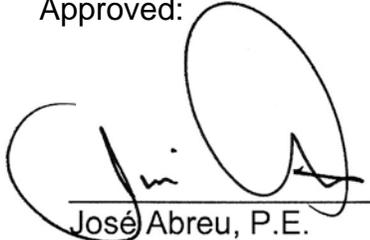


Approved:



José Abreu, P.E.
Secretary

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Office: Administration
Topic No: 010-000-025-a

LEADERSHIP ACHIEVING NEW HEIGHTS

PURPOSE:

In 2000, the Executive Board of the Department adopted a list of Leadership Core Competencies intended to serve as the baseline skill qualifications necessary for leadership within the Department. These characteristics and skills describe the attributes the Department believes are critical to the success of the organization.

This document is intended to serve as the implementation plan for incorporating these core competencies into the Department's business culture. It outlines how these ideas relate specifically to three areas:

- Recruitment and Selection
- Employee Assessment
- Employee Development

By applying the concepts outlined in this document, the executive leadership within the Florida Department of Transportation will be better equipped to successfully lead the organization and fulfill the mission of the department.

AUTHORITY:

Sections 20.2313(3)(a), 334.044, Florida Statutes (F.S.)

SCOPE:

The principal users of this procedure are Department leaders and managers.

REFERENCES:

SES/SMS Recruitment and Selection, Appointments, Evaluations, and Terminations, Topic No. 250-015-006

Employee Review and Performance Planning, Topic No. 250-045-002

Statewide Training Program Procedures, Topic No. 250-050-001

LEADERSHIP ACHIEVING NEW HEIGHTS

STRATEGIC OBJECTIVE 3.3
Improve Leadership System Effectiveness

7/9/2004

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INTRODUCTION

In 2000, the Executive Board of the Department adopted a list of Leadership Core Competencies intended to serve as the baseline skill qualifications necessary for leadership within the Department. These characteristics and skills describe the attributes the Department believes are critical to the success of the organization.

This document is intended to serve as the implementation plan for incorporating these core competencies into the Department's business culture. It outlines how these ideas relate specifically to three areas:

- Recruitment and Selection
- Employee Assessment
- Employee Development

By applying the concepts outlined in this document, the executive leadership within the Florida Department of Transportation will be better equipped to successfully lead the organization and fulfill the mission of the department.

LEADERSHIP CORE COMPETENCIES

The Leadership Core Competencies describe skills needed by members of the Department of Transportation's leadership team. The Department will expect members of the leadership team to provide strategic guidance for the organization.

The Department has adopted five fundamental leadership competencies, each detailed on the following pages, and available on the Department's web site. These competencies were designed to assess leadership potential and experience, rather than technical expertise. Technical expertise may also be necessary to ensure successful accomplishment of job duties and responsibilities.

The basic definition for each competency is supplemented by key characteristics, which reflect possession of the leadership competency. These characteristics more fully describe the attributes the Department believes are critical to the success of the organization. It is understood that not all candidates for leadership positions will possess every key characteristics. However, it is expected through training and development that these characteristics can be strengthened to ensure success.

The Leadership Core Competencies will be used to select, assess, and develop the performance of the individual members of the leadership team.

LEADING PEOPLE

This core competency emphasizes the ability to develop and implement strategies to maximize employee performance excellence and foster high ethical standards in meeting the Department's vision, mission, and goals.

Team Building

- Inspires, motivates and guides others toward accomplishment of department goals
- Encourages and facilitates cooperation within the organization and with customers to develop team spirit and common focus'
- Develops leadership skills in others through coaching, mentoring, rewarding, and guiding employees
- Empowers people by sharing power and authority
- Assesses employees and provides developmental opportunities to maximize employees' capabilities and contribute to achievement of the department's goals.
- Assumes responsibility for team shortcoming and shares accolades for success with the team

Cultural Awareness

- Values cultural diversity in the workforce

Integrity/ Honesty

- Creates a culture that fosters a high standard of ethics
- Behaves in a fair and ethical manner towards others
- Instills mutual trust and confidence
- Demonstrates a sense of responsibility and commitment to public service.

Conflict Management

- Manages and resolves conflicts in a positive and constructive manner
- Attends to morals and organizational climate by identifying and preventing potential negative confrontation

LEADING CHANGE

This core competency requires the ability to develop and implement an organizational vision and to incorporate that vision into the State's Transportation goals and the Department's core values. Inherent in this ability is the need to balance change with stability and continuity while striving to improve customer service within the basic government framework. It also involves the ability to foster a work environment that encourages creative thinking and the ability to maintain focus, intensity, and persistence, even under adversity and in the face of specific as well as institutional resistance to change.

- Displays vision to see the level to which an organization can perform beyond traditional expectations and in ways not previously thought to be possible.
- Possesses the ability to communicate that vision and use it to energize the organization yet relate it to organization's goals and values.
- Thinks strategically to develop work plans and innovative ideas, which are directed toward meeting the agency's goals in the context of its core values and mission/vision. It involves the ability to identify which activities are most crucial to reaching identified goals in the most effective and economical fashion.
- Possesses the ability to think creatively and to innovate to avoid the trap of limiting one's options by referring primarily to prior experiences. This must be somewhat tempered with the recognition that certain government requirements must be complied with while developing untried processes or solutions to problems.
- Demonstrates openness to the way others do things by employing a continual spirit of learning by applying new thought, new technology or even traditional technology and traditional thought processes in new ways.
- Recognizes and understands forces on the outside of the organization. Also understands and is aware of internal forces which may have an equally adverse impact on efforts to change.
- Understands how people react in an instinctive way to change and develops strategies to help both external customers and partners become comfortable with change as well as strategies to help employees cope with the emotional impact of change without letting either group defeat the change.
- Shows a personal commitment to public service and influences others to embrace change through a spirit of public service and accomplishment.

COMMUNICATING AND BUILDING COALITIONS

This core competency involves the ability to explain and advocate facts and ideas in a convincing manner while communicating and negotiating with individuals and groups. It also includes the ability to develop a professional network with other organizations and individuals to assist in solving issues and identifying the internal and external forces that impact the work of the organization.

Interpersonal Skills

- Assess and respond to the needs, feelings, and capabilities of different people in various situations
- Is tactful, compassionate, sensitive, and treats others with respect

Oral Communication

- Is clear and convincing in presentations and discussions
- Listens effectively to ensure mutual understanding and clarifies information as needed
- Facilitates an open exchange of ideas and fosters an atmosphere of open communication

Written Communication

- Expresses technically accurate facts and ideas in a clear, convincing, logical, and organized manner
- Ensures that all documents reflect the position and work of the organization

Influencing/ Negotiating

- Persuades others, builds consensus through give and take
- Gains cooperation from others to obtain information and accomplish goals
- Facilitates “win-win” situations

Partnering

- Establishes and maintains working relationships with internal units and strengthens internal support bases
- Develops and enhances networks and alliances
- Engages in cross-functional activities
- Collaborates across functional boundaries; finds common ground with a wide range of stakeholders

Governmental Environment

- Identifies the internal and external environment that impacts the work of the organization
- Approaches each situation with a clear perception of organizational and governmental reality; recognizes the impact of alternative courses of action

BUSINESS JUDGEMENT

This core competency involves applying principles of management generally used in the private sector to manage a public sector operation. The public sector leader must be able to manage and apply financial, human resources, and technology management to accomplish the organization's mission. The bottom-line of this core competency is effective and efficient decision making.

- Selecting the right people for the job and using excellence as the standard to lead the work force
- Using management controls in overseeing the financial assets of the organization
- Managing the budget using the established organization and statutory requirements
- Effectively securing the requisite funding for your program
- Procuring goods and services for your program
- Using technology to its best advantage while not using technology just for the sake of it
- Prudent risk taking is encouraged

RESULTS DRIVEN

This core competency stresses accountability and continuous improvement. It includes the ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies.

- Understanding and appropriately applying procedures, requirements, and policies; understanding linkages between administrative responsibilities and mission needs; keeping current on issues, practices, and procedures
- Stressing results by formulating strategic plans which assess policy/ program feasibility and include realistic short and long term goals and objectives
- Exercising good judgement in structuring and organizing work; setting, balancing, and readjusting priorities to meet valid customer requirements
- Anticipating and identifying, diagnosing, and consulting on potential or actual problem areas relating to program implementation and goal achievement; selecting from alternative courses of corrective action, and taking action from developed contingency plans

RECRUITMENT AND SELECTION PROCESS FOR SENIOR LEADERSHIP

The selection of senior leaders in the Department is very important and requires special focus on our Leadership Core Competencies. The process involves several important steps including recruitment, advertising, screening, interviewing, and selection.

Each of these steps must be carefully planned and carried out, and each must involve two-way communication to assure finding and screening the appropriate pool of qualified applicants that meet the requirements of our Leadership Core Competencies.

RECRUITMENT AND SELECTION PROCESS FOR SENIOR LEADERSHIP

The recruitment and selection process for any employee is very important. Selection of senior executives to lead the organization is extremely critical and therefore requires special focus on the Department's Leadership Core Competencies, particularly as they relate to leadership skills.

The recruitment process should be focused on generating a sufficient pool of applicants meeting the qualifications of the position. The objective is to solicit a reasonable number of quality applicants from a targeted group of qualified applicants. Care should be taken to avoid obtaining a large quantity of applications that includes many who may not be fully qualified. This will complicate the screening process.

Advertisement of these senior leadership positions should clearly describe the duties of the position, and appropriate emphasis should be placed on the Leadership Core Competencies relating to leadership expectations. What is asked for in the advertisement will guide the applicant regarding what should be included in the application and/or resume. It may also passively screen out potential applicants that realize they are not who we are seeking.

The advertisement itself should also be targeted to the appropriate medium to assure it reaches the right pool of qualified applicants who may be interested in the position. The appropriate Knowledge, Skills and Abilities and Leadership Core Competencies should be included in the advertisement. Appropriate application guidelines and/or qualifying questions (**see Appendix A**) should also be included in the advertisement.

Screening of applicants involves a thorough review of resumes, qualifying questions and/or applications. In screening for leadership positions, specific attention should be directed to those areas that may reveal leadership skills. Background checks may also be necessary and appropriate. Because the advertisement and screening process may involve others, it is extremely important to communicate all objectives of the selection to all who are assisting in the selection process.

Employee resumes or employment applications provide basic information about education, experience, stability, etc. The information exchange is controlled by the applicant. Again, it is important to convey the objectives of the selection to all involved in the screening process to ensure appropriate screening of applications. To truly understand the candidate's leadership ability and management style, a structured interview is required. This shifts the control of the information exchange back to the employer, and it provides the interviewer the opportunity to probe into areas of critical concern for the specific executive position and to evaluate how well the candidate measures up to the leadership skills required for the position.

Carefully crafted open-ended interview questions can help identify skills in areas of particular need. The interviewer should have a clear understanding of what questions

are illegal or inappropriate to ensure the interview process will stand the test of a legal inquiry. If there is any doubt, the interviewer should seek counsel and/or have the questions reviewed and approved. Example questions specifically focused on each of the Leadership Core Competencies are provided in **Appendix B**. The questions are intended to assist in structuring an appropriate set of interview questions that focus on various skills required for the position. They should be asked in the appropriate context and not necessarily selected as written. If others are involved in the interviews, the objectives of the selection process must be conveyed to all interviewers. Care should also be taken to avoid questions that may favor or provide an advantage to internal applicants.

The use of open-ended questions and further probing with follow-up questions is important to get a better understanding of the applicants' skills and weaknesses. This probing may also provide valuable insight into the honesty and integrity of the applicant.

After the initial interview with the finalists, it may be necessary and appropriate to conduct follow-up interviews, perhaps with a shorter list of finalists.

For some leadership positions that require extraordinary skills in certain areas, it may be appropriate to conduct group interviews or assessment centers to further screen finalists. These forums generally involve trained facilitators and evaluators who assess not only the capabilities, but also the behavior, of the finalist in certain interpersonal or job related situations. Assessment centers may include presentations, role-playing, games, written and oral exercises, and even peer evaluations. It may be appropriate to deal with case studies, writing samples, and other exercises targeted to a specific need for the position. These are time consuming and costly due to travel and per diem expenses, etc., but they can provide valuable information about leadership skills, creativity, flexibility, composure, and interpersonal skills that may not be totally revealed in an interview. Inquiring about or observing finalists' performances at Leadership Academies, Graduate Leadership Academies, and other group encounter situations may satisfy the need for a separate leadership assessment forum by providing similar insight into the finalists' overall skills set and deportment. Care should be taken not to bias the selection in favor of internal applicants. In cases where external applicants are competing, one should avoid forming opinions solely on Department forums and instead pursue other scenarios such as those previously mentioned.

APPENDIX A

**SENIOR LEADERSHIP POSITION
EXAMPLE QUALIFYING QUESTIONS/RESPONSES
FROM PEOPLE FIRST**

Question	Example Response	Desired Response
1. Are you currently a registered Professional Engineer in the State of Florida?	Yes	Yes
2. For each work experience location, list the number of people supervised and the number of years of management experience.	<p><u>ABC Environmental</u>- supervised drilling crew of 2 for Navy project</p> <p><u>Major Consulting Firm</u>- supervised/mentored 1 engineer and 2-4 CADD staff</p> <p><u>Major Consulting Firm</u>- no supervisory experience.</p> <p>Total years management experience: 4.5 years</p>	Requires individual evaluation
3. Provide an example that best describes your ability to lead people. Also list the name of the work location.	<p>At <u>Major Consulting Firm</u>, I was given the role of project engineer for one segment of the ~\$1 billion Route 000 Interchange project. My diverse team consisted of 6 engineers, and numerous technicians from four companies. We successfully produced plans for the largest roadway project in Wisconsin's history.</p>	Requires individual evaluation
4. Provide an example that best describes your ability to lead change. Also list the name of the work location.	<p>The Route 000 Interchange project brought together 80+ people from 10+ firms. I took the initiative to lead what was a great change for everyone involved – working together electronically. I lobbied management to proactively consider how to best setup the office, and worked with the IT staff from the involved companies to develop a solution that was different than any of the companies had ever done before, and which provided an efficient working environment for everyone.</p>	Requires individual evaluation
5. Based upon your job duties as noted in the application, please list five examples of what you would consider sound business judgement.	<p>1. The project I managed on Adak Island was a lump-sum job. The quicker it could be accomplished, the more profit would be had. By encouraging competition and providing support and rewards, a 4-month job was completed in 3-months.</p> <p>2. While working for <u>ABC Environmental</u>, I managed an environmental reporting project for the U.S. Air Force. This was the only such project during that time frame to not be over budget. I carefully monitored the budget, limited staff on the project, and made sure the project was completed on schedule.</p> <p>3. When I first joined <u>Major Consulting Firm</u>, I was a contract-to-direct employee and was assigned to the USH 45 project. Half of the work had been completed (southbound was done, but northbound remained) and 75% of the budget had been spent. I took over project engineer responsibilities, limited the staff working on the project to save budget, and elected to remain a contract employee (due to lower cost to the job). Through tight management, I was able to be an important part of bringing the job in on budget.</p> <p>4. On the Route 000 Interchange project, the negotiation process was a grueling several-month ordeal. A response to this strain was to tighten the scope; as a part of this effort, I developed the roadways scope, probably one of the tightest in office history.</p> <p>5. As a part of the Route 000 Interchange negotiation between preliminary and final design, I had to provide some difficult opinions about the effectiveness of staff, which included recommendations for reassignment or dismissal of underperforming individuals.</p>	Requires individual evaluation

<p>6. From your work history, please provide three examples of your ability to enhance effective communication and note the work location.</p>	<p>1. I have assisted with the development of <u>Major Consulting Firm</u>'s communications plan (ongoing). As a smaller firm with growing pains, it is looking to develop a more consistent style of communication.</p> <p>2. On the Route 000 Interchange project for <u>Major Consulting Firm</u>, I was instrumental in establishing and participating in weekly project engineers meetings to ensure that the different contracts and disciplines were informed of issues, solutions were applied consistently through the entire project, and that issue resolution was tracked.</p> <p>3. On the East Washington Avenue project, I helped develop and facilitate the public involvement and communications plan on a highly controversial roadway reconstruction through a very politically active town. We had an "open-door" policy which allowed any concerned members of the community to walk into our offices and talk with the project staff about concerns and ideas.</p>	<p>Requires individual evaluation</p>
<p>7. Please provide three examples of recognition methods you have used and not the work location.</p>	<p>1. When working with my drillers on Adak Island, I would provide them with rewards – getting off work an hour early, warm cookies and milk – on days they performed exceptionally well.</p> <p>2. While working for <u>Major Consulting Firm</u> on the East Washington Avenue project, on a weekly basis, I printed the accounting reports for different tasks to show progress vs. budget – this encouraged a positive spirit of competition (and we saved \$85,000 on one \$285,000 task)</p> <p>3. On numerous occasions, I have written emails or left voicemails, taking the time to thank someone for doing an exceptionally good job. In the case of emails, I have often cc'ed the supervisors of the people I wished to thank.</p>	<p>Requires individual evaluation</p>
<p>8. How do you go about ensuring timely results from those under your direction?</p>	<p>1. Clear communication of expectations.</p> <p>2. Proactively checking in well before deadlines to assess progress and provide opportunity for communication.</p> <p>3. Giving honest feedback, positive or negative, on performance.</p>	<p>Requires individual evaluation</p>

APPENDIX B**CORE COMPETENCY QUALIFICATION QUESTIONS**

Suggested types of questions regarding Senior Leadership skills are noted below. This listing is not considered to be all inclusive.

Core Competency 1: Leading People

These questions may help the interviewer better understand the applicant's ability to lead people. A more direct line of questioning may be appropriate to determine leadership style or skills of the applicant.

1. What are your strengths and weaknesses as a leader of people?
2. What experiences have you had in dealing with people who are not team players?
3. What is the most important thing a leader can do to build teamwork?
4. How would you describe a good leader in an organization like FDOT?
5. What are some examples of your volunteer activities in your community, clubs, or organizations?
6. Who is your favorite leader and why? Your favorite motivator and why?
7. Do you prefer being behind the scenes or out front in the public's eye?
8. What might your present employer or previous employers say about your leadership abilities?
9. Would your subordinates consider you a compassionate boss? Explain.
10. Give an example that best illustrates your ability to lead people.

Core Competency 2: Leading Change

These questions may help you probe at the applicant's ability or willingness to lead change.

1. In dealing with changes occurring in your workplace, do you "roll with the punches" or do you try to maintain a hard and inflexible line? Explain.
2. Describe your greatest leadership accomplishment. How has it affected your leadership style?
3. When was the last time you learned you were part of the problem and what did you do to correct it?
4. What was the last idea you had to sell to your boss(as) and what was the outcome?
5. Do you consider yourself a creator of change, one willing to try new things, or a maintainer who is more comfortable with the status quo? Explain.
6. Give an example that best illustrates your ability to lead change in an organization.

Core Competency 3: Communicating and Building Coalitions

These questions may help you understand the applicant's management style and how he/she might build relationships with other employees:

1. How do you deal with difficult people in your organization?
2. How do you build effective working relationship with subordinates? Peers?
3. Explain your role in previous positions as part of the management team.
4. How do you deal with conflicts or disagreements among co-workers?
5. How would you handle a subordinate who broke a policy that you did not agree with?
6. Give an example of how you would have shown compassion for a subordinate.
7. Give an example that illustrates how you have successfully built coalitions among peers? Subordinates?
8. Give an example that illustrates your ability to enhance effective communication or to successfully correct a communication problem.
9. Give an example(s) of recognition methods you have used successfully.

Core Competency 4: Business Judgment

These questions may help you learn about an applicant's honesty, integrity, and willingness to take risks.

1. Describe a situation that might warrant breaking a rule at work?
2. Describe the most stressful situation you have faced in a previous job? How did you deal with it?
3. How do you form your opinions about other people? Subordinates? Peers?
4. Describe a situation where you had to make a decision without all the facts and figures you would like to have had. Did you make the right decision? Explain.
5. When was the last time you took a stand on an issue? Why?
6. Describe the last time you changed your mind about an issue/decision at work. Was this a good decision?
7. Describe the last time a decision you was made was challenged by your boss(as). How did you react?
8. When was the last time you had to support a decision of your boss(es) when you did not agree with that decision?
9. Describe the most serious mistake you have made at work? What are the lessons learned from this mistake?
10. Give an example(s) that illustrate your ability to make sound business judgments.

Core Competency 5: Results Driven

These questions may help the interviewer understand the applicant's knowledge of the position and the thought they have put into the preparation for the interview.

1. What do you see as the challenges facing the transportation industry during the next year?
2. What would you hope to accomplish during the first year if you are the successful candidate?
3. What are the most important aspects of a position you find interesting?
4. What abilities, training, or experience make you best suited for this job?
5. What strengths contribute to your leadership ability and why do they make you well suited for this job?
6. What motivates you at work? Why?
7. Do you take work home? When? Why?
8. Do you like frequent and immediate rewards/recognition or are you willing to wait for recognition of a major accomplishment?
9. How would you want to be remembered after you leave a position?
10. How do you hold subordinates accountable; and how do you use performance monitoring to improve accountability of staff?
11. How do you go about ensuring timely results from your subordinates? Peers? Bosses?

**REFERENCE CITATIONS
FOR
RECRUITMENT AND SELECTION**

See ***SES/SMS Recruitment and Selection, Appointments, Evaluations and Terminations, Procedure No. 250-015-006*** at:

<http://ombnet.dot.state.fl.us/procedures/bin/250015006.pdf>

See ***Request for Pay Action (RPA), Form No. 250-040-02*** at:

<http://ombnet.dot.state.fl.us/forms/formsbynum.asp?index=2>

ASSESSMENT

In order to effectively assess whether or not the Leadership Core Competencies have become a central focus of Department executives, they must be measured. That measurement is most appropriately accomplished through the performance evaluation process. The Department's employee evaluation process and forms have been modified to include the Leadership Core Competencies for those managers who have these qualifications identified on their position descriptions. The on-line screens provide a section (Section E) for ratings, including the ability for both the reviewer and rater to enter comments. While there is no official form for entry, the ability to print the on-line version is available and is formatted in such a manner that the evaluation elements as well as the ratings and comments are segregated into sections.

At the beginning of each performance cycle the Senior Leader and manager being evaluated shall meet to discuss these core competencies. This discussion should establish the perspectives, measures, and methods, which shall be used by the Senior Leader to evaluate the manager. This discussion will also outline a development plan for the year for continuing improvement with specific focus on the Leadership Core Competencies.

REFERENCE CITATIONS FOR ASSESSMENT

See *Review and Performance Planning, Procedure No. 250-045-002* at:

<http://ombnet.dot.state.fl.us/procedures/bin/250045002.pdf>

* The EPABS (Employee Performance Accountability and Performance System) directive is currently in the process of being developed. There are however process completion instructions available online in the EPABS system.

There are no official forms currently available through the Departments Forms Library. All evaluations are available to the supervisor and employee through the EPABS system. A printed copy of the evaluation can be obtained through the system as well.

INFONET SITE:

<http://inapp02.dot.state.fl.us/EPABS/news2.nsf/Listing?OpenAgent&Tabset=FDOTPB:PBH&Exp=PBHISTART&Login>

Selecting the “HOME” tab, scroll to the “Introduction” section, noted on the right side, and click on the item titled “Getting Started (DOC)”. Doing so will bring up the following table of contents and referenced pages.

USING THE EMPLOYEE PERFORMANCE ACCOUNTABILITY AND BONUS SYSTEM (EPABS)

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The EPABS Cycle (April 1, 2003 – March 31, 2004)

<i>Important Dates</i>	
<i>April - June</i>	<p><i>Opening of the EPABS Form</i></p> <ul style="list-style-type: none"> • Confirmation of Manager-Employee Relationship • Selection of Agency Competencies • Entering of Work Activities • Schedule Initial Meeting with Employee
<i>June – August</i>	<p><i>EPABS Refresh from COPES</i></p> <ul style="list-style-type: none"> • Creation of Tasks • Terminated Employees List • Statistical Information for Managers and Supervisors
<i>September - October</i>	<p><i>Mid-Cycle Evaluations</i></p> <ul style="list-style-type: none"> • Preliminary Rating of Competencies and Work Activities by Manager or Supervisor • Schedule Mid-Cycle Meeting with Employee
<i>November - December</i>	<p><i>Work Group Creation/Peers</i></p> <ul style="list-style-type: none"> • Creation of Work Groups • Confirmation of Peers in Work Group for each Employee • Selection of Optional Peers Outside Work Group
<i>Feb 1st – Feb 29th</i>	<p><i>Peer Evaluations Performed</i></p> <ul style="list-style-type: none"> • Rating of Competencies by Peers
<i>March 1st – March 31st</i>	<p><i>Manager/Supervisor Completes Annual Evaluation</i></p> <ul style="list-style-type: none"> • Rating of Competencies and Work Activities • Schedule End of Cycle Annual Evaluation Meetings with Employee • Peer group rankings lists created from EPABS data on Employee Evaluations

DEVELOPMENT

The Department of Transportation can more effectively attain “Organizational Excellence” through the development of leadership within the organization. In the competitive business world in which we live, it is accepted that effective leadership in a team environment provides for a more productive and motivated workplace. This component is intended to assist in facilitating leadership development by correlating the defined leadership core competencies of the Department with known development opportunities both internal and external to the organization.

You will find in the following pages development opportunities documented with on-line reference cites. The formats will be presented by courses identified which are generally related to the leadership core competencies and known providers which deliver programs targeted at enhancing and improving the five competency areas identified. These opportunities are offered as suggestions for consideration as Senior Leaders look to develop themselves and their staff. Of importance is that Senior Leaders in the Department shall be expected to pursue development and apply it in the workplace, and that this development be ongoing. **It is incumbent upon the Leaders themselves to seek out methods that will best meet the development goals determined during the assessment/evaluation.**

It should be noted this is certainly not considered to be an all inclusive listing. As other courses and providers are identified, additions and updates to this listing are welcomed. Managers are encouraged to identify other courses and providers they feel have demonstrated the ability to enhance or develop leaders in one or more of the five leadership core competency areas. You may contact the Training and Development Office in order to make recommendations for additions/modifications to this offering.

DEVELOPMENT

Demonstrating leadership performance, consistent with our Core Values and Business Model, can be more effectively achieved through the development of our leaders in the areas of our Leadership Core Competencies. The development process becomes an extension of the evaluation process by using these discussions to generate opportunities for continuous improvement.

In the performance evaluation process leaders and their supervisors discuss and evaluate how the leader has applied the Leadership Core Competencies. Integral to this discussion should be an assessment of the strengths and opportunities demonstrated by the leader. The leader and their supervisor should determine areas where renewed focus or development would be beneficial to the department and leader. The leader would seek resources to assist in this development.

To facilitate the development process, a resource listing shall be created and maintained. This listing would be compiled by Leadership Core Competency and tiered by level of leadership being developed (i.e. Executive Board, Executive Committee, and Director Level). It would be electronically accessible, with the ability to be sorted /searched by various criteria. An example would be the ability to sort the resource listing to provide information on a product that would target the Leadership Core Competency of "*Leading People*". You could then refine the search to those products best suited for a particular leadership level (i.e. Directorate level). You could again narrow your search to provide resources by type (i.e. seminars). Over time, and through attendance and assessment, each entry on the resource list would be summarized and validated. This would provide a summary of the content and any current relevant information such as location, fees, timelines, prerequisites, and contacts for arranging attendance. This tool would allow leaders and their supervisors to better be able to quickly identify resources and make timely and informed decisions on development opportunities.

It should be noted that while this listing provides a valuable tool, it is the responsibility of the leader to find, learn and apply the information gained from the resources on this listing. In addition, leaders are encouraged to use mentoring as a valuable tool beyond this resource listing.

In order to remain an effective tool, extensive research as well as periodic and routine updating of resources and provider information, will be required. To this end all leaders shall work cooperatively with the Training and Development Office by providing information with regard to resources they have attended that may be appropriate for inclusion of the resource listing. This information would be conveyed to the Training and Development Office regarding products, courses, seminars, Computer Based Training Courses, periodicals, etc., found to be of value in developing our Leadership Core Competencies. Information regarding the assessment and applicability of the resource should also be provided to this office for their use.

**REFERENCE CITATIONS
FOR
DEVELOPMENT**

See ***Statewide Training Program, Procedure No. 250-050-001*** at:

<http://ombnet.dot.state.fl.us/procedures/bin/250050001.pdf>

See ***Individual Training Plan (ITP), Form No. 250-050-15*** at:

<http://ombnet.dot.state.fl.us/forms/formsbynum.asp?index=2>

GENERAL COURSES RELATED TO LEADERSHIP CORE COMPETENCIES

In searching for courses, reading materials, seminars, and experiences to enhance the agency's Leadership Core Competencies, the following course titles (interest areas) have been compiled as possible topics to strengthen specific targeted areas. One or more of these courses could be completed to eliminate or minimize a Leadership Core Competency deficiency.

LEADERSHIP CORE COMPETENCIES

LEADING PEOPLE

Development directed toward skill areas of teambuilding, cultural awareness, integrity, honesty and conflict skills. Courses include but are not limited to:

- Building and Leading Teams
- Coaching
- Conduct Standards and Disciplinary Procedures
- Confrontation and Conflict Resolution
- Counseling
- Customer Service
- Delegation and Empowerment
- Ethics
- Interpersonal Relationships
- Performance Planning.

LEADING CHANGE

Development directed toward communication of the agency's vision and energizing the organization to reach that vision, recognizing and understanding internal and external forces impacting the organization and influencing others to embrace change. Courses include but are not limited to:

- Business Model
- Change Management
- Creativity
- Process Management
- Process Mapping
- Strategic Planning
- What We Value
- Understanding the Sterling Criteria

COMMUNICATION AND BUILDING COALITIONS

Development directed toward areas of interpersonal skills, oral communication, written communication, negotiating, influencing and partnering. Courses include but are not limited to:

- Business Writing
- Facilitator Skills
- Florida Government Computer Based Training
- Interpersonal Relationships
- Listening Skills
- Negotiation Skills
- Partnering
- Presentation Skills

BUSINESS JUDGMENT

Development directed toward strong skills in matching personnel with the appropriate position, managing budget, prudent risk taking, and developing a well trained workforce. Courses include but are not limited to:

- Analyzing Performance Discrepancies
- Budget Management
- Communicating Tasks
- Decision-Making
- Finance for Non-Financial Government Managers
- Selection and Recruiting

RESULTS DRIVEN

Development directed toward making timely but well informed decisions, being accountable, empowered, and structuring and organizing work to meet valid customer requirements. Courses include but are not limited to:

- Analyzing Performance Discrepancies
- Decision Making
- Managing Your Activities for Greater Effectiveness
- Review and Performance Management
- Strategic Planning
- Time Management

SPECIFIC PROVIDERS OF CORE COMPETENCIES

In searching for programs to enhance the agency's Core Competencies, the following program overviews have been compiled as possible training focused on strengthening multiple Core Competencies, **see Appendix C**. It should be noted that all of these programs are typically delivered at an Executive level. It should be noted that all of these programs are typically delivered at an Executive level.

In addition to these specific programs, employees are encouraged to research Florida's university programs. These include:

Florida State University
University of Florida
University of Miami
Florida International University
Nova Southeastern
University of Central Florida
University of North Florida
University of South Florida
Rollins College
University of Tampa
Eckerd College

7. TRAINING

None required.

8. FORMS

The following forms are available from the Department's Forms Library:

250-040-02 Request for Pay Action (RPA)
250-050-15, Individual Training Plan Form

APPENDIX C

JOHN F. KENNEDY SCHOOL OF GOVERNMENT

Website: <http://www.ksg.harvard.edu/>

Three courses that might be of interest are: Click on *Executive Education*.

Senior Executive Fellows:

Provides practical, effective tools that can help you identify and analyze the challenges and opportunities facing your organization, and master them politically, as well as technically.

- Develop strategic plans of action using communication, negotiation and coalition-building skills.
- Manage the tensions between long-term policy goals and short-term political pressures.
- Create an organizational environment that is responsive to change, but also true to its purpose and tradition

Senior Executives in State and Local Government

Provides training that helps officials assess the tasks they face in managing today's results-driven government agencies. In particular, the program provides an opportunity for them to:

- Develop new conceptual frameworks for addressing policy issues.
- Explore the relationship between citizens and government.
- Examine the ethical and professional responsibilities of leadership.
- Exchange ideas with experienced faculty and participants from diverse backgrounds.
- The program has been designed to challenge assumptions and broaden perspectives.

Senior Managers in Government

Designed for senior career officials in the Senior Executive Service and their military, private sector, and international counterparts. Federal government participants will find a unique opportunity to gain perspectives on:

- Public policy and management.
- Strengthen leadership skills.
- Gain new insights in managerial practice.
- Learn and work with other SES-level executives from many executive and legislative departments.

Contact Information:

Enrollment Services
Executive Programs
John F. Kennedy School of Government
Harvard University
79 JFK Street, B-218B
Cambridge, MA 02138
Phone: 617-496-0484 ext. 11
Fax: 617-495-3090
Email: KSG_ExecEd@harvard.edu

HARVARD BUSINESS SCHOOL

Website: <http://www.hbs.edu/>

Courses that might be of interest are: Click on [*Executive Education*](#), Click on [*Comprehensive General Management*](#) (Left side), Click on [*Advanced Management Program*](#). Under "COMPREHENSIVE GENERAL MANAGEMENT SUMMARY CHART" click on [*Compare*](#).

Comprehensive General Management Program Summary Chart

Harvard Business School Executive Education offers a range of Comprehensive General Management programs with real-world applicability for executives at critical junctures in their careers. Drawing on the faculty's field-based research and global business expertise, the programs are designed to meet the increasingly complex management needs of today's workplace. Therefore, each program not only has a specific learning objective and unique format, but is also designed for a certain management level. The three Comprehensive General Management programs offered by Harvard Business School, while having differences, share a single overriding goal to help executives broaden their perspectives, acquire new foundations for decision-making, and rethink the rules of business, in order to competitively position their organizations for the future. Those three programs are the:

- [Advanced Management Program \(AMP\)](#)
- [General Management Program™ \(TGMP\)](#)
- [Program for Management Development \(PMD\)](#)

Contact Information:

E-mail: executive_education@hbs.edu

Telephone: 1-800-HBS-5577

Fax: 1-617-495-6999

Mail: Course Consultants

Harvard Business School

Executive Education Programs

Soldiers Field

Boston, MA 02163-9986 U.S.

PENN STATE, SMEAL COLLEGE OF BUSINESS

Website: <http://www.smeal.psu.edu/>

Click on *Executive Education Programs*, then click on *Program List*. Under, "General Management", click on *Executive Management Program*.

Executive Management Program

This program is for executives who make strategic decisions at the corporate or division level, and is designed to benefit those with significant responsibilities and outstanding records of achievement who want to enhance their ability to generate results. In particular, the program will prepare you to identify changing patterns in your competitive environment, formulate and implement growth strategies, align processes to enhance organizational effectiveness, enhance your ability to lead in complex situations, expand your perspective through interaction with program faculty and other successful executives.

Additionally, this comprehensive program focuses on the critical areas of:

Business Growth Opportunities

- Market Opportunity Assessment
- Competitive Strategy Development
- Use of Organizational Networks for Market Success
- Life Cycle of Organizations
- Competing in the Experience Economy

Enhancing Operational Effectiveness

- Aligning Capabilities to Competitive Strategy
- Strategic Uses of IT to Enable Success
- Measuring Value Creation
- Financial Management
- Organizational Alignment

Leadership Capabilities

- Developing a Portfolio of Leadership Styles
- Managing in Networked Organizations
- Assessing Organizational Culture
- Leading Organizational Change
- Leading in Your Organization

Strategic Template Process

- Action Planning for Your Future Success

Contact Information:

Penn State Executive Programs

Phone: 814-865-3435

Fax: 814-865-3372

The Smeal College of Business Administration,

The Pennsylvania State University

409 Business Administration Building, University Park, PA 16802-3009

On the Web: <http://www.smeal.psu.edu/psep/index.html>

Email: psep@psu.edu

CARNEGIE MELLON UNIVERSITYWebsite: <http://www.cmu.edu/>

Click on *Corporate Visitors*, then click on *Executive Education*. Under "GSIA Executive Education", select *The Program for Executives*.

Program for Executives

A personalized four week general management executive education program offered by a top-ranked business school directed to those who desire to take business performance to a higher level.

The Program for Executives builds stronger general managers by:

- Combining a comprehensive general management curriculum and a personal development focus.
- Integrating strategy, finance, process management, marketing and leadership in a powerful curriculum.
- Affording participants an opportunity to think and learn with business leaders from around the globe.
- Providing global perspectives on business today and in the future.
- Complementing classroom learning with personalized academic and executive coaching.

The challenges of general management responsibility are significant and variable, regardless of your background, experience or prior education. Unfortunately, executive education programs historically have not focused on the individual development needs of their participants. By contrast, Carnegie Mellon's Program for Executives offers you (along with other general managers) the opportunity to learn from top professors, and includes personalized competency building so that you can emerge with new knowledge, skills, and the energy necessary to lead your business. Carnegie Mellon's Program for Executives has been bringing senior managers from around the world together with our top-ranked faculty for close to 50 years. However, 4-week general management programs have to evolve given that any time "away from the office" today needs to be productive and valuable in immediate and obvious ways. This new reality has led to a redefinition of the Program for Executives that is focused on efficient earning of cutting-edge general management models, objective based personal development, and leadership energy for immediate impact. This program develops strategic thinking, planning, and implementation capabilities for general management excellence. It strengthens leadership skills for motivating high-performance work teams, and improves decision-making capability for integrating and coordinating across functions to accomplish overall strategy. It provides perspectives for competing in the borderless global marketplace and solidifies financial management capability and understanding of value-based management. Further, it shows how to create effective networks and alliances using partnerships and technology and creates a forum for executives from around the world to collaborate and learn with and from each other.

Contact Information:

For general information, please contact:

Director of Executive Education

Carnegie Mellon University

Graduate School of Industrial Administration

150 Posner Hall

Pittsburgh, PA 15213-3890 USA

Phone: 1-888-565-3091 (Toll-free in U.S.)

Phone: 412-268-2304 (International)

Fax: 412-268-2485

Email: Exec-Director@andrew.cmu.edu

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Website: <http://www.unc.edu/>

Click on *Admissions*. Under "Visit Graduate Schools" select *Kenan-Flagler Business School*. Under "Executives" click on *Executive Education*. Then click on *Open Enrollment Programs* and select *Senior Executives Institute*.

Senior Executives Institute

The Senior Executives Institute (SEI) is designed for senior managers with multifunctional responsibilities. It is particularly valuable for successful managers who are facing or leading fundamental changes in their markets or organizations or Executives who wish to gain perspective and understanding of leadership, measurement, communication and governance within complex organizations facing complex issues

In this intensive four-week program requires you to be in residence one week per month over four months. During the other weeks your workplace is expected to be a learning laboratory. Kenan-Flagler Business School faculty and other recognized experts and leaders from industry and government will discuss methods and successful models for:

- Managing inter-functional competencies to achieve strategic goals.
- Anticipating change and prioritizing actions to deal with it.
- Communicating and infusing strategic goals throughout the organization.
- Making social, technological, economic and political change work to improve the organization's relative competitive position.
- Measuring and realizing permanent, positive improvement in the organization's performance.

The program will be most useful for executives who have recently been promoted into strategic leadership positions, who find themselves responsible for initiating and accomplishing fundamental change in their organizations, or who have recognized an opportunity for their organization that requires a substantial expansion of their perspective and understanding of some business principle or issue.

Contact Information:

Jeffrey R. Edwards, Belk Distinguished Professor of Management-Organizational Behavior
University of North Carolina at Chapel Hill

CB #3490

Chapel Hill, NC 27599-3490

Phone: (919) 962-3144

E-Mail: jredwards@unc.edu

DARTMOUTH COLLEGE

Website: <http://www.dartmouth.edu/>

Click on *Graduate and Professional* (left side), click on *Tuck School of Business*, then select *Executive Education*, then click on *Tuck Executive Education at Dartmouth* at the bottom of the page.

Tuck Executive Program

The Tuck Executive Program (TEP) is a comprehensive, senior-level executive management program that will inspire you to critically examine every aspect of business management. An intensive program designed for high-level executives with at least 10 years of management experience, TEP consists of three consecutive one-week modules led by a select group of senior Tuck faculty. The program draws some of the world's brightest business leaders to an environment that is highly collaborative. At TEP, you'll be rewarded for your three-week commitment with an enormous store of insight and knowledge that you can apply immediately.

TEP is a general management program in the truest sense, offering one of the most complete experiences. From coursework in specific management components to team-building exercises like whitewater rafting to preprogram English presentation courses for international executives TEP addresses every need.

Contact information:

Tuck Executive Education at Dartmouth
100 Tuck Hall
Hanover, NH 03755-9050 USA
Tel: 1-603-646-2839
Fax: 1-603-646-1773
Email: tuck.exec.ed@dartmouth.edu

STANFORD UNIVERSITY

Website: <http://www.stanford.edu>

Click on *Academic Programs - - Executive, Professional, Continuing & K-12*, then click on *Executive Education (Graduate School of Business)* and select *Programs*.

Stanford Executive Program

The Stanford Executive Program (SEP), a six-week, intensive academic program in general management, which gives experienced business leaders the crucial opportunity to think strategically about the key areas of your operations and prepares you to return to your company ready to put into practice the new ideas and conceptual frameworks you have learned. This integrated five week core program offers a wide variety of general management courses. The one week elective program offers the opportunity to customize a significant part of your learning experience. A multidisciplinary approach is used to facilitate the understanding of management issues and pace the program to give you the time to internalize the materials through independent study and informal work with your SEP classmates.

The Stanford Executive Program (SEP), curriculum focuses on how the general manager creates and implements strategy, and develops and sustains organizational strengths. Built on research and course offerings of the Business School faculty, the curriculum relates executives' own experiences to critical developments in management theory and practice. Like the Stanford MBA Program, SEP undergoes significant change as the faculty's research keeps pace with the rapidly moving management environment. SEP is divided into three major activities: classes, individual study, and small group discussions. Activities are scheduled from early morning until late evening. Participants are divided into two class sessions (approximately 140 people total) and discussion groups of six to eight. The membership of the classes and discussion groups is changed from time to time to enhance the learning process. Most courses in SEP emphasize general principles, rather than detailed techniques. Previous mathematical, accounting, or financial background is not necessary.

Contact Information:

Beverly H. Smith
Office of Executive Education
Stanford Business School
Stanford University
Stanford, CA 94305-5015
Telephone: (650) 723-2921
Toll Free Phone: 866-542-2205 (US Only)
Fax: (650) 723-3950
email: smith_bev@gsb.stanford.edu

DUKE UNIVERSITY

Website: <http://www.duke.edu/>

Click on *Admissions and Financial Aid – Graduate and Professional*, then select *The Fuqua School of Business*. In the drop down box on the left entitled “Jump to Select”, click on the down arrow, scroll down and choose *Executive Ed*. Under the heading “Advanced Management Program”, select *course info* to the right side.

Advanced Management Program (AMP)

AMP participants learn to improve their effectiveness as business leaders and to serve as change agents. This course is geared for managers with at least fifteen years of professional experience, who are senior managers in a functional area, general managers with profit-and-loss responsibility, or operating managers who will soon assume such positions. Participants focus on organizational and leadership challenges and opportunities. Sessions cover topics critical to companies and senior managers. Participants return to work with a better understanding of business challenges and opportunities, a creative set of options for making improvements, and a personal action plan for improving their effectiveness as leaders and change agents. AMP is offered twice a year. The program format is two, two-week sessions (four weeks total) separated by approximately one month. This split session format is used to accommodate participants who cannot be away from work and family for more than two weeks at a time.

Contact Information:

Douglas T. Breeden, Dean
W 251 Fuqua School of Business
Box 90120
Duke University
Durham, NC, 27708
(919) 660-7725

UNIVERSITY OF MICHIGAN

Website: <http://www.umich.edu/>

Click on *Academics & Research – Graduate*, click on *Business*, click on *To Executive Education*, click on *US Programs*, select *View US Courses by: Alphabetically*, and select *Executive Program*.

The Executive Program

This is a program designed for senior executives. Participants will explore a range of issues involved in managing the multi-business firm in the international business and economic environment. Primary consideration will be given to issues involved in planning the strategic direction of business within economic, political, organizational, and competitive parameters and constraints. Throughout the program, you will have numerous opportunities to examine issues, problems, and opportunities from a multidimensional, multicultural perspective.

Contact Information:

For more information, contact:
Customer Service Department
(734) 763-1000
um.exec.ed@umich.edu

COLUMBIA UNIVERSITY

Website: <http://www.columbia.edu/>

Click on *Schools and Departments* (left menu), select *Under Graduate Schools -- School of Business*, click on *Executive Education Program*.

The Columbia Senior Executive Program (CSEP)

The Columbia Senior Executive Program brings a competitive advantage to your business and your career. With its philosophy of action-learning, Columbia is ranked the number one executive education provider worldwide. Unique among other senior programs in its class, CSEP affords you the opportunity to experiment with innovative approaches in the global business environment, functional excellence, leadership, strategic thinking, change management, individual development and action planning. CSEP is led by in-residence faculty directors from top-rated Columbia Business School, who assemble a team of leading faculty members from Columbia and other peer institutions along with industry practitioners. Recent enhancements of this tradition include:

- Emphasis on experiential learning, small-group sessions and one-on-one feedback and coaching.
- Detailed 360-degree feedback with input from your peers, supervisors and direct reports.
- Interactive intranet Web site designed for communication with other participants and faculty members during the program. At the conclusion of the program, the site becomes a vital component of your new global communications network as a secure Internet site accessible only to you and your CSEP alumni classmates.
- The Columbia Learning that Powers Performance® Assessment Process: Columbia Executive Education has partnered with top adult-learning researchers, global business leaders and CSEP alumni to develop a comprehensive program assessment process that measures the impact of this program on both the individual and the organization.

The CSEP advantage is the Columbia Business School approach. Our faculty members act as consultants, helping you apply theory and skills directly to specific challenges in your business. In a highly interactive program, held in the magnificent retreat setting of the Arden House conference center, new ideas are nurtured and directed to produce short- and long-term benefits for you and your organization.

Executive Development Program

This program explores how general managers get work done. Often, they must lead others who have more functional knowledge than them, integrate those different perspectives into a comprehensive action plan and hold others accountable for implementation while maintaining responsibility for the success of the enterprise. When the general manager is leading an effort to execute strategies that require staff members to think and act in new ways, the challenge becomes even greater.

Contact Information:

Not provided on website

CORNELL UNIVERSITY

Website: <http://www.cornell.edu>

Click on Corporate Connections, then click on Executive Education, select Johnson Graduate School of Management, then select Executive Education, and click on Executive Development Program.

Executive Development Program

Each year, individuals from across the world come together in the Executive Development Program to explore the challenges and opportunities facing organizations. The goal of the program is to enrich participants through an intensive, interactive learning experience that expands their general management perspective. During the two weeks of this engaging environment, participants enhance their strategic vision, advance their managerial skills, build cross-functional competencies, and acquire effective techniques for managing change. They refocus, revitalize, renew, and return to their organizations ready to lead.

Strategic Decision Making & Critical Thinking

This program provides the skills and techniques for making high-quality decisions: determining the process, properly defining the problem to be solved (framing the issues), gathering intelligence, coming to a conclusion, and learning from experience. Focus is on the process of how individuals and groups think and make decisions. Mastering this process increases your ability to understand the frameworks and styles of other people and have a greater impact on their decisions. Participants learn how to enhance the effectiveness of their own personal styles and improve the dynamics of the groups they manage and participate in. Attendees should be experienced managers with responsibilities for decision making or strategic planning in their company. Performance will be enhanced by improving the ability to:

- Identify your personal thinking style through group exercises and diagnostic instruments.
- Increase your ability to assess thinking styles of other people and have a greater impact on their decisions.
- Distinguish between "experience" and effectively learning from experience.
- Learn to envision future possibilities within a realistic and defensible framework.
- Gain insight into common decision-making traps and how to avoid them.
- Discover practical techniques for enhancing individual performance.
- Increase your ability to make sound judgments and add value to the organization.

Participants will learn to apply the skills and techniques introduced in the classroom. Each participant will apply their new knowledge to a current decision specific to their organization. Participants will develop action plans to implement the techniques learned in the program.

Contact Information:

Executive Education
Johnson Graduate School of Management
Cornell University
Sage Hall Executive Education Center
Ithaca, NY 14853-6201
Telephone: 607 255-4251
Fax: 607 255-0018
E-mail: execed@cornell.edu

UNIVERSITY OF VIRGINIA

Website: <http://www.virginia.edu/>

Click on *Schools and Admissions*, then click on *Darden Graduate School of Business Administration*, select the tab titled “Executive Education”, and click on *The Executive Program*.

The Executive Program (TEP)

The Executive Program (TEP) is a challenging four-week advanced management program designed for executives ready and eager to make a breakthrough in their professional and personal lives. Six senior faculty members, working closely together, pool their expertise to ensure that each participant leaves TEP with a vastly more sophisticated way of viewing the world. The goal is to inspire your creativity, to nurture your ability to think in multiple dimensions, and to stimulate a lifelong commitment to learning and continuous improvement. These qualities will enable you to create value for your company, while gaining more satisfaction from your career.

The Executive Program is intended for experienced managers and executives who have attained, or are about to attain, significant general management responsibilities and who are interested in being part of an engaging educational experience. In addition, participants generally should:

- Have demonstrated significant leadership capabilities and the potential for further development.
- Have approximately 12 years of more of managerial experience.
- Be sponsored by their organizations and have the endorsement of senior management to attend.

Typically, TEP participants are individuals who are senior functional/staff managers or newly-appointed general managers in large organizations; members of the top management group in medium-sized companies; or owners or top executives of emerging companies.

Participation by more than one representative from an organization is strongly encouraged. It is our experience that when two or more participants from the same organization attend, they gain a beneficial common base for implementing new ideas and, upon returning, can challenge, stimulate, and reinforce each other.

Managing Conflict and Creating Consensus

This course is specifically designed for new and seasoned managers facing recurrent climates of conflict—both individual and institutional. These conflicts may stem from a shortage of critical resources, rapid expansion, recent merger or acquisition, ineffective or flawed communication, the shift from the entrepreneurial stage of business development to one of implementation, pressures resulting from rapid growth and development, or organizations undergoing significant change. Participation by two or more executives from the same firm are encouraged and attendees are recommended to be:

- Executives and managers in startups or rapidly growing organizations.
- Executives and managers who wish to better manage and mediate personal, cross-functional, cross-cultural, and/or organizational conflict.
- Managers involved with partner, supplier, customer, and employee relationships.
- Executives interested in creating organizational mechanisms and approaches to manage conflict and build consensus.

Participants attending this program will learn to manage and mediate disputes, diagnose institutional sources of conflict, and implement individual and organizational options for managing conflict and building consensus. They will be well prepared to design systems which promote cultures that embrace conflict as a source of constructive organizational change.

Course objectives include:

- Using conflict to productively harness different perspectives.
- Broadening and improving strategies and skills to manage their own conflicts and mediate those of others.
- Developing the ability to diagnose institutional sources of conflict and design systems to manage disputes.
- Learning new approaches to collaborative decision making.
- Leaving the program with a renewed appreciation of conflict as an opportunity for personal and organizational transformation.

Contact Information:

Options for registration are listed below:

Darden Executive Education

P.O. Box 7186

Charlottesville, VA 22906-7186

Phone: (877) 833-3974 Fax: (434) 924-4402

Email: Darden Exed@Virginia.edu

UNIVERSITY OF TENNESSEE

Website: <http://www.utk.edu>

Click on *Academic Programs*, under the heading “Colleges & Schools”, select *Business Administration*, click on *Center for Executive Education*, click on *Executive Development Programs*, under the heading “Leadership Development”, select *Executive Development Program*.

Executive Development Program

This program is designed to assist in the process of filling in knowledge gaps, sharpening old techniques, and acquiring new skills so that participants can broaden their managerial perspective. The program is tailored to the needs of middle- and upper-level managers who are being groomed for more managerial responsibility in an increasingly global business world. Participants are experienced managers, having ten to fifteen years (10-15 years) experience and who are involved in organizational planning and policy decision-making, and have managed managers or senior staff personnel for about eight years. Typically, thirty-percent have graduate degrees, most are from North America, and are either general managers or high-level functional managers. Industries represented include electronics, consumer products, automotive, food, chemicals, various services and forest products. The objectives are to:

- Instill the concept that an organization's existence is incumbent on meeting parameters which customers value.
- Help managers increase their awareness of the need to accept responsibility for and continuously improve their organization's operations in order to remain a global competitor.
- Help managers incorporate the key concepts of customer value, managing variation, managing strategic organizational systems, continuous improvement, quality and productivity into their managerial paradigm and behavior.
- Provide upper-level managers being groomed for more managerial responsibilities a multifunctional broadening program not oriented toward any particular management discipline or type of organization.
- Better understand the external environment within which the organization must operate.

The four-week program is structured into five integrated learning themes designed to put into practice the principles being covered. Those five themes are:

- Theme One: Determining and Delivering Customer Value.
- Theme Two: Developing and Implementing Strategies that Work.
- Theme Three: Leadership Skills for the Changing Organization.
- Theme Four: The Essentials of Business Analysis & Strategic Positioning.
- Theme Five: Effective Decision-Making Skills.

Engineer/Scientist as a Manager

The program presents the fundamental tools for effectively supervising the activities of others. The emphasis is on sharpening and enlarging administrative skills and on better understanding of organizational behavior. Management basics are given and then each of the concepts are applied to the unique environment of engineering and scientific management. Extensive opportunity to exchange ideas and assess problems offers the participants the means for stimulating fresh thinking, enlarging their point of view and expanding their capacity to perform. The course objectives are to:

- Enhance management skills involved in leading individuals, groups and organizations.
- Increase awareness of the need to accept responsibility for and continuously improve the organization's operations.

- Develop leadership effectiveness and an understanding of managerial and professional values.
- Identify the special problems of technical organizations and learn to work with them effectively.
- Encourage an understanding of group dynamics and decision making techniques.

There are four themes permeate the Engineer/Scientist as a Manager program. Those being:

- Theme One: Developing a Philosophy of Management Grounded in Reality.
- Theme Two: Dealing with Classic Management Issues.
- Theme Three: Managing Teams and Networks.
- Theme Four: Focus on Special Problems in Managing Scientists and Engineers.

Contact Information:

For more information about the Executive Development Program, please contact:

Carolyn Cuddy, Director
Professional MBA and Executive Development Program
Center for Executive Education
College of Business Administration
The University of Tennessee
708 Stokely Management Center
Knoxville, TN 37996-0575
Phone (865) 974-5001
FAX (865) 974-4989
E-mail TheCenter@utk.edu

Contact Information:

For more information about Engineer/Scientist as a Manager, please contact:

Bric Wheeler, Associate Director
Center for Executive Education
College of Business Administration
The University of Tennessee
708 Stokely Management Center
Knoxville, TN 37996-0575
Phone (865) 974-5001
FAX (865) 974-4989
E-mail TheCenter@utk.edu