

Executive Leadership Program / Chief Executive Institute Program Syllabus

Based on the Baldrige Excellence Framework

Context

The strategic operating environment has shifted such that revolutionary, as opposed to evolutionary, changes are needed. No longer can we assume that the trends of the past will be similar for the future and how we responded in the past is the correct approach for the future. The pace of change with our customers and with our service approaches has exceeded our traditional response approaches. A new dynamic of leadership is needed to meet the revolutionary challenges of today, and certainly for the future.

Problem Statement

Current organizational systems are often not aligned with the needs of customers and critical stakeholders. Oftentimes, growth is undefined or may be viewed as unnecessary. The core problem facing many senior leaders today is first understanding the need for growth, the required organizational change to support growth, and the reshaping of the processes within the organization to achieve it. Without such changes, the organization will be overcome either by the regulatory environment or by ever increasing competitive pressures.

Purpose

Therefore, based on the strategic context of the core problem, the purpose of the executive leadership program is to develop senior level decision makers who are able to lead their organizations capably and effectively towards achieving strategic goals. The executive leadership program achieves this purpose by developing awareness, understanding, and workplace application of the Baldrige Excellence Framework. The program is specifically designed for new and emerging CEOs who want to promote quality, continuous improvement, and excellence towards achieving the mission, vision, and values of the participant's organizations.

The strategic aims of the executive leadership program are to:

1. Teach, use, and learn how to apply the Baldrige Excellence Framework for organizational decision-making and problem solving.
2. Recognize the challenge of change and the consequences of change while operating as a strategic leader within a volatile, uncertain, complex, and ambiguous (VUCA) environment.

3. Cultivate values-based strategic leaders who exemplify the highest standards of ethics and morale character.
4. Broaden the perspectives and frame of references of the participants beyond their respective organizations and industries for cross-sector and cross-profession learning and then leverage this knowledge for organizational improvement.

Participants

The recommended participants for the seminar series include new and emerging CEOs. By new CEOs, we recommend senior leaders with five years or less experience in the position. By emerging CEOs, we recommend senior leaders who most likely will become CEOs within the next 5 years. Each participant group is limited to 20 individuals.

Why Baldrige?

The Baldrige Framework is a holistic approach to understanding, defining, managing, synchronizing, and leading the totality of the organization to include instituting key metrics and measures designed to ensure continuous improvement towards goal achievement. Through self-study, evaluation, change management, and leadership, the organization transforms into a dynamic, customer-centric structure with greater clarity of focus on core values, mission, and vision.

As discussed on the Baldrige website (<http://www.nist.gov/baldrige/>):

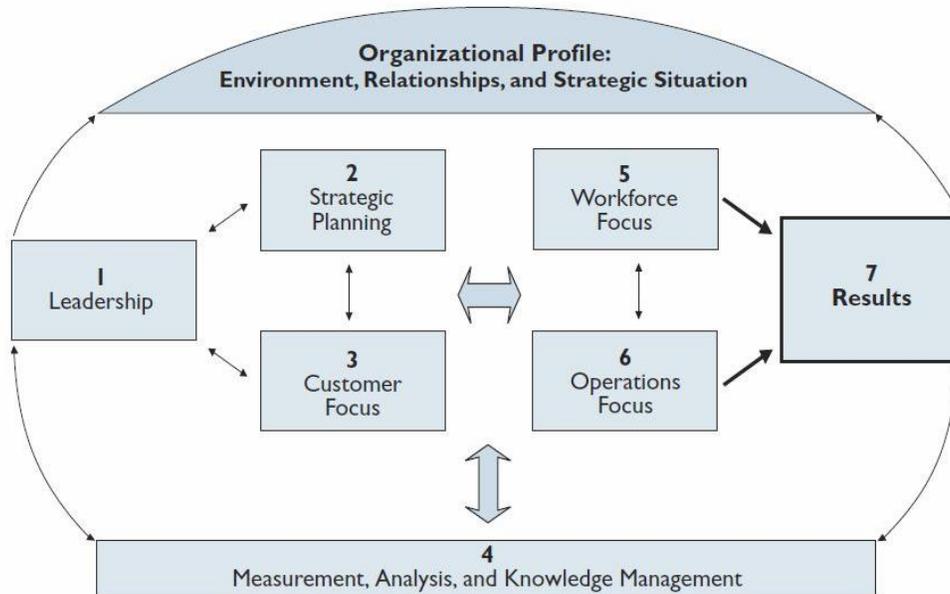
- It is about seeing more clearly where your organization is now and where you need to be to achieve long-term success.
- It is about having the tools to examine and improve each dimension of your organization's performance while keeping the whole organization in mind.
- It is about an organization-wide perspective that optimizes an entire system rather than just focusing on pockets of excellence.

Thousands of organizations use the Baldrige Excellence Framework and its Criteria for Performance Excellence to guide their enterprises, improve performance, and get enduring results. This proven improvement and innovation framework offers organizations an integrated approach to key management areas: Leadership, Strategy, Customers, Measurement, analysis, and knowledge management, Workforce, Operations, and Results. The Baldrige Excellence Framework helps evaluate performance, assess where improvements or innovation are most needed, and get results. Baldrige offers a proven way to achieve innovation, world-class results,

integrated processes that enhance your effectiveness and efficiency, organizational learning, and long-term success.

The Baldrige Framework

The guiding principle used to define, shape, and conduct the program is the Baldrige Excellence Framework as depicted within the following three charts.



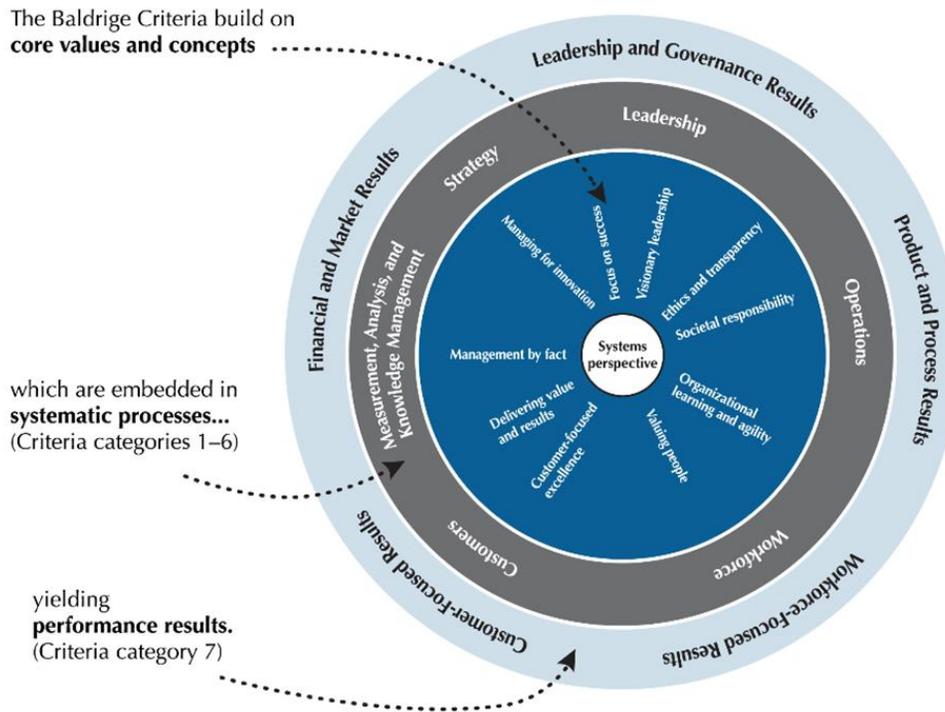
The Baldrige Excellence Framework. Retrieved from

http://www.nist.gov/baldrige/publications/archive/2009_2010_business_nonprofit_criteria.cfm.



The Baldrige Management Model. Retrieved from <http://www.baldrige21.com/Baldrige%20Model.html>.

The Role of Core Values and Concepts



From Baldrige Performance Excellence Program. 2015. *2015–2016 Baldrige Excellence Framework: A Systems Approach to Improving Your Organization's Performance*. Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. <http://www.nist.gov/baldrige>.

Learning Outcomes

Based largely on the Baldrige Excellence Framework, the specific learning outcomes for the program are as follows:

1. **Leadership.** At the conclusion of the program, participants will be able to:
 - a. Understand and exemplify the essential leadership values of integrity, respect, service before self, honesty, accountability, trust, and loyalty.
 - b. Demonstrate the core senior leadership skills including interpersonal skills (communicating, using dialogue, negotiating, achieving consensus, and building staffs), conceptual skills (envision, developing frames of reference, and dealing with uncertainty and ambiguity), and technical skills (the strategic art, leveraging technology, and translating goals into objectives).
 - c. Confidently perform the core senior leader actions including influencing actions (communicating, decision-making, and motivating), operating actions (strategic

planning, executing, and strategic assessment), and improving actions (developing, building, and learning).

- d. Exemplify a transformation leadership style.
 - e. Understand how leadership is a system within the larger framework of the organization.
- 2. Strategic Planning.** At the conclusion of the program, participants will be able to:
- a. Describe and discuss the strategy development process to include
 - i. Strategic planning process.
 - ii. Innovation and change.
 - iii. Strategy Considerations.
 - iv. Work Systems and core Competencies.
 - b. Form and assess Strategic Objectives to include
 - i. Key strategic objectives.
 - ii. Strategic objective considerations.
- 3. Customer Focus.** At the conclusion of the program, participants will be able to:
- a. Conduct customer listening including both current and potential customers.
 - b. Determine customer satisfaction and engagement including satisfaction, dissatisfaction, and engagement; satisfaction relative to competitors.
- 4. Measurement, Analysis, and Knowledge Management.** At the conclusion of the program, participants will be able to:
- a. Use measurement, analysis, and improvement of organizational performance including:
 - i. Conduct performance measurement to include performance measures, comparative data, customer data, and measurement agility.
 - ii. Conduct performance analysis and review.

- iii. Conduct performance improvement to include best practices, future performance, and continuous improvement and innovation.
 - b. Use knowledge management, information, and information technology (organizational knowledge management and learning and data information and information technology).
- 5. **Workforce Focus.** At the conclusion of the program, participants will be able to:
 - a. Assess the workforce environment (capability and capacity, new workforce members, work accomplishment, and workforce change management).
 - b. Evaluate the workforce climate (workplace environment and workforce benefits and policies).
 - c. Perform Workforce engagement (organizational culture, drivers of engagement, assessment of engagement, and performance management).
 - d. Facilitate workforce and leader development (succession planning, learning and development systems, learning and development effectiveness, and career progression).
- 6. **Operations Focus.** At the conclusion of the program, participants will be able to:
 - a. Conduct work process review (product and process design, process management, innovation management).
 - b. Evaluate operational effectiveness (process efficiency and effectiveness, supply-chain management, and safety and emergency preparedness).
- 7. **Results.** At the conclusion of the program, participants will be able to:
 - a. Develop and assess product and process results (customer-focused product and services results, work process effectiveness results, and supply-chain management results).
 - b. Develop and assess customer-focused results (customer satisfaction and customer engagement).
 - c. Develop and assess workforce-focused results (capability, capacity, climate, engagement, and development).

- d. Develop and assess leadership and governance results (leadership, governance, law and regulation, ethics, and society).
 - e. Develop and assess financial and market results (financial performance and marketplace performance).
8. **Change.** At the conclusion of the program, participants will be able to:
- a. Conduct a strategic assessment and organizational profile related to the operating environment, relationships, and strategic situation.
 - b. Understand the elements of change management and change leadership.
 - c. Respond effectively and efficiently to change.

Assessment

Program assessment will be conducted using the following approaches:

1. **Pre-program survey.** A survey of the participants will be conducted at least 1 month prior to the first session. This survey will identify specific problem areas that the participants face so that these problems can be integrated into the subsequent sessions.
2. **A 360⁰ Executive Leadership Assessment.** A standardized commercial assessment service will be used so that participants can understand their specific strengths and opportunities for improvement relative to other senior leaders.
3. **Complete the Personality structure Analysis (PSA).** This online instrument is used to identify personal strengths and weaknesses relative to leadership and will be provided by our partner, the Life and Career Design located in Vienna, Austria (<http://lifeandcareer.eu/en/>).
4. **Session Evaluations.** At the conclusion of each session, participants will complete a written session evaluation to identify the strengths and weaknesses of the specific session.
5. **Post-program survey.** At the end of the program, participants will complete a survey regarding the program's learning outcomes and problem-solving sessions.
6. **Summit Award Framework.** The Summit Award is administered by Rocky Mountain Performance Excellence (www.rmpex.org). The Summit Award addresses a single process. Participants will receive the Summit Award template used by Baldrige for process evaluation. An assigned mentor will assist the participant with completing the

form and conducting the analysis. The participant will submit the document to the mentor and receive comprehensive feedback regarding process improvement. The participant will have the option to submit the document for the actual Summit Award. Should the participant choose, the option exists to use a higher level award template such as the Peak or Timberline criteria. The purpose of this component of the program is to use the framework for applied application of the program instruction with the participant's organization and ultimately, make improvements to the organization in conjunction with the training seminars.

The Action Learning, Problem-based Construct

The basic method used for the executive leadership program is experiential learning, whereby participants learn from each other, the session mentors, and from other outside sources throughout the program.

Three Baldrige Case Studies will be used to facilitate the problem-solving process. The case studies include actual Baldrige award submissions that are edited to introduce specific problems that the participants will address during the small-group exercises. The basis for the problems is the participant pre-program surveys. Three types of case studies are planned for the series based on the organizational type (e. g. publically-held companies, privately-owned companies, and not-for-profit organizations).

As the participants are working to solve the problem using the Baldrige Excellence Framework, changes will be introduced in the form of messages to the participants. Problem solving will be conducted in smaller groups by dividing the total group into teams of 4-7 participants and each participant will be assigned a specific role relative to the problem. Broadly, the problems will fit into one or more of the seven areas of the Baldrige Framework, which corresponds to the learning outcomes for the program.

Program Agenda

There are five sessions to the program with two one-on-one coaching/mentoring sessions for the participants planned between the group sessions. Each session is two days in duration with a networking dinner in the evening. Sessions are conducted approximately two months apart.

Sessions and themes (mapped to the Learning Outcomes) are as follows:

1. **Session #1** - Strategic Leadership and the Organizational Profile. (Learning Outcome # 1)

Between session one-on-one mentoring

Baldrige Evaluation Feedback Report Introduction

2. **Session #2** – Strategic Planning and Customer Focus (Learning Outcomes #2 and #3)
3. **Session #3** – Measurement, Analysis, and Knowledge Management (Learning Outcome #4)
4. **Session #4** – Workforce Focus (Learning Outcome #5)

Between session one-on-one mentoring

Baldrige Evaluation Feedback Report Review

5. **Session #5** – Operations Focus (Learning Outcomes #6)

Learning Outcomes #7 (Results) and #8 (Change) will be included throughout all sessions during the team-based problem-solving sessions.

Curriculum

Each of the five sessions is based on the following agenda:

- Session Introduction and Overview
- Review of Lessons Applied and Learned
- Session Fit within the Baldrige Framework
- Instructional Session and Group Learning
- Small Group Problem-Solving based on a Baldrige Case Study
- Focus on Results
- Cross-sector Application
- Session Assessment
- Between Session Application Activities and Sharing using the program's Learning Management System (LMS)

Session Mentors

A minimum of four mentors per session will be used. Session mentors include experienced senior leaders, former/current CEOs, and other distinguished professionals from both the US and located outside of the US. A diversity of mentors used throughout the program allows participants to learn from a variety of people with a diversity of perspectives to share and learn from the participants.

Program Coordination

The program is conducted by the Peregrine Leadership Institute (PLI) based in Gillette Wyoming. A steering committee that includes representatives from Rocky Mountain Performance Excellence, the Mountain West Credit Union Association, and Peregrine Leadership guide the development of program's curriculum and assist with the marketing of the program to potential participants. PLI manages participant registrations and workshop logistics.

PLI subcontracts to several professionals (primarily current and former CEOs) to serve as session mentors. PLI has a depth of contacts from which to draw upon to serve as session mentors. Potential session mentors include current/former CEOs within the energy, tertiary education, utility, financial, early childhood education, and governmental sectors. Our network of professionals includes both US and non-US session mentors such that participants will be exposed to a diversity of global perspectives, sectors, and senior leader experiences.

Pricing

Pricing is based on having a minimum of 15 and a maximum of 20 participants per program. Pricing is inclusive of one-on-one mentoring/Baldrige evaluation feedback, the workshops, workshop materials, meals during the workshop, and facility expenses. Pricing does not include participant lodging and transportation.

Total price per participant: \$12,000.

Logistics

Sessions will be conducted in Denver, CO. Session dates for 2016 are as follows:

1. March 2nd and 3rd
2. May 3rd and 4th
3. July 13th and 14th
4. September 7th and 8th
5. November 2nd and 3rd

Sessions will start at 8:30 am and end at 4:30 pm each day and include a working lunch. Dinner will be provided each night of the first day of the 2-day session.

An open-source LMS will be used to facilitate communications for the participants and use the site for course material management.

REFERENCES AND DEFINITIONS

Values, Skills, and Actions of Senior Leaders

Leadership Values:

- **Honesty:** being honest in all your communications, interactions with others, and with yourself; saying what you mean and meaning what you say.
- **Loyalty:** fulfilling your obligations to your team, peers, and superiors; being loyal to your team and your organization with support on and off the job; remaining faithful and steadfast to your values; holding what others say in trust.
- **Accountability:** being accountable for all your actions and the results of those actions; remembering that while you can delegate authority, you can never delegate responsibility – you, as the leader, are always responsible for the successes and failures of your team, acknowledging the contributions of others, assuming the responsibility even when others will not.
- **Respect:** being a leader who treats others with respect; treating others fairly and consistently; giving away respect and not making others have to earn your respect; respecting, acknowledging, and publicly recognizing the contributions of others.
- **Trust:** being approachable, acknowledging, considerate, accepting, and respectful towards others; building trust within your team through open and honest communications; demonstrating compassion and understanding towards others.
- **Unselfishness:** being a leader who gives credit where credit is due; helping others with the mundane tasks, making a sincere and honest effort to examine problems and issues from the perspective of others; putting the needs of others before those of your own; promoting the interests of the team and the organization ahead of your own.

Senior Leadership Skills

- **Interpersonal skills**
 - **Communicating** – committing to a few common, yet powerful and consistent messages and repeat them over and over in different forms and settings.
 - **Using Dialogue** – exchanging points of view and considering what is said and unsaid.

- **Negotiating** – using active listening to diagnose unspoken agendas and communicate clear positions.
- **Achieving Consensus** - using peer leadership rather than strict positional authority.
- **Building Staffs** – compensating for your weaknesses, reinforce your vision, and ensure institutional success.
- **Leadership Styles** – understand and apply the right leadership style for the situation and the people involved (transformational, servant, charismatic, authentic, and transactional)
- **Conceptual skills**
 - **Envisioning** – designing compelling visions for your organization and inspiring a collaborative effort to articulate the vision in detail.
 - **Developing Frames of Reference** – must be open to new experiences and to comments from others to include subordinates.
 - **Dealing with Uncertainty and Ambiguity** – demonstrate the flexibility to handle competing demands and fight complexity by encompassing it.
- **Technical skills**
 - **Strategic Art** – doing more than simply seeing the future, you must shape the future.
 - **Leveraging Technology** – applying technology to achieve decisive advantage.
 - **Translating Goals into Objectives** – taking broad goals and making them meaningful and relevant for your organization.

Senior Leadership Actions

- **Influencing Actions**
 - **Communicating** – telling your story through a vision.
 - **Decision Making** – use all available resources and decision making tools, use your instinct, and then just make the *damn* decision.

- **Motivating** – shape your organizational culture and inspire great effort by cultivating a challenging, supportive, and respectful environment to operate in.
- **Operating actions**
 - **Strategic Planning** – must balance competing demands.
 - **Executing** – allocate resources and build/maintain relationships both within and external to the organization.
 - **Strategic Assessing** – first yourself (strengths and weaknesses), then your organization (performance indicators), and always your operating environment.
- **Improving**
 - **Developing** – mentoring subordinates and building intellectual capital for the organization.
 - **Building** – leading change by identifying the requirements, developing the capabilities, and implementing the programs to move forward.
 - **Learning** – looking backward as well as forward to learn and grow, both individually and collectively, during and after all major events.

The Baldrige Model

Baldrige Performance Excellence Program. (2015). *2015-2016 Baldrige Excellence Framework: A Systems Approach to Improving Your Organization's Performance*. Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology.

Other Resources

Collins, J. & M. T. Hansen (2011). *Great by Choice*. HarperCollins Publishing, Inc.

Collins, J. (2001) *Good to Great: Why some Companies Make the Leap and Others Don't*. New York. HarperCollins Publishers Inc.

Kotter, J. P. (1996). *Leading Change*. Boston MA: Harvard Business School Press.

Vinyard, J. (2013). *Baldrige User's Guide: Organization, Diagnosis, Design, and Transformation (Updated for 2013-2014), 6th Edition*. Hoboken, NJ: Wiley.