



Leadership in the Trenches

Course Design Document - ILT
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Leadership in the Trenches

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Course Description

Overview

The purpose of this course is to prepare front line emergency response leaders in the perquisite leadership skills and attributes necessary to successfully plan, manage, and lead in both crisis and everyday decision making situations. This course includes practical applications, experiential learning activities, interactive facilitation, case studies, and small group discussions.

Scope

The course includes practical applications, experiential learning activities, video case studies, and role playing. It is equally applicable for first responders, front line leaders, emergency operations, and those individuals preparing for higher levels of responsibility.

Target Audience

The target audience includes: fire service, law enforcement, emergency management, emergency medical services, hazardous materials, public works, public health, health care, public safety communications, and governmental administrative personnel.

Level of Training

Awareness and/or Planning/Management

Prerequisites

None required

Course Length

Two 8-hour days, including working lunches

Required Materials/Facilities

The course can be delivered on-site to any requesting first responder organization.

Testing/Certification

A basic Leadership in the Trenches knowledge pretest will be administered on the first day. On the last day a posttest will be administered, using the same Leadership in the Trenches concepts to determine the participants' achievement of the course goals and objectives. The goal is to have each participant raise their level of knowledge on at least six of the nine areas, or a 70% overall improvement in appreciation and acknowledge of appropriate Leadership in the Trenches concepts.

Reference List

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Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

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"Management Excellence" by Dr. Jim Harris, AGR Press, 2004

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"A Handbook of Structured Experiences for Human Relations Training" by L. Hazen, University Associates, Inc 1997

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"Change Management Lessons of Rudy Giuliani, Post 9/11" by A. J. Schuler 2005

"Seven Lessons for Navigating the Storm" by Bill George, Harvard Business Review' Working Knowledge' series, 2009

"What It means to Lead During a Crisis: An Exploratory Examination of Crisis Leadership" Dr. Terrence Flynn, Syracuse University, SI Newhouse School of Public Communication, May 2004

Crisis Leadership: Five Deadly Behaviors (and What to Do About Them) by Susan Battley, Battley Performance Consulting, 2011

"How a Good Leader Reacts to a Crisis" by John Baldoni, Harvard Business Review blog, January 4, 2011



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

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"WOODRIDGE Business Management Articles" by Graham Yemm

"Leadership – Do You Use of Abuse Power?" by Graham Yemm

"5 steps to using your authentic leadership power" by Jude

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"JoHari Window Questionnaire" <http://www.austincc.edu/colangelo/1318/johariwindowtest.htm>

"The Mirror Effect" by Drs Drew Pinsky and S. Mark Young 2009

<http://www.coacheffect.com/pages/leading-by-example/54.aspx>

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"Beyond Telling Ain't Training Field book: by Harold Stolovitch and Erica Keeps 2005

"Accelerated Learning" by Colin Rose, Accelerated Learning Systems Limited 1993

"The Disney Way" by Bill Capodagli and Lynn Jackson, McGraw-Hill 1998

"Good to Great" by Jim Collins, HarperCollins Publishers 2001

"Turing Lone Wolves into Lead Wolves" by Dr. Rick Johnson, CEO Strategist 2006

"Emotional Intelligence" by Daniel Goleman, Bantam Book 2006

"The Fifth Dimension" by Vera Stanley Alder, Samuel Weiser 2000

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"The 21 Indispensable Qualities of a Leader" by John C. Maxwell, Thomas Nelson Publishers 1999



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

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"The 21 Irrefutable Laws of Leadership" by John C. Maxwell, Thomas Nelson Publishers 1998

"Three Keys to Development" by Henry Browning and Ellen Van Velsor, Center for Creative Leadership 2001

"Ongoing Feedback" by Karen Kirkland and Sam Manoogjan, Center for Creative Leadership 2003

"For Your Improvement" by Michael M. Lombardo and Robert W. Eichinger, the Leadership Architect 2002

"The Stuff of Heroes" by Dr. William A. Cohen, Longstreet 1998

Evaluation Strategy

Participants will be presented, then practice, and finally receive feedback on a variety of topics and short experimental learning activities to improve their innovative, creative, and judgmental leadership skills.



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

Course Structure/Content Outline

Module #1 Leadership Qualities

- Experiential Learning Exercise
- Visioning, Thinking, & Strategy
- Innovating, Creating, & Judging
- Speaking, Listening, & Feedback
- Leading by Example
- Team Commitment
- JoHari Window Assignment

Module #2 Leadership in Crisis

- Experiential Learning Exercise
- JoHari Window Debrief
- Biggest Leadership Mistakes
- Followership in Crisis
- Power Abuses
- Emerging Leaders



Course Design Matrix

Scope Statement

Module #1 Leadership Qualities: In this module, participants will recognize and integrate the fundamental qualities of a successful transformational leader. After reviewing the classical traits of a leader, participants will learn how transformational leaders integrate visioning, innovation, creativity, and good judgment into their daily leadership routines. Yet simply possessing a powerful vision and strategy are not enough to be a successful leader. Therefore, the participants will additionally learn how to effectively communicate, connect with, and engage their teams towards the successful completion of their vision and strategy. Only through a powerful alignment of vision and team engagement can any leader succeed.

Terminal Learning Objectives (TLO)

Upon the successful completion of module #1, participants will recognize, experience, and evaluate dysfunctional, silo-focused planning and implementation breakdowns within a time-sensitive, stressful environment, and be able to both recognize and overcome their current visioning, communicating, judging, and team engagement deficiencies.

Enabling Learning Objectives (ELO)

At the successful conclusion of this module participants will:

1. experience and recognize dysfunctional, silo-focused planning and implementation breakdowns within a time-sensitive, stressful environment and then analyze appropriate techniques to overcome the short comings
2. fully analyze, evaluate, and interpret a video case study on crisis-centered transformational leadership
3. recognize and be able to describe and leverage the leadership competency of envisioning; including: vision, values, and strategy
4. recognize and appreciate the importance of innovation, creativity, and judgment in transformational leadership during a crisis
5. appreciate and analyze the listening, communication, and connection processes for effective transformational leadership during a crisis
6. be introduced to, demonstrate, and recognize the concept of teamwork, communication, and creative problem solving in a team building activity



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

7. recognize and appreciate the role of delegation, emancipation, and team involvement within the role of a leader during a crisis situation

Lesson Topic #1

Experiential Learning Exercise

Instructional Strategy

To dynamically illustrate, through the use of an experiential learning event the pitfalls of improper Leadership resulting in Dysfunctional Planning, SILO Mismanagement, Poor Execution, and Communications Breakdown, while tying to executive a cross-functional, time-sensitive plan.

Lesson Topic #2

Visioning, Thinking, & Strategy

Instructional Strategy

To present and discuss the Visioning process and perquisite skills necessary for strategic Thinking in a crisis situation. By crystallizing a compelling Vision of the future, participates will be better able to envision the organization's future, clarify the core values and behaviors, and share the vision with others to achieve great results. By demonstrating strong intellectual Thinking skills, participates will identify key factors for success, learn to balance the needs of all stakeholders, and understand trends and future opportunities.

Lesson Topic #3

Innovating, Creating, & Judging

Instructional Strategy

To embrace Innovating, Creating, & Judging process improvements while using better Judgment to make appropriate Decisions. Participates will be able to identify ways to improve current processes (Innovation), generate new and creative ideas (Creativity), openly solicit diverse viewpoints and perspectives (Diversity), display good Judgment (Judging), while making tough decisions with limited information in any situation.

Lesson Topic #4

Speaking, Listening, & Feedback



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

Instructional Strategy

In this block, participants will be presented with several real-world examples and some techniques in how to deal with these events during times of crisis. Some of the skills will include: being responsive to the needs of others, clearly articulating ideas and instructions, establishing supportive internal networks, breaking down silos and barriers, influencing information sharing across the organization, personally mentoring and training employees, and investing time and money to develop all levels of employees. The ultimate goal is to have participants seek balance in speaking, listening, and feedback.

Lesson Topic #5

Leading by Example

Instructional Strategy

Actions speak louder than words. It's a simple statement that gets right to the core of this leadership trait: leading by example. Employees take their lead naturally from what their leaders are doing. Actions often outweigh the words communicated particularly when they are incongruous. Participants will learn the difference between assertive and aggressive in leadership styles and the impact of both on their team's performance, and how to lead others to follow through on difficult assignments.

Lesson Topic #6

Team Commitment

Instructional Strategy

Real life examples with easy to implement lessons learned on how effective leaders in different organizations can drive and engage team/squad motivation and commitment to the organization and its mission.

Assessment Strategy

Participants will observe, practice, and receive feedback on a variety of experiential activities to improve their innovative, creative, and judgmental leadership skills. This will be accomplished on multiple occasions and using various methods throughout this module.

Assignment

JoHari Window Assignment



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

Instructional Strategy

This assignment will increase self-awareness by encouraging sharing, self-disclosure, and feedback. As we join together to build collective leadership for our community, we need to develop deeper relationships to support working together in new and innovative ways. The first step in this journey is to have a better understanding of ourselves and appreciate how others see us.

Practical Exercise (PE) Statement

To dynamically illustrate, through the use of an experiential learning events, small group discussions, and case studies the pitfalls of improper leadership planning and communication results in limited thinking, dysfunctional planning, poor execution, and communication breakdowns, while executing a cross-functional, time-sensitive plan.



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

Scope Statement

Module #2 Leadership in Crisis: Every leader will face a crisis. How a leader responds within that crisis determines both their overall effectiveness and their leadership legacy. In this module, participants will identify the qualities necessary to effectively and successfully lead and execute a plan during a crisis. Through role plays, concentrated study, and live real-world simulations, participants will experience the realities of a crisis, their natural response to it, and how to better lead their teams during a future crisis. In the real world, tragedy strikes down leaders and leadership teams as well as front-line first responders. In this module, participants will learn how to successfully step-up and lead when their leadership hierarchy is gone, missing, or unavailable. Participants will learn how to avoid the ten biggest mistakes leaders make in a crisis, the ten essential transformational actions they must take within a leadership vacuum, and how to avoid the potential power abuses that will occur within a leadership vacuum.

Terminal Learning Objectives (TLO)

Upon the successful completion of module #2, participants will identify, become familiar with, and appraise the responsibility of delegation and emancipation, and courage leadership within the role of transformational leadership during crisis situations.

Enabling Learning Objectives (ELO)

At the successful conclusion of this module participants will:

1. acknowledge and appreciate the role of delegation and emancipation within the responsibility of leadership in the trenches and value the role of courage in crisis leadership
2. recognize and appreciate the power of an assertive leadership style in positive crisis leadership
3. attach importance to and be aware of the power of effective leadership style in positive crisis leadership
4. acknowledge and appreciate when, why, and how leaders must sometimes be followers in crisis situations recognize and appreciate the 10 biggest mistakes made in crisis situations, corrective strategies, and a model for crisis management from 9/11
5. recognize and value the pitfalls leaders can find themselves in by abusing their leadership power, and appreciate how to overcome them



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

Lesson Topic #1

Experiential Learning

Instructional Strategy

An interactive Communications activity designed to illustrate and experience the dynamic impact of positive and negative labeling on professional relations, team building, and engagement.

Lesson Topic #2

JoHari Window Results

Instructional Strategy

The JoHari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. When you let someone open this “window” on you, you will create trust between yourself and that person. You decide when, where, how, and how often you want to receive this feedback. Opening this window requires compassion and kindness from all participants. The JoHari Window concept is particularly helpful in understanding leader/follower or employee/employer relationships.

Lesson Topic #3

Biggest Leadership Mistakes

Instructional Strategy

Participants will be presented with several types and examples of mistakes leaders can make, and they will be deciding on the severity and possible procedures to overcome them. For example: Power Trips, Under or Miscommunications, Lack of Proper Instructions, Indecisiveness, Second Guessing, Over Control, Under Control, Micromanagement, Disempowering, Conflict Resolution, and others.

Lesson Topic #4

Followership in Crisis

Instructional Strategy

The evolution of crisis leadership continues as the event grows and unfolds which often creates more tasks and requires a greater variety of leadership capabilities. Participants will be broken down into groups of 5 to 6 and presented with 3-5 short case studies for them to examine the



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

dynamics of crisis leadership and decision making in a vibrant situation. We will reconvene and solicit responses on the case studies from the various groups for additional discussion.

Lesson Topic #5

Power Abuses

Instructional Strategy

Ever come across a leader who is totally self-absorbed? Someone who abuses the power given to them? Abuse of authority is the unfair use of one's power to interfere with an employee's work and performance in the form of humiliation, intimidation, or threat. At the core of extreme behavior is egotistical preoccupation with self, personal preferences, aspirations, needs, success, and how he/she is perceived by others. While some of these are good for a leader, if carried to extreme, this type of leader is going to get in trouble and have disastrous effects on everyone around them.

Lesson Topic #6

Emerging Leaders

Instructional Strategy

Participants will face the issues surrounding leadership in a crisis. When a tragedy strikes who are the emerging leaders and how do we prepare them? We will discuss the four traits of emergent leaders and how to prepare your team members to become emergent leaders in times of need.

Assessment Strategy

Participants will observe, practice, and receive feedback on a variety of experiential activities to improve their leadership skills before, during, and after a crisis occurs. This will be accomplished on multiple occasions and using various methods throughout this module.

Practical Exercise (PE) Statement

In this block, participants will be presented with several self-assessments and team building activities on how to grow and strengthen their interpersonal and team communications. Some of the skills will include: being responsive to the needs of others, clearly articulating ideas and instructions, establishing supportive internal networks, breaking down silos and barriers, influencing information sharing across the organization, personally mentoring and training employees, and investing time and money to develop all levels of employees. The ultimate goal is to have participants seek balance in speaking, listening, and feedback. This module will



Leadership in the Trenches

Training Support Package

Course Design Document (CDD) ILT

increase self-awareness by encouraging sharing, self-disclosure, and feedback. As we join together to build collective leadership for our community, we need to develop deeper relationships to support working together in new and innovative ways.



Course Agenda

Day 1 (Module #1)

- Welcome & Introductions – 30minutes
- Experiential Learning Exercise – 1hour/15minutes
- Visioning, Thinking, & Strategy – 1hour
- Break – 15minutes
- Innovating, Creating, & Judging – 45minutes
- Lunch (Video) – 45minutes
- Speaking, Listening, & Feedback– 1hour/30minutes
- Break – 15minutes
- Leading by Example – 1hour/15minutes
- Team Commitment – 1hour

Day 2 (Module #2)

- Admin & Review – 30minutes
- Experiential Learning – 1hour
- JoHari Window Debrief – 1hour
- Break – 15minutes
- Biggest Leadership Mistakes – 1hour
- Lunch – 45minutes
- Followership in Crisis – 1hour/30minutes
- Break – 15minutes
- Power Abuses – 1hour
- Emerging Leaders - 1hour
- Video Repeat, Wrap up, and Evaluation – 45minutes