module, participants learn different approaches to group decision making (consensus is NOT the only alternative) and techniques that produce more timely and effective decisions. The risk and impact of "groupthink" is discussed and participants have the opportunity to assess the groupthink risk for their teams and create a plan for avoiding it. Here we use Garmston's norms, and other types of group decision making, such as collecting data, surveys, and "crossing the line."

## CUSTOM LEADERSHIP SOLUTIONS

### Lead Right for Your Type

Effective leadership begins with self-awareness. This module utilizes an individual assessment tool such as the DiSC, Myers-Briggs Type Indicator (MBTI), and identify behavioral and leadership styles. Through interactive case studies, participants learn how their preferences impact leadership method, interpersonal communication, group dynamics, decision making and preferred work environment. They also learn to assess the strengths and limitations of their type or style and to avoid bias and labeling. As participants become aware of how each type contributes to the organization, working relationships are improved and increased productivity results.

### Leadership and Trust

Trust building is a critical leadership competency that is often neglected, misunderstood or underestimated. Pre-work includes an online 360 credibility survey that can be utilized to develop a personal action plan to build trust with individuals within and outside an organization.

### Resilient Leadership

Resilience is a critical leadership competency. Taking risks that have unexpected results, making decisions that produce undesired outcomes, and experiencing challenges they did not initiate all provide an opportunity for growth and development IF leaders see them as learning opportunities rather than roadblocks to success. In this module, participants will learn how to effectively transform disappointments, failures and mistakes into “stepping stones for success” by developing the skills and attitudes that will enable them to bounce back from set-backs.

### Neuroscience of Leadership

Since the advent of the fMRI (functional magnetic resonance imaging), a great deal of research has been conducted on the brain and linking brain capacities to behavior. The application of this research to leadership has resulted in the field of NeuroLeadership. This module will summarize the application of neuroscience on how leaders make decisions & solve problems, regulate emotions, collaborate with others and facilitate change. Participants will also learn about the social systems of the brain and how they influence teams, partnerships and organizations.

## CUSTOM LEADERSHIP SOLUTIONS

### Leadership, Gender and Emotional Intelligence

A key leadership competency is the effective utilization of all the talent available in an organization. While women now for account for 50% of the workforce (including professional occupations), those at the CEO and executive officer level remain few and far between. This module describes the key factors contributing to the gender leadership gap; identifies gender-specific EQ attributes and their impact on leadership, perception and promotion; provides practical EQ strategies for both men and women and recommendations for organizations. The module includes an EQ assessment and customized EQ report for each participant.

### Work-Life Integration

Stress is an unavoidable part of day to day life. Many “stressors” are beyond a leader’s control so it becomes essential that he or she learn how to deal with the effects of stress in a healthy and productive way. In this module participants will learn 1) to identify the symptoms of stress overload, 2) how lifestyle choices can contribute to or diminish stress, 3) stress reduction techniques that can be implemented immediately and 4) how to develop a long-term plan to prevent the cumulative effects of stress.

### Strategic Thinking

Strategic thinking is the leadership competency at the individual level that is essential for other strategic leadership competencies such as strategic planning, effective decision making and strategy development. Participants will build strategic thinking skills by participating in exercises and applying what they learn to organization issues and challenges. They will also be supplied with powerful and practical tools such as 5-Whys, S.M.A.R.T. goals, Stakeholder Analysis and SWOT Analysis.

### Leadership and Ethical Values

This module focuses on the critical nature of personal values, ethics and their impact on character and behavior. Topics covered include: 1) values and how they are developed and applied, 2) professional values and expectations including the organization’s core standards, 3) major ethical theories and models, 4) evaluation and discussion of actual case studies.

## CUSTOM LEADERSHIP SOLUTIONS

### Servant Leadership

In this module, participants learn the Robert K. Greenleaf model of servant leadership. The ten characteristics of a servant leader are presented and discussed through interactive exercises and group dialogue. Participants learn to differentiate between a power model and service model of leadership, evaluate the impact of servant leadership principles in their organization, and create an action plan for implementing servant leadership in their day-to-day work environment.

### Effective Leadership

Supervisors and Managers are no longer “individual contributors.” In this module they learn strategies and techniques for leading and developing their direct reports and improving the productivity of their entire team or work group. Based on my workshop from Columbia University of NYC.

Topics include:

- Leadership, authority and power
- Difference between leadership and management
- Importance of trust and respect
- Characteristics of high performance leaders
- Effective leadership styles and strategies.

### Essentials of Interpersonal Communication

Top performing leaders are great communicators and they understand that good interpersonal skills are critical to success. In this module participants learn to (1) have successful conversations with others, (2) set healthy goals for dialogue, (3) identify their style under stress, (4) manage strong emotions, (5) make it safe to talk about almost everything, (6) develop skills for being persuasive, not abrasive, and (7) learn to listen empathetically. This is based on Gail Fairhurst’s book: “The Art of Framing.”

### Authentic Listening Skills

Every team or group member needs to be heard and understood in order to work effectively. Research confirms that poor communication in organizations is directly linked to poor results and performance. Listening to understand is an acquired skill that requires training and practice. In this module participants will learn: diagnosis always precedes prescription, the six different listening styles; a successful communication model, to use proactive rather than reactive language, and how to respond during emotionally charged situations.

## CUSTOM LEADERSHIP SOLUTIONS

### Authentic Listening Skills

Every team or group member needs to be heard and understood in order to work effectively. Research confirms that poor communication in organizations is directly linked to poor results and performance. Listening to understand is an acquired skill that requires training and practice. In this module participants will learn: diagnosis always precedes prescription, the six different listening styles; a successful communication model, to use proactive rather than reactive language, and how to respond during emotionally charged situations.

### Leading with Emotional Intelligence

Emotional intelligence has been defined as the combination of emotional, personal and social competencies that influence the ability to be personally effective and professionally productive. Research indicates that what distinguishes star performers in every field, from entry-level jobs to executive positions, is not IQ, advanced degrees, or technical experience – it is “EQ.” Today’s leader must possess both the intellectual skills to perform the job and the emotional intelligence to effectively manage, develop, and retain people. This module provides foundational concepts with an emphasis on EI competencies for leaders. Participants will identify areas for development and learn practical methods for increasing their emotional intelligence.

### Team Development

Building effective teams take time, knowledge, and reinforcement. With proper development, a team can be one of the most powerful contributors to organizational productivity. In this module, leaders learn the characteristics of a high performing team and leadership strategies that create synergy. Participants identify and prioritize the major issues affecting their team and design an action plan for improving their team’s effectiveness. Topics include:

- Assessing current team effectiveness
- Recognizing team essentials
- Identifying types of teams
- Evolving from group to team – the 4 phases of development.

## CUSTOM LEADERSHIP SOLUTIONS

### Team Decision Making

Making good group decision is a critical skill for teams today. Teams and Team leaders unskilled in group process can find decision making frustrating and time consuming. In this module, participants learn different approaches to group decision making (consensus is NOT the only alternative) and techniques that produce more timely and effective decisions. The risk and impact of “groupthink” is discussed and participants have the opportunity to assess the groupthink risk for their teams and create a plan for avoiding it. Here we use Garmston’s norms, and other types of group decision making, such as collecting data, surveys, and “crossing the line.”

### Lean Team Problem Solving

In this module participants learn to identify, define and document manufacturing problems. They will also learn to create and utilize 6 widely used continuous improvement tools to achieve results with a cost benefit to the organization that include: reduced waste, improved product quality, reduced re-work, faster response time, increased on-time delivery, stronger market share, enhanced customer service, and better employee engagement and retention.

Step 1: Identify the Problem

Step 2: Analyze the Problem

Step 3: Develop the Solutions

Step 4: Implement a Solution

Step 5: Evaluate the Results

Step 6: Standardize the Solution (and Capitalize on New Opportunities)

### Don't Wait – Delegate

Most leaders agree that delegating work to others is an important part of their job and valuable for motivating, engaging and developing employees. Yet many admit they don't delegate as much as they could. Reasons for lack of delegation include: wanting control of the situation, lack of time to explain how to do the task, a bad experience delegating in the past, and uncertainty of the ability of the employee to do the task. This session addresses these concerns and provides an effective model for successfully delegating. Topics include (1) the value of delegating, (2) how to diagnose the ability and willingness of employees, (3) identification and effective use of participant's style of delegating, (4) how to clarify and oversee delegated work, and (5) developing an action plan to delegate more effectively.

## CUSTOM LEADERSHIP SOLUTIONS

### Facilitation Skills


Facilitation is a key leadership skill and this module provides some simple and effective practices that will help participants guide groups of people to have productive discussion, align expectations, reach decisions (that actually stick), and want to continue working together. In this highly interactive program, participants will focus on the practical application of group dynamics and presentation, training and facilitation techniques to both impromptu discussions and planned meetings.

### Generational Diversity

One of the unique challenges facing leaders today is the presence in the workplace of four generations – each bringing distinct and very different strengths, values, expectations, requirements and focus. This module presents some innovative strategies to capitalize on the strengths and bridge the limitations of the Mature, Baby Boomer, Gen X and Gen Y employee groups. Participants will learn: 1) the different frames of reference of each generation and the challenges/opportunities these present to business leaders, 2) the unique contribution each generation offers to the workplace, 3) how to identify and capitalize on commonalities, 4) how to build effective working relationships between the generations, and 5) how to attract, engage, utilize and retain the best talent from every age group.

### Resolving Conflict

One of the least enjoyable aspects of leadership is dealing with workplace conflict – the inevitable disputes, disagreements and personality conflicts that arise. Unresolved conflict can cripple team effectiveness, result in lost business opportunities, or escalate into expensive and divisive lawsuits. Conflict can also be a source of creative solutions, but only if people understand both the value of conflict and how to resolve it. In this module leaders will learn how to identify the real causes of conflict, “win-win” communication techniques, the collaborative approach to preventing conflict, their own conflict management style, and critical conflict resolution “dos and don’ts.” The Thomas Kilman Conflict Mode Indicator is utilized.





## CUSTOM LEADERSHIP SOLUTIONS

### Performance Management

What is the cost to organizations of “actively disengaged workers?” According to a June 2004 Gallup Management Journal article, the cost to the US economy is about \$300 billion annually. In this module managers will learn how the best practices of performance management can produce a more engaged workforce, higher productivity, and an improved bottom line. Topics include: 1) how to identify performance drivers and set performance standards, 2) how to develop processes and opportunities to motivate and retain top performers, 3) how to align individual performance to organizational goals and initiatives, 4) how to effectively provide feedback and 5) how to avoid mistakes that derail employee success.

### Coaching for Results

Research from a variety of sources demonstrates that coaching is one of the most effective ways leaders can increase employee engagement and retention, improve team performance and boost organizational productivity. In this dynamic, interactive module, participants learn fundamental coaching skills, based on the International Coach Federation (ICF) core competencies, from professional business coaches through observing demonstrations, participating in practice sessions, and applying what they learn on the job. Key topics include active listening, powerful questions, giving feedback, and accountability for results.

### Mentoring – Developing Human Potential

While training is probably the most familiar method used to develop an employee’s skills and improve their performance, mentoring is an often-overlooked tool for developing human potential that can aid individual career advancement and help organizations prepare for succession. In this module, participants will learn how to best capitalize on the knowledge, experience and skills of their employees utilizing a focused approach and systematic application. Participants will identify and discuss the value of mentoring to the overall organization as well as the individual mentor and mentee. They will learn the importance of executive buy-in and how to gain it, the key ingredients of successful mentoring relationships, and how to structure and support an effective mentoring process. Participants will leave the session with a clear picture of what is needed to get a mentoring program started in their organization or improve the effectiveness of an existing program.

## CUSTOM LEADERSHIP SOLUTIONS HUMAN RESOURCES SAMPLES

### Recruitment and Selection

Organization leaders are hiring managers that play a key role in identifying and selecting candidates who will not only be top performers, but also fit well in the work environment and mesh with existing team members. In this module participants learn to:

- Conduct a job analysis and determine the technical and performance skills required
- Create an accurate job description
- Evaluate resumes and job applications
- Plan and conduct the job interview
- Comply with EEO and other guidelines in hiring selection
- Implement effective on boarding.

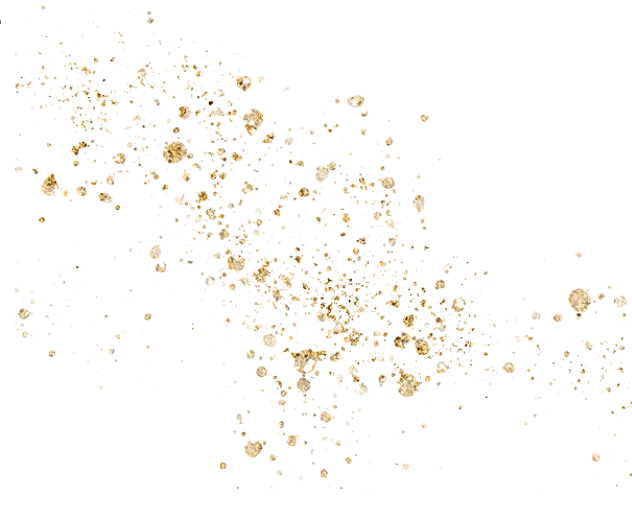
### On Boarding and Training

A crucial component of a supervisor or manager's job is to train both new and existing employees; yet formal instruction in how best to accomplish this is often overlooked. To fill the gap, this module focuses on the characteristics of a good trainer as well as “best practices” training principles and techniques. Topics include:

- Analyzing performance problems
- Justifying training
- Effective adult learning theories and methods
- Designing helpful employee orientations
- Four crucial steps for on-the-job training.

### Gender Diversity & Prevention of Sexual Harassment

This module fulfills the requirement of state mandated training under AB 1825. The interactive, face-to-face learning environment allows discussion of case studies and evaluation of real life situations. Participants receive a consistent “no tolerance” message about sexual harassment in the workplace as well as practical guidance regarding Federal and State laws; employer, supervisor and employee responsibilities; and remedies available to victims.



## CUSTOM LEADERSHIP SOLUTIONS

### Strategic Leadership

The focus of this module is on the key role of an organizational leader as a strategist. Successfully formulating and executing strategy requires a different way of thinking – a “big picture focus and awareness of the organization as a system. Strategic leaders provide the vision and direction for the growth and productivity of their team, business unit, or organization. Participants will gain practical tools for strategy formulation and implementation and develop skills for effectively incorporating both the analytical and human dimensions in the strategic management process.

### Organizational Design

In this highly interactive program, participants will explore a variety of organizational models, an effective and efficient organizational design process, and a proven and practical approach to change. Participants will learn tools, templates and processes they can immediately apply in the workplace and that will answer questions such as:

- What is the best structure for our organization?
- How do we achieve that structure?
- What other factors do we need to consider when driving this kind of change?
- Beyond structure, what are the other levers of organizational performance?

### Systems Thinking

Systems thinking is THE critical competency for effective leadership in the new age of 'integrative thinking. Leaders who see 'the big picture - the interconnections between people, processes, systems, and the business environment - can unlock the value-creating potential in people and organizations. This module offers participants a combination of cutting-edge work on systems thinking and practical application. Participants will have an opportunity to improve their leadership and problem-solving effectiveness through highly interactive discussion and exercises designed to teach:

- How to integrate the various facets of 'leadership' to drive results
- How to create a culture of learning and adaptability
- Improved decision-making and communication
- How to break down silos
- How to identify the common barriers to systems thinking, and strategies to address these barriers

## CUSTOM LEADERSHIP SOLUTIONS

### Culture as Competitive Advantage

Smart organizations leverage their unique culture to build competitive advantage. One of the hallmarks of successful leaders is the ability to intentionally create and maintain a culture that enhances employee experience while improving individual effectiveness and company performance. In this module, participants will explore how organizational culture influences employee retention, customer engagement and organizational productivity. They will discuss case studies of organizations that have strategically fostered a culture that innovates, creates value and builds competitive advantage. They will acquire practical tools & techniques for engaging employees to create and sustain the culture they desire and learn how to implement systems to support a culture that is a competitive advantage

### Executing with Excellence

It is a sad, but true, fact that more companies receive failing grades due to poor execution than flawed strategy. The ability to effectively execute is what separates the best companies from the rest, and top performing leaders from those who have trouble achieving their goals. In this module, participants will learn how to identify and navigate the common roadblocks that keep smart companies from executing well. They will also learn how to: 1) understand and analyze their organization's execution strengths, 2) define and apply leadership practices that foster execution, 3) create a framework for overcoming the five barriers to execution, 4) identify small day-to-day wins that cultivate the discipline of execution, and 5) create a culture that places a premium on getting things done.

### Leading Change

Many organizations are in the midst of major changes driven by factors that may include current economic conditions, legislative mandates, or a significant change in leadership. High performance leaders identify the need for change, prepare their organizations and then effectively execute change. This module includes best thinking, as well as tools and techniques (i.e. stakeholder analysis, 7-S model, etc.) participants can utilize to build consensus, create momentum and attract sustained support. Topics include change models, organizations as systems, leadership and influence, and effective communication. A Change Style assessment is also available that identifies participants preferred change management style.

## CUSTOM LEADERSHIP SOLUTIONS

### Managing Transition

This workshop helps leaders understand the importance of setting expectations, preparing for change, communicating effectively and engaging employees in the change process. Using William Bridges' model, participants will learn how organizations and leaders can cope with the stresses of change, while bringing along all members of the team in transition. Successful organizational change takes place when employees have a purpose, a mental picture, a plan for, and a part to play in change. For leaders, this course provides practical, step-by-step strategies for reaching this goal and for minimizing disruptions caused by workplace change. No matter what the scale, when change hits the workplace, the literal, situational shifts are often not as difficult as the psychological transitions that accompany them.

### Crisis Management

Organizational crises are just that – difficult to predict, challenging to deal with, and likely to escalate if not managed effectively. This module helps participants become effective crisis managers who:

- Understand the various stages of a crisis and recognize the stage they are in
- Know the characteristics and objectives of each of the stages of recovery
- Can identify the major players and their profiles of people at each stage
- Have learned the most effective interventions and leadership strategies for each stage
- Take proactive steps to avoid unintended consequences
- Recognize and change what's not working
- Know when to move on and select the optimal time to transition to the next stage
- Employ swift and sound decision making.

### Managing UP

Top performers effectively manage one of the most vital relationships they have at work – the one with the person to whom they directly report. Depending on what position an individual holds in an organization, this could be their supervisor, manager, director, department head, bureau chief, CEO or board of directors. In this module participants will learn how to create and extend their organizational influence by consistently making positive choices when dealing with their manager and other higher-ups. They will also 1) gain new perspectives on manager-employee relationships, 2) understand the advantages of managing up, 3) identify different styles of managing and how to work effectively with people who utilize these different styles, and learn the important “Do’s and Don’ts” of managing up.

## CUSTOM LEADERSHIP SOLUTIONS

### Situational Leadership

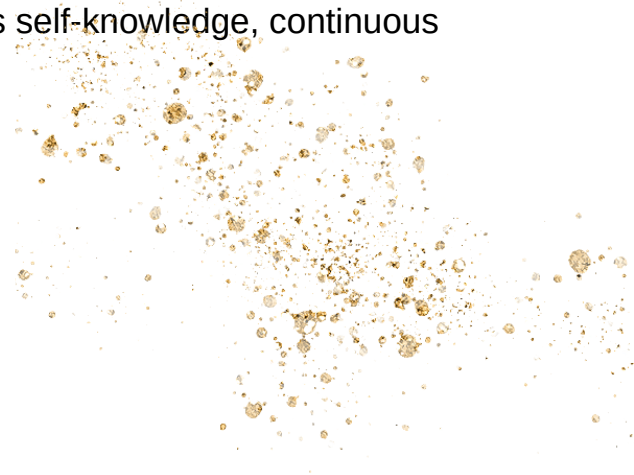
This module teaches participants a method for analyzing a situation and responding with the appropriate leadership approach. During this module, we cover the following topics: 1) “situational” approach to analyzing management styles, 2) relationship and task dimensions to leadership, 3) individual strengths assessment, 4) criteria for determining subordinate’s leadership needs, ) and 5) four leadership approaches.

### Operating in a Matrix Environment

Working in a matrixed organization can be a challenge. Leaders work outside traditional organization structures and need to rely heavily on others to accomplish work and meet strategic objectives. Conventional methods of influencing, evaluating competing goals, and prioritizing work often do not operate effectively in a matrix. In this module, participants learn how to succeed and capitalize on what makes a matrix environment unique. Topics include creating shared goals, clarifying roles and responsibilities, and building and maintaining effective relationships.

### Career Management

Success – some would say survival – in the dynamic work environment of the 21st century requires more than excelling in one’s chosen field and accruing years of experience. In addition to demonstrating value to their employer or clients, today’s professionals must be adept at a “second job”: managing their career. Studies show that a proactive approach to career management results in better career choices and improved job fit, while increasing the ability to work with purpose and make meaningful contributions on the job. In this module, participants will learn a process for strategic career management that incorporates self-knowledge, continuous learning, and building productive networks.



## CUSTOM LEADERSHIP SOLUTIONS

### Succession Planning

In order to build the organizational capability to achieve business results, leaders need to develop an ongoing process that systematically identifies, assesses and develops people talent in order to ensure continuity for critical leadership positions. In this module participants will learn 1) how succession planning contributes to an organization's survival and business success, 2) how to identify critical positions of leadership in their organization, 3) how to successfully groom high-potential employees for advancement, and 4) how to initiate a Succession Planning Process that identifies both internal and external prospects for key positions, linked to their organization's core competencies.

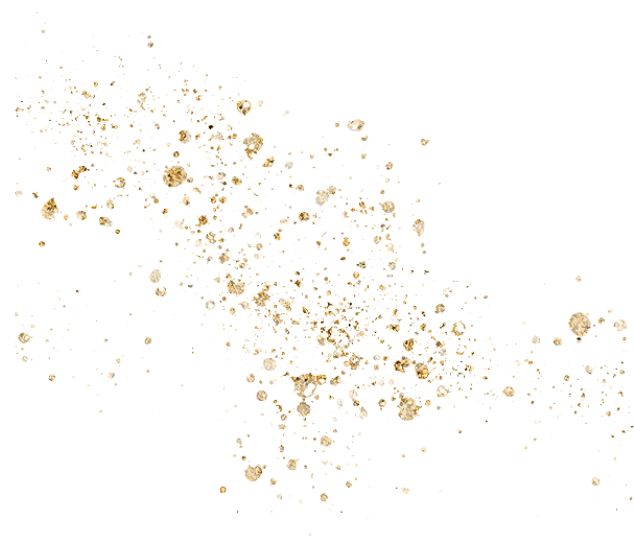
### Political Insight and Influence

"Politics" often has a negative connotation. For leaders, however, mastering positive political skills is critical to facilitating the type of changes they desire in their organization and achieving commitment at all levels. This module focuses on the positive aspects of organizational politics and provides strategies for leading up, down and across to create powerful alignments.

### Innovative Practice

Innovation is hard work. It's not all about inspiration. In order for organizations to change in a dramatically changing landscape, innovation is needed to cope with demographic changes, assumption, and new knowledge. This module examines a 8 step process to innovative problem solving. During this module, we apply a science model to business.

- Step 1: Identify the problem
- Step 2: Research the problem
- Step 3: Develop and model potential solutions
- Step 4: Select the best solution
- Step 5: Construct a prototype
- Step 6: Test and evaluate the solution
- Step 7: Communicate the solution
- Step 8: Redesign



## CUSTOM LEADERSHIP SOLUTIONS

### Coping with Compassion Fatigue in the Workplace

Compassion fatigue, also known as secondary traumatic stress (STS), is a condition characterized by a gradual lessening of compassion over time. It is common among individuals that work directly with trauma victims such as nurses, psychologists, first responders, and health unit coordinators. However, Compassion Fatigue is also prevalent among HR specialists, mid-level administrators, and other employees who tend to carry the weight of the organization on their shoulders. During this module, we discuss attributes of compassion fatigue; take a quiz to determine levels of compassion fatigue; learn specific strategies to mitigate compassion fatigue; walk away with a practical coping guide.

### Introverted v. Extroverted Leadership

Many successful leaders are Extroverts, because Extroverts tend to be outgoing and persuasive in their communication. However, Introverts can be just as potent and should be taken very seriously. Many famous leaders are and were Introverts, including Hillary Clinton and Michelle Obama. Introverts take longer to process information, because of neuronal pathways. During this panel, we will examine attributes of both type and discuss the neurological and hormonal rationale for each type.

## BUSINESS MASTERY

### Making Powerful Presentations

High performance leaders know how to develop and deliver powerful presentations. However, the ability to effectively present information to groups of people – whether motivating a team, facilitating a department meeting, conducting a training session or delivering a keynote address – is often overlooked or ignored. This module provides participants with specific strategies and technique regarding preparation, delivery, organization, use of visuals, room set up, etc. The optional two day program incorporates videotaping and individual coaching.



## BUSINESS MASTERY

### Managing Time and Energy

Today's leaders have more competing claims on their time than ever before. Personal and organizational effectiveness is often the result of good time management. In this module, participants will learn tips and techniques that will help them schedule their calendars, prioritize their workloads and balance personal and professional commitments. Leaders will experience better organization, less anxiety and higher productivity in their critical role. We use Lee Cockerell's book on Time Management to help us.

### Setting S.M.A.R.T. Goals

The capability to set and reach goals is crucial to effective leadership. During this module, participants will learn strategies and methods for effectively developing individual, team, and organizational goals. Learning outcomes include understanding the value and purpose of setting goals, the difference between long-term, short term, and stretch goals, developing a step-by-step approach to making goals a reality, and identifying and overcoming common elements that sabotage goal realization. Participants will engage in group exercises where they will have the opportunity to create goals and strategic plans for achieving them based on actual organization issues and current business situations.

### Business Writing

Effective written communication is a critical skill in today's business environment. This module helps develop skills necessary for clear, concise, and correct factual writing. Topics include: 1) principles of Shirtsleeve English, 2) the use of power language, 3) keeping things simple and short, and 4) formatting writing to match the reader's audience. Participants will learn a "four-step writing process" that includes determining purpose, addressing the reader's interests and needs, composing a draft, and reviewing and editing. Participants will learn to write reports, memos, letters, and emails that are well organized, easy to understand, and get results.

### Innovative Problem Solving

Employees are increasingly required to create new strategies, streamline processes and find more effective ways to respond to challenges. In this module, participants learn how to harness creative right-brain thinking to achieve common goals, solve problems collaboratively, and communicate more effectively. Participants will learn to draw out the ideas of those around them and turn viable solutions into action. In addition, they will walk away with a new, energized perspective on leading innovation and change by engaging employees and teams.



**Thank you!**

Tell me about your project