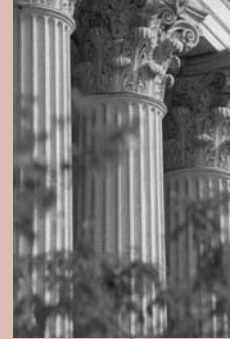


Leading your organization through uncertain times

From The Center for
Management Research



Programs on **Leadership** for Senior Executives

A curriculum of intensive two-day
conferences for senior management

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- Executive Time Management** 14
*Managing focus, energy, & relationships for sustainable
high performance*

*“Why didn’t they
teach this at my
MBA program?”*

*“Absolutely essential
to the toolkit of the
modern executive.”*

In Harvard Square, Cambridge, Massachusetts www.execseminars.com

A Special Executive Curriculum on the Components of Effective Leadership

What is it about good leaders that makes them different from others?

Do they possess hard-to-duplicate qualities that enable them to generate better performance, more successfully influence and persuade others, and get better results for the company than anyone else?

Or is there a set of fundamental skills for effective leadership that, when taught, absorbed and applied, can make a significant difference to any individual and to every organization?

At the Center for Management Research, helping senior executives meet the challenges of leadership is at the core of our mission.

We have spent over two decades working in partnership with major universities and research centers such as the Program on Negotiation at Harvard Law School, Harvard's John F. Kennedy School of Government, the MIT Industrial Liaison Program, the MIT Sloan School of Management, The Hay Group, Arthur D. Little, Inc., SRI International, Opinion Research Corporation and The Cambridge Center for Behavioral Studies to provide training to top managers from corporations throughout the world.

Our **Programs on Leadership for Senior Executives** comprise a powerful and intensive curriculum of two-day interactive programs that will significantly enhance your ability to:

- get people to do what really needs to be done to improve organizational productivity
- organize and manage executive decisions
- use leadership communication principles to provide focus and purpose for the organization
- apply effective strategies of persuasion to get what you ask for
- clarify your personal vision for leadership
- better manage your time as a leader and sustain your productivity, energy and perspective throughout your career

We would like to share this curriculum with you.

Led by senior faculty from top Cambridge-area universities and research centers, as well as by nationally recognized, prominent experts, each of these unique programs offers a set of research-based leadership strategies with practical applicability to real-world situations.

About the Curriculum Approach

Our executive leadership curriculum offers an integrated approach to leadership through six interrelated but distinct programs. These are stand-alone programs that can be taken separately in any order. Sessions have been scheduled to make the most efficient use of your time.

Special discounts for individuals are available to encourage you to complete the curriculum at your convenience (see back page for details). Team discounts are also available. For more information, please call our program coordinator.

Who Should Attend

Senior industry and public agency executives with leadership responsibility at the corporate, division or organization level, including:

Chief Executive Officers, Presidents, Chief Operating Officers, Board Chairs and Board Members, Executive Vice Presidents, Vice Presidents of Operations, Administration, Human Resources, Marketing, Finance, Manufacturing and Research & Development, Directors and other key executives who are in a position to influence both the day-to-day and strategic management of the organization.

Much of What is Wrong with Contemporary Leadership Practices . . .

. . . is that they are based on ideas and fads unsupported by any real systematic evidence of effectiveness. In these programs, we examine approaches to practical leadership problems that draw their support from research and careful evaluation. Over the course of this integrated curriculum, you will learn how to:

1. Get people to start doing what you'd like them to do

- persuade customers to start using new products
- develop subordinates who give extra effort
- build consensus among peers for plans and projects

2. Build toward long-term improvement in the organization's performance

- get people to want to do the best possible job
- create conditions under which your employees get the best possible payoff for the best possible performance
- eliminate practices which fail to bring people's best
- use powerful feedback and positive reinforcement techniques to maximize performance

3. Communicate more clearly and powerfully

- develop a more powerful and charismatic leadership communication style
- become a more confident and professional presenter
- unify employees around essential business and organizational goals

4. Make more informed executive decisions

- organize advice and structure a coherent decision making process
- create and maintain the image of a strong leader firmly in control
- use all available information and analysis relevant to the decision at the time you are making it

5. Get the most out of your personal approach to leadership

- discover how to leverage your high performance leadership pattern
- recognize how and when to adjust your leadership style
- identify areas where you need to continue to learn and grow as a leader

6. Achieve high levels of sustainable personal effectiveness

- clarify how you spend your time as a leader and why
- establish what matters most to you and organize your time to accomplish it
- increase your abilities to think and act strategically, inspire others and strengthen relationships

Managing People for Maximum Performance

Bringing out the best in the individual & the organization

One of your biggest challenges as a leader is getting people to do what they need to do in order to reach the organization's goals and objectives. Unfortunately, many leaders go about it in ways that are guaranteed to produce sub-optimal results.

They talk about rewards that are too far into the future. They set up procedures for avoiding bad consequences, not for maximizing performance. Or they make

the mistake of confusing what they intended to do with what they actually did.

As a senior manager, how can you tell if the organization is succeeding because of you, or in spite of you? How do you know that you're not

leaving success to chance, or under-utilizing the organization's talents?

Most managers do not have an orga-

nized management process. In this program we will examine a proven approach to managing performance based on powerful behavioral principles for bringing out the best in people, whether as individuals, teams, units or an entire organization. You'll learn:

- how to get people to do their best possible work for the best possible result
- why just telling people what to do, or improving working conditions and benefits, is not enough
- how to design reward systems that really work
- how to create an organization that's seen as an employer of choice

About the Program

1. Leadership, Science & Maximum Performance

This program shows how you can apply well-established laws of human behavior to improve and sustain performance throughout your organization. It offers a

five-step problem-solving process for maximizing job results, as well as a management roadmap that will help you to create procedures for:

- identifying the results you want and specifying the effort that will be required to get them
- obtaining useful information on how the job is being done and on the outcomes being produced
- letting employees know how they're doing
- providing positive payoff for improved performance
- making adjustments to the process if things don't go as you'd like

2. How and Why People Work:

What it Takes to Get Them to Do Their Best Job

The first step to improving job performance is to understand why people perform the way they do. How do you isolate the causes of behavior and the reasons why a certain behavior continues?

How do you determine whether the problems you are having are motivational (won't do) or skill related (can't do)?

What are the common mistakes you should avoid in trying to reshape job performance?

What you should know about a simple ABC approach for getting people inside and outside the organization to willingly participate in changes required to improve performance.

In Cambridge, Massachusetts

2010

July 21-22

December 13-14

2011

April 6-7

"Why didn't they teach this at my MBA program?"

Ben Foster, Senior Director, McGraw-Hill Companies

"Eye-opening."

Hans Maghon, Siemens Power Generation (Germany)

"Dr. Daniels is a dynamic speaker . . . I found the program enlightening and effective."

Paula Twidale, Executive Vice President, Collette Vacations

"Adds science to what you always thought you knew."

Edward Larcom, Operations Manager, B/E Aerospace

"This program is just what I have been looking for. Now I have a plan to motivate my employees to become the best they can be."

Ken Williamson, Senior Claim Representative, Great West Casualty Company

"Really powerful approach."

Manon Cleroux, Senior Director, National Bank of Canada

"Outstanding! I have still picked up more practical knowledge (and stories) even after 30 years of doing performance appraisals."

Michael Drolet, Vice President, The St. Lawrence Seaway Management Corporation (Canada)

3. Reinforcing Good

Performance: *Getting People to Want to Do More*

What are the most powerful tools you can use to get employees to improve and maintain their own performance?

What must you understand about the difference between positive and negative reinforcement? How can you use positive reinforcement to:

- get discretionary effort
- cut down on the erratic performance of subordinates
- motivate senior staff
- overcome resistance to change
- transform your employees' work into something they're eager to do

4. Making Good Performance

Pay Off: *Effective, Flexible Reward Systems for Long-Term Success*

Throughout the program we will talk about developing reward systems that get people to reach specific objectives, produce continuous improvement and give maximum effort.

You'll learn how to use reward systems to motivate and guide both individual improvement and organizational change. You'll also learn why every reward you offer has more or less power depending on what other rewards are available. How to avoid the most common errors in designing reward systems.

5. Precision Leadership:

Pinpointing Specific Actions to Achieve Specific Goals

Achieving and sustaining results require precise management. As a leader, how can you pinpoint the employee behaviors that drive results in the organization, or the specific actions others should take to achieve the goals you have set?

In this segment you'll learn about an important procedure for specifying results and the behaviors required to get them. It applies whether your objective is to increase market share, streamline production, cut costs and waste, or improve product cycle time.

You'll also learn why you should never manage solely by results but by understanding how they were attained. Plus, how you can choose from among the many "right" answers.

6. Precision Leadership II:

Measuring Behaviors that Drive Results

A big mistake many companies make is to measure behavior, and then use the results as a punisher or a negative reinforcer. Measurement itself won't change a thing. When properly used, it lets you know whether you're getting what you want by making it possible to count, judge or rate job performance and to see small, but important, changes.

How do you:

- create an environment where people want to be measured
- decide how often to measure
- avoid the negative side effects of bad measurement
- use feedback to help individuals adjust their performance?

7. The Difference Between Leadership & Management

Leaders are measured by the behavior of their followers. In this session you'll learn about the four criterion of followers' behavior that define leadership, as well as the behaviors required for successful leadership. How can you apply the lessons from the five-step process to generate maximum performance at the executive level, at the managerial/supervisory level and at the organizational level.

Program Faculty

Aubrey C. Daniels, founder of Aubrey Daniels International, is a pioneer in introducing the principles of behavioral psychology to the workplace. A former Associate of the Harvard University John F. Kennedy School of Government, Dr. Daniels is internationally recognized as an author, speaker and expert in behavior-based technologies.

Dr. Daniels and his staff advise companies on management and human performance issues such as leadership, coaching and monitoring, selection and retention, quality, productivity, compensation and rewards, morals and culture, performance systems, employee skill mastery and change management.

His most recent book, *Other People's Habits: How to Use Positive Reinforcement to Bring Out the Best in People Around You*, was a Doubleday Book Club selection. He is also the author of the award-winning *Bringing Out the Best in People and Performance Management: Changing Behavior That Drives Organizational Effectiveness*, which is a standard text in many university business schools.

He has been featured in numerous local and national publications and has been interviewed by *The Wall Street Journal*, *The New York Times*, *Fortune*, *Entrepreneur*, CNN, CNBC and CBS radio.

Dr. Daniels has taught at Georgia State University, Emory University and Atlanta University and is a member of the faculty at the College of Health Professionals at the University of Florida. He is also on the Advisory Board of Furman University and makes frequent presentations at Oxford University in England.

Developing a Leadership Communication Strategy

Communicating effectively inside & outside the organization

What separates executives who are great communicators from those who are ordinary communicators? Research shows it is their ability to connect with people and gain commitment.

Great communicators keep it personal. The way they get their message across generates change, involves and inspires employees and produces performance.

As a leader, you must develop a communication strategy that will connect you to key audiences, particularly when the speed of business, impersonal electronic interactions, information overload, and multiple, ongoing demands for output make it so difficult to get your message across.

This program is designed to teach you how to communicate effectively in the

modern organization. It includes strategies and tactics for:

- creating an environment where others can receive your message and act on it
- gaining and sustaining commitment
- maximizing interpersonal connection
- being more persuasive one-on-one
- becoming a powerful public presenter

About the Program

Crafting a Strategy

1. Leadership, Science & the Power of Communication

To set the stage for an effective communication strategy, you must first understand the conditions under which communications are most likely to be received and comprehended to produce the results you want. In this segment, you'll learn what science has discovered about effective communication, including:

- what acts as the on/off switch for communication and learning
- how stress and fear block communication

- when face-to-face contact is essential
- what you must do to eliminate the potential for error and misunderstanding

We'll also examine the power of human connection and disconnection and how you can leverage the "human moment" to win the emotional and intellectual attentions of others.

2. Creating & Implementing a Leadership Communication Strategy: Matching the Message to the Audience

Matching the Message to the Audience

How do you create and implement a leadership strategy that allows you to routinely articulate your priorities and expectations, impart essential business and performance information and maintain a visible presence inside and outside the organization?

To manage story, media, timing and resources – the core of communication strategy – you have to know how to do two things:

- respond to the organizational context (i.e., the unwritten rules of the game) of each communication
- understand what people need to hear and how they need to hear it

We will cover four major topics:

a. *What's your story? Anticipating the questions people carry with them*

How do you prepare to respond quickly, clearly and accurately to questions regarding what you're trying to accomplish? Your answers must reflect the emotional starting point of different stakeholders; their position in the organization; and the four questions that people carry with them (e.g., what's in it for me?).

In Cambridge, Massachusetts

2010

August 2-3

December 2-3

2011

April 13-14

"The session on Mastering the Art of Strategic Presentations alone is worth the price of admission."

Christopher Flaggs, Deputy Chief Financial Officer, U.S. Department of State

"Outstanding in its real-world examples and applications."

Joe Walker, National Sales Manager, Phoenix Contact

"Best two days I have spent in a long time – both relevant and practical."

Mary O'Donnell, Director, National Security Technologies, LLC

"Phenomenal course – diversity of presenters was terrific."

Beth Cooper, Vice President and Treasurer, Chesapeake Utilities Corporation

". . . should be mandatory for government managers entering the Senior Executive Services (SES)."

Roy Caniano, Director, U.S. Nuclear Regulatory Commission

"Absolutely a must for anyone who is interested in learning how to deliver an effective message that has the impact you want."

Norma Diaz, Chief Executive Officer, Community Health Group

b. Reading the context: Why culture matters and what to do about it

As a communicator you must understand how people see things, and your story must take account of the values and history of your target audience. How do you diagnose the forces that will support or oppose you? How can you target the opinion influencers who have the greatest positive effect?

c. Stakeholder analysis on-the-fly

How do you allocate your communication effort across constituencies? What people or groups do you need to be successful? In this segment, you'll learn a technique for categorizing the needs and concerns of your audiences and determining the most effective ways to keep them informed.

d. Choosing a communications strategy: Three models for allocating resources

You will learn about three major strategic models you can employ to allocate resources and get the most from your communication effort: How do you choose from among them? Under what conditions will the Big Bang model, the Rolling Wave model, or the Groundswell model be most effective? How do you make trade-offs as you go?

Delivering the Message

3. One-on-One: Leading With Strategic Conversation

Your ability to communicate clearly and persuasively through one-on-one conversations with the people you lead is essential to achieving your organizational goals.

Each and every day, organizational leaders face a host of difficult problems that can only be solved through skilled one-on-one discussions, including:

- employees who resist following new policies
- subordinates who are constantly quarreling over turf
- associates who need advice to face unfamiliar problems
- demoralized colleagues who cannot seem to move ahead with projects

Time and again, in large organizations and small, an executive's ability to meet these challenges successfully has proven the difference between leadership success and failure.

In this session, through a series of interactive exercises, you will learn the art of effective leadership conversation and the seven principles you will need to apply in any one-on-one encounter.

4. Mastering the Art of Strategic Presentations

This segment is aimed at making you a more proficient and confident presenter at both the individual and corporate levels.

Through exercises and video, we'll teach you how to assess your own presentation style and to learn skills that will help you:

- connect with and engage listeners throughout your talk
- make your ideas easy to deliver and understand
- prepare intelligently
- deal with difficult listeners
- establish believability
- engage listeners and guarantee their attention
- tie your content back to business purposes
- better understand the speaker-audience dynamic – and that *you* are the message
- use visuals effectively

Program Faculty

Edward M. Hallowell, M.D. is an instructor in psychiatry at the Harvard Medical School and is renowned as an adult and child psychiatrist. He has written a number of national bestselling books, including *Driven to Distraction* (Pantheon, 1994) and *Answers to Distraction* (Simon & Schuster, 1996). Dr. Hallowell speaks frequently on issues that include communication strategies, human connection and disconnection, and worry and stress management.

Jeswald W. Salacuse is Henry J. Braker Professor of Law at The Fletcher School of Law and Diplomacy, Tufts University. He is former dean of the Fletcher School. Professor Salacuse has worked extensively in the international arena, lecturing and consulting at numerous corporate, academic and government institutions around the world. His most recent book is *Leading Leaders: How to Manage Smart, Talented, Rich, and Powerful People*.

Nicholas Washienko is a Professor at Boston University, Director of the Professional Development Program, and Director for the Program for Excellence in Executive Communication. He teaches graduate and undergraduate courses in Business Law and organizational communications. Professor Washienko helps corporate executives, managers and politicians prepare for major public presentations.

Strategies for Enhancing Executive Influence

Understanding the science & art of persuasion

The ability to communicate persuasively lies at the core of leadership, whether your goal is to convince one person in a private meeting, sway an entire organization or win over an important market segment.

It is the skill required to get someone to start doing something when just telling them won't work.

In this program, you'll learn what causes

people to yield to or resist persuasion and to recognize situations and the most effective approaches to use in situations where:

- power is equivalent and you need to build alliances or convince peers and superiors about budgets,

resources, procedures or projects

- inertia exists and you need to get the organization to start doing things differently, customers to be more loyal,

vendors to conform to new specs or employees to put out extra effort

- others underestimate what you have to offer and you're trying to sell a proposal, a new product line, your own talents or your organization
- you have to overcome resistance and it's important for you to be able to reframe difficult situations, deal with concerns about quality or reputation or anticipate and neutralize arguments

You'll also learn a set of techniques drawn from proven principles of social psychology, behavioral science communications strategies which can be employed to build consensus and enhance your executive influence during any face-to-face, group or public interaction.

About the Program

1. Leadership, Science & Persuasion

The everyday meaning of persuasion is "trying to talk someone into doing something." In fact, it is much more than that.

It is a skill every leader needs to possess in order to get performance started – to get someone to do something once or a few times – when just telling them to do it won't work.

In this introduction and overview, you'll learn about the two major causes of behavior and in what circumstances techniques of persuasion influence and consensus building are likely to produce the best outcomes.

You'll learn about important research findings on the differences between strategies for shaping long-term performance and strategies for achieving short-term compliance with requests, as well as:

- the four kinds of leadership problems
- when persuasion techniques will and will not work
- fundamentals of planning and implementing persuasion campaigns and influence strategies

2. The Science & Art of Persuasion: *Basic Principles*

As you plan persuasion strategies and begin to make choices about positioning yourself and your message, you should understand what specific persuasion tactics will be most effective and under what conditions they will be most powerful.

How, in a variety of contexts, opportunities for influence can be squandered, misused as a vehicle for one-sided gain or, preferably, used ethically to persuade others to do things that benefit all parties.

In this module, you'll learn about basic sources of influence and how they facilitate changes in people's actions.

In Cambridge, Massachusetts

2010

August 4-5

November 30-Dec 1

2011

April 11-12

"An 'ah-ha' experience. So many gems."

Laurie Berke, Director, ITG, Inc.

"Most practical and useful content ever presented in a two day course that I've attended."

John Murphy, Manager and Vice President, Wellington Management Company LLP

"Professor Orren presented course material brilliantly."

David Sickey, Vice Chairman, Coushatta Tribe of Louisiana

"The greatest take-home value of any executive program I have ever attended."

Robert Bourgeois, Deputy Secretary, Privy Council Office, Government of Canada

"This is a program you wished you had taken 15 years ago!"

Anu Rao, Ombudsman, Coca-Cola Enterprises

"Captivating . . . generated many 'eureka' moments."

Debra Miller, Senior Director, Business Analysis and Promo Planning, Restaurant Services, Inc.

3. The Science & Art of Persuasion: *Advanced Principles*

A set of techniques and principles for exerting influence inside the organization and getting what you ask for from external constituencies (customers, partners, providers, regulators and others).

As you begin to plan persuasive strategies of influence, what you should know about the multiple faces of any issue; how to effectively express disapproval; personalization; narratives and stories; the value of presenting a “revelation”; identifying salient issues; turning negatives into positives; clarity and simplicity; repetition; recency and primacy; negative messages and the risks and the pros and cons of negativity; the steps of persuasion; managing counter-arguments of the other side; humor; incentives and disincentives; approximating the desired action and active vs. passive audiences; the role of rewards and punishments in influence; and many other factors.

4. Diagnosing & Exploiting Opportunities for Influence

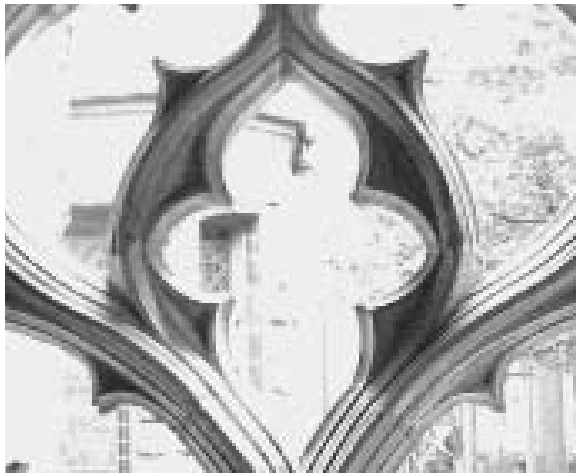
A four-component system for analyzing and taking advantage of opportunities for influence. Positioning the message to match:

- the persuader
- the audience
- the nature of the argument
- the context or situation

5. Exercises in Persuasion: *Applying the Principles in Public & Private Contexts*

Interactive simulations and exercises in which you apply principles and techniques of persuasion and influence in:

- the role of the manager as an interested influence-wielder in organizational contexts. How to make an offer which can't be refused. Why power is not what you think, especially when influence is involved
- building and sustaining a winning coalition. How to do coalitional analyses, deal with potential blocking coalitions and plan for process as well as content. Plus, the role of group dynamics.



Program Faculty

Gary Orren is the Roy E. Larsen Professor of Public Policy at John F. Kennedy School of Government and has taught at Harvard University for the past 30 years. A popular public speaker and lecturer, Professor Orren teaches and writes on public opinion, politics, the media and the principles and techniques of persuasion.

His books include: *Equality in America: The View from the Top*; *Media and Momentum*; *The New Hampshire Primary and Nomination Politics*; *The Electronic Commonwealth*; *The Impact of New Media Technologies on Democratic Politics*; and *Media Polls in American Politics*.

Over the years, he has been a political adviser in local, state and national election campaigns in the U.S. and other countries, and has served on the national party commissions which drafted the rules for the U.S. Presidential nominating process.

He also has served as consultant to public, private and nonprofit organizations, ranging from the World Bank to the Boston School Committee, on topics as diverse as national youth service, anti-smoking, school desegregation and corporate regulation.

Professor Orren has conducted and analyzed opinion polls in the U.S. and other countries for interest groups, corporations, government agencies, candidates, political parties and news organizations, including the *New York Times*, *The Washington Post*, and *The Boston Globe*.

In 1975, he played a leading role in the creation of the first national news media poll, *The New York Times/CBS News Poll*.

Strategic Decision Making

Making clear, informed, effective decisions

This program teaches executives to better organize and manage executive decision making.

Based on an extraordinary analysis of decision making in the office of the President of the United States, it shows how executives can organize advice and structure a process that:

- improves their ability to make informed decisions
 - mobilizes and unifies disparate elements in an organization
 - takes into account the interrelatedness of issues that must be addressed
 - enhances the successful implementation of their decisions
 - helps create and maintain the image of a strong leader firmly in command

In Cambridge, Massachusetts

2010

July 15-16

December 8-9

2011

March 31-April 1

About the Program

Three Executive Models

In developing an effective decision making process, executives must consider how it will influence their capacity to provide leadership throughout the organization, as well as insure the implementation of their decisions.

Successful executives need access to high quality information and analysis at the time they make decisions and the confidence that relevant information does not lie hidden beyond reach somewhere in the organization.

To that end, this program examines three executive decision making models which can be adapted to each individual's own management style and organizational structure. The models will enable the leader to better:

- identify and weigh key issues
- focus on what needs to be decided
- determine what information is needed and where to get it
- develop and assess options
- include the right people in the decision making process

Strategic Decision Making looks to one of the most studied and pivotal institutions (the White House) and arguably the most powerful decision maker (the President) to illuminate key lessons in how individuals and organizations can improve their capacity to make informed decisions.

Led by Professor Roger Porter of Harvard's Kennedy School of Government and based on a series of interactive cases, the program will help you to better understand:

1. The Essentials of Decision Making: *Generic Functions*

This session deals with the context in which decisions are made, the nature of problem solving in most organizations, and the confusion that often attends even major decisions.

What are the generic functions that must be present to ensure a sound, systematic, decision making process? Who should be performing them? How do you take chaos out of the decision mix?

2. Approaches to Organizing Information & Advice

Leaders receive information and advice in many different ways and from many different sources. This segment examines the characteristics, strengths and limitations of three distinct organizational models employed by executive decision makers.

This session will help illuminate the circumstances under which each of these models can make its greatest contribution.

"Roger Porter is masterfully adept at dissecting and explaining the anatomy of the decision making process!"

John Brenton, Corporate Affairs Senior Manager, Amgen Canada, Inc.

"Professor Porter's wealth of experience and knowledge is invaluable . . . his anecdotes and stories are some of the most interesting I have ever heard."

Steve Galli, Director, Standard & Poor's

"One of the best seminars at the executive level that I have ever attended! I will eagerly attend the rest of the seminars that are offered in this 'Senior Executive' series."

Mimi Cuddy-Mierzwa, Group Supervisor, The Johns Hopkins University (Applied Physics Laboratory)

"Insights from executive branch insider were invaluable. I will be a better leader. Thanks!"

Dr. Michael Firko, Director, U.S. Department of Agriculture

"Outstanding forum in which to learn clear, practical tactics and strategies that can be applied in any organization to improve productivity."

Michael Murray, Senior Manager, Centocor, Inc., a Division of Johnson and Johnson

3. Coordinating Decisions in Complex Organizations

For the person who leads a large or complex organization, the challenge of decision making requires the careful coordination of various parts of the organization.

This session will examine the way in which the President and his White House staff are organized, how they address the problem of both horizontal and vertical coordination, and the implications for leaders in every organization.

4. Sequential Decision Making

How should you approach decision making when you are confident that it will be in the context of a multi-party negotiation? In this segment, we'll explore strategies for breaking gridlock and stalemates, and for producing an outcome that enjoys wide support.

This session will also consider how to weigh the benefits and costs of big issue decisions to various parties and take substantive and political realities into account on your way to a negotiated solution.

5. Decision Making & Implementation

The view of a solution *inside* the organization can be quite different from the view *outside* the organization. If you want a decision to be implemented, you need to have consensus from those who will be affected by it.

In this session, you'll apply the generic functions developed at the outset of the course and examine them in the context of a major international negotiation.

The case explores how to make decisions in a context in which multiple strategies are at work. It also provides an opportunity to consider the nexus between substantive and political reality.

6. Framing Issues & Shaping an Agenda

Every issue has multiple sides, and if, as the decision maker, you don't frame it in the right way at the start, others will frame it for you. This segment looks at the challenges of framing issues in the context of the saga of Health Care Reform and pays special attention to the way in which the issue was framed and how early decisions shaped later ones.

What is the science to framing an issue? How do decisions get sold? How do you identify the correct issue to frame?

7. First Things First

Executives and organizations are constantly confronted with the challenge of how to allocate their time and where to devote their resources. What techniques can one use to ensure that the things that matter most are not at the mercy of the things that matter least?

This segment examines how to establish priorities as a decision maker and determine what merits attention now. It also considers what devices can help both scan the horizon and monitor the implementation of past decisions.

8. Summary, Synthesis & Conclusions

This session draws together lessons both about making informed executive decisions, and enhancing the likelihood that the decisions that we reach actually will get implemented.

Program Faculty

Roger B. Porter is IBM Professor of Business and Government and the Master of Dunster House at Harvard University. He is also a Senior Scholar at the Woodrow Wilson International Center for Scholars and Faculty Chairman of Harvard's Program for Senior Managers in Government.

His teaching and research focus on the relationship between business and government, strategic management, and domestic and international economic policy.

Mr. Porter has served for more than a decade in senior economic policy positions in the Ford, Reagan and George H. Bush White Houses. In the Bush White House, he served as Assistant to the President for Economic and Domestic Policy from 1989-1993.

In the Reagan White House, Mr. Porter served as Deputy Assistant to the President and Director of the White House Office of Policy Development.

In the Ford White House, Mr. Porter was Special Assistant to the President and Executive Secretary of the President's Economic Policy Board.

He has taught government and economics at Harvard University and Oxford University and has been on the faculty at Harvard since 1977. Mr. Porter has also served on the board of directors or as a consultant to more than a dozen major U.S. corporations.

Mr. Porter was selected as a Rhodes Scholar and Woodrow Wilson Fellow, receiving his B.Phil. degree from Oxford University. He received his M.A. and Ph.D. degrees from Harvard.

Assessing and Refining Your Leadership Style

Becoming a more distinctive & effective leader

Every executive has a leadership style, a signature approach that reflects their distinctive personal characteristics. However, most leaders are not fully aware of their approach, leaving them vulnerable to:

- not understanding what accounts for their successes, and
- not learning from their mistakes

What if you were able to identify your leadership signature, the distinctive high performance sequence of steps you go through when you get your best results?

Could you achieve dramatic successes more frequently by consistently repeating that approach and discovering how

and when to best use it and where to improve it?

This innovative program offers a unique perspective on how to become an

outstanding leader. It assumes that as an experienced executive, you already have an approach that works reasonably well. And it explores how you can leverage and build on that approach to become more consistently effective.

Through a series of interactive exercises, assessment tools and group discussions, you'll learn to:

- avoid the conventional and limiting path of copying other leaders or textbook styles
- recognize the patterns underlying your high performance leadership
- draw lessons from your disappointing leadership experiences
- leverage your strengths and manage your limits
- develop a truly distinctive leadership signature to increase your overall success

About the Program

The program consists of modules structured around three segments:

1. Discovering your current leadership style

2. Identifying ways to develop your style into a personally distinctive leadership signature

3. Becoming a more distinctive and effective leader

I. Discovering Your Current Leadership Style

1. Recognizing Your High Performance Leadership Pattern

By reviewing the situations in which you have been the most dramatically successful you will learn how to identify the leadership pattern that is your tested recipe for success. You'll learn:

- the key steps in your high performance pattern
- how to identify specific areas in which you are not yet using your high performance behavior
- how to recognize the situations that best suit your high performance leadership pattern

2. Drawing Lessons from Your Disappointing Leadership Experiences

You'll also learn from leadership experiences that didn't go well. You will:

- find lessons in your disappointing experiences not yet evident to you
- gain insight into the conditions that distinguish your successes from your disappointments

"I felt like I went through a graduate course in leadership and came out with strategies that I can use immediately. The experience was transformational."

Candace Fitzpatrick, President, CoreClarity, Inc.

"In reflecting on my leadership style for two days, I learned more about myself than I have in ten years!"

Neil Schauer, Director, R&D, Millipore Corporation

"Probably the most significant personal development experience I will ever have."

Angela Curry, Performance Management Consultant, U.S. Department of Defense

"An invaluable experience of self-assessment. I was reminded of how to hone in on my strengths and find ways to complement my weaknesses."

Rhonda Berryhill, Chief Administrative Officer, Law Office of the Cook County (IL) Public Defender

"The 'Mapping Your Limiting Mindsets' exercise was one of the most valuable I have ever done and provided great personal insight."

Kimberly Kockler, Vice President, Government Affairs, Blue Cross of Northeastern Pennsylvania

In Cambridge, Massachusetts

2010

July 13-14

December 6-7

2011

March 29-30

3. *Understanding Your Temperament*

In this segment you'll recognize your "temperament" – the combination of needs, talents, and skills that constitute your make-up – and explore the implications for enhancing your leadership effectiveness. You'll learn about:

- the source of your strengths and limits and their implications for your leadership
- fundamental individual differences that affect how people lead and what people expect of leaders

II. Identifying Ways to Develop Your Style into a Personally Distinctive Leadership Signature

4. *Clarifying Your Purpose*

What if, instead of asking how you might adapt to fit situations, you selected situations that fit what's most important to you? In this module you will:

- recognize and clarify the sense of purpose that you bring to leadership
- identify the situations that fit your sense of purpose and those that don't
- clarify the fit between your current leadership situation and your sense of purpose

5. *Managing Your Shadow*

What are the internal barriers that prevent you from reaching your potential as a leader, from consistently achieving your high performance leadership pattern?

We'll help you identify and better manage your "shadow" – the parts of yourself that get in the way of your intentions, either because you are unaware of them or can't control them. You'll identify:

- the hot buttons that trigger over-reactions and learn techniques for

managing them

- the limiting mindsets that block you from fully realizing your aspirations as a leader and understand how to alter them
- unconscious biases toward classic leadership dilemmas

III. Becoming a More Distinctive and Effective Leader: Next Steps

6. *Enhancing Your Leadership Signature*

To integrate the learning from the various modules, you'll take stock of the opportunities you have identified and choose the ones that offer the highest payoff. You will:

- make two-three commitments for enhancing your leadership signature
- specify the indicators of success and initial action steps
- recognize ways of encouraging ongoing feedback for continuous improvement

7. *Communicating Your Leadership Signature*

In an intense, interactive, peer-coaching exercise that concludes the program, you will learn to articulate your signature style in a way that defines you concisely and powerfully to others.

Program Faculty

Grady McGonagill is President of McGonagill Associates, a consulting firm specializing in capacity building for learning and change.

He has 25 years experience as a consultant, with distinctive expertise in leadership development, creating a culture of learning and coaching, and individual coaching.

His workshops on leadership, conflict management, team building and interpersonal skills have been offered through executive programs at Harvard University's Kennedy School of Government, MIT's Sloan School of Management, Babson College's Center for Executive Education and Brandeis University's Heller School of Management.

Dr. McGonagill holds a doctorate from Harvard University, an M.A. from Stanford University and a B.A. from the University of Texas. He is a contributor to the *Fifth Discipline Fieldbook*, edited by Peter Senge et. al. (New York: Doubleday, 1994) and the author of a chapter in *Executive Coaching*, edited by C. Fitzgerald and J. Berger (San Francisco: Davies Black Publishing, 2002).

What if you were able to identify your leadership signature, the distinctive high performance sequence of steps you go through when you get your best results? Could you achieve dramatic successes more frequently?

Executive Time Management

Managing focus, energy, & relationships for sustainable high performance

Do you spend more time firefighting than innovating? Do you take more time getting on top of your email than getting to the bottom of your recurring problems?

Are you unable to get around to the key tasks that define you as a manager: reflecting and creating strategy, setting and holding firmly to a clear and limited number of goals, delegating and collaborating, and holding difficult conversations?

In Cambridge, Massachusetts

2010

July 19-20

December 15-16

2011

April 4-5

You are not alone. A recent survey indicates that over 75% of managers report spending more than one-third of their time firefighting and mismanaging email.

Moreover, they find that working longer hours does not lead

to improved productivity but instead to poor quality work, high stress, and eventual burnout.

Executive Time Management helps leaders prioritize their time and get the *right* things done. Unlike conventional time management approaches, it enables you to address the root causes of time mismanagement and resolve key *strategic* issues: how to meet the growing challenge of doing more with less and achieve high levels of *sustainable long-term* performance.

You learn how to establish a climate of meaningful and deliberate action, both for yourself and the people you manage, through a unique approach that combines:

- action *with* self-reflection on how you spend your time and why
- managing time *and* other key resources such as focus, energy, and relationships
- tactics *with* strategy in four domains where leaders *must* focus their attention
- “tips” *with* a proven behavioral change model for reshaping the way you work to successfully meet organizational goals

About the Program

The focus of conventional time management is primarily tactical. It is about getting more done with less. The focus of this program is both tactical *and* strategic. It provides a framework for:

- sustaining intention and focus over time
- making hard tradeoffs
- eliminating “phantom workload”: the unnecessary extra work inadvertently caused by taking on too much, procrastinating, and adopting quick fixes
- making reliable agreements, managing interruptions, and delegating effectively
- managing email, meetings, and information more productively

Crafted by an experienced faculty skilled in leadership development, visionary planning, systems thinking, and managing time and workload, this innovative framework will enable you to identify the drivers of unsustainable workload, change the way you work, and translate time management strategies into sustainable results. Participants report the following outcomes:

- More control over their priorities
- More time to meet managerial responsibilities
- Increased energy
- Greater reliability
- Less stress
- Increased ability to keep track of tasks, commitments, and information
- More efficient use of email

The two-day workshop guides participants through a proven seven-step process for changing deeply ingrained habits.

“A gem of a program . . . which stimulates a wealth of insights and ideas.”

Raymond Cristofolletti, Chief Executive Officer, Durand Academy and Community Services

“If you want to understand why you work the way you do and want to make a change, this is the seminar to attend.”

Joanne Russell, Vice President, Core Enhancement Center Operations, Healthways, Inc.

“This program was exactly what I expected and needed. There were many useful tools I will implement for myself and my team.”

Tim Riedl, Vice President, Commercial Underwriting, Secura Insurance

“This seminar was invaluable in its focus on both ‘building the case’ for change and providing the tools to enable change to happen.”

Kelly Dougherty, Implementation Manager, Dana-Farber Cancer Institute

“Marilyn and David are an excellent team. Their experiences and insights bring the whole program together.”

Patricia Keefe, Vice President, Administrator, Loomis Sayles & Co. L.P.

“Bottom line . . . a workable, sustainable system which works for my style.”

Alan Schankel, Senior Vice President, Janney Montgomery Scott, LLC

1. Determining What's at Stake

As a leader, you cast a long shadow. What kind of signals are you broadcasting to others? You'll learn why you want to change what you're doing now and work differently. What are the benefits of changing the way you work and the costs of not changing? How do you make the business case for undertaking the effort that's required to change your approach to time?

2. Envisioning How You Want to Spend Your Time

Ideally, you should be organizing your time to accomplish what matters most to you. However, most people tend to focus more on what's in front of them, or on avoiding what they don't want, than on what they care deeply about. This module is about making better choices in your work, home and community lives. You'll learn how to become the author of your own choices and cultivate a positive image of what you'd like to accomplish with your time day-to-day.

3. Clarifying Your Current Reality

You will compare your vision with how you actually spend your time now and immediately identify opportunities to bridge the gaps. You will also identify the deeper cultural, organizational and individual assumptions that influence your behavior. By surfacing these often hidden pressures, you will be able to make more conscious choices about beliefs and assumptions that help you achieve what you really want.

4. Identifying Support Structures

How do you define support? Support is essential if you're going to learn how to change your behavior, manage your time better, and become more balanced as a leader. You need to take risks to

learn to do the things you don't do now. How do you overcome the natural tendency to go it alone and assemble a support structure for change?

5. Developing Strategies for Managing Time, Energy, Relationships, and Information in a More Sustainable Way

Research indicates that the most successful managers demonstrate high levels of energy and focus. In this session, you will identify the underlying factors and dynamics that drain your energy and cause you to lose focus and time. You will also develop strategies and tactics for both creating and sustaining high levels of energy and focus over long periods.

6. Planning Next Steps

How we manage time is a deeply ingrained set of habits. It's important to make formal commitments to yourself and others if you're going to succeed. You will learn to plan with more intention and focus and to discover the power of doing a few new things well.

7. Learning from Experience

We often find it difficult to translate our best intentions into action. Before you leave, you'll identify the competing commitments that could undermine your efforts to change. You will learn how to resolve those commitments in favor of what you really want by learning from experience and making more productive choices moment by moment.

"Your clear-minded presence might be the greatest contribution that you can make to your colleagues and family."

Program Faculty

Dr. Marilyn Paul, Ph.D., Yale University, is an organization and management consultant skilled in leadership development, coaching, facilitation, and systems thinking. She has a special ability in combining a focus on results with attention to individual growth.

She has been on the faculty of Yale University and Hebrew University (Jerusalem). Her clients over the past twenty years have included Pfizer, Motorola, the New York Times, U.S. Department of Transportation, and United Methodist Church.

She is the author of the internationally popular book *It's Hard to Make a Difference When You Can't Find Your Keys: The Seven-Step Path to Becoming Organized* (NY: Penguin Compass, 2004).

David Peter Stroh is a principal in Bridgeway Partners (www.bridgewaypartners.com) and a founding partner of Innovation Associates, the pioneering consulting firm in the area of organizational learning. His expertise lies in visionary planning, leadership development, systems thinking, and change management.

His clients over the past twenty five years have included Procter and Gamble, Shell, Hewlett-Packard, the World Bank, and the Kellogg Foundation.

Mr. Stroh is the author of many articles on organizational learning and is a well-known speaker. He is also co-founder of www.appliedsystemsthinking.com and a charter member of the Society for Organizational Learning. He was a National Science Foundation Fellow at MIT, where he earned a Masters in City Planning.

Registration

About the Programs on Leadership for Senior Executives

This special curriculum has been designed to build executive leadership skills through a series of highly intensive, interactive, two-day programs held in Cambridge, Massachusetts. Each is a stand-alone program and focuses on a specific element of executive leadership. Hosted by the Center for Management Research and led by a distinguished faculty of skilled practitioners from Cambridge-area universities, the curriculum represents six interrelated but distinct leadership skills. Courses may be taken separately in any order or consecutively (see right).

Program Costs: The registration fee is \$2150 per program. *Special Curriculum Savings:* If you register for more than one program now, you can get a reduced fee (\$1750) for any additional program(s) you select at this time. All fees include continental breakfasts, lunches, reception and a complete program materials package. Hotel accommodations are not included.

To register, log on to our website at www.execseminars.com or return this form to: Catherine Bennett, Center for Management Research, 134 Rumford Avenue, Newton, MA 02466, or **Call** Ms. Bennett at (781) 239-1111, or **Fax** this form to (781) 239-1546. Confirmation will be made via mail and email. *You may also contact us with questions at cmr@execseminars.com.*

Accommodations: We have reserved a block of rooms at a hotel convenient to each program site. Information on how you may arrange for accommodations will be sent to you approximately eight weeks prior to the program.

Certificates: Certificates of Participation will be awarded for each program.

Attendance Limitations & Liability: Attendance at all programs will be reserved on a first-come, first-served basis. If a session is canceled, liability is limited to the registration fee.

I wish to attend the following sessions of **Leadership for Senior Executives** (check appropriate boxes) in Cambridge, MA. Sessions have been scheduled to allow you to take certain programs on successive dates, if you choose. Tuition is \$2150 for the first session and \$1750 for any additional sessions selected at this time.

Managing People for Maximum Performance <input type="checkbox"/> July 21-22, 2010 <input type="checkbox"/> December 13-14, 2010 <input type="checkbox"/> April 6-7, 2011	Executive Time Management <input type="checkbox"/> July 19-20, 2010 <input type="checkbox"/> December 15-16, 2010 <input type="checkbox"/> April 4-5, 2011	Enhancing Executive Influence <input type="checkbox"/> August 4-5, 2010 <input type="checkbox"/> November 30-Dec 1, 2010 <input type="checkbox"/> April 11-12, 2011
Developing a Leadership Communication Strategy <input type="checkbox"/> August 2-3, 2010 <input type="checkbox"/> December 2-3, 2010 <input type="checkbox"/> April 13-14, 2011	Strategic Decision Making <input type="checkbox"/> July 15-16, 2010 <input type="checkbox"/> December 8-9, 2010 <input type="checkbox"/> March 31-April 1, 2011	Assessing & Refining Leadership Style <input type="checkbox"/> July 13-14, 2010 <input type="checkbox"/> December 6-7, 2010 <input type="checkbox"/> March 29-30, 2011

Mr/Ms/Dr _____
(Please type or print clearly)

First name: on badge _____ on certificate _____

Title _____

Organization _____

Address _____

City _____ State/Country _____ Zip/Postal Code _____

Phone _____ Fax _____

E-mail _____

Team Registration: Others attending with me include:

Mr/Ms/Dr _____ Title _____

E-mail _____

Mr/Ms/Dr _____ Title _____

E-mail _____

Mr/Ms/Dr _____ Title _____

E-mail _____

To submit additional registrations, please copy this page. (Please note if addresses of those on team differ.)

Please Select From Below:

- Check enclosed. Please make payable to CMR/Leadership. U.S. dollars only.
- Confirming earlier registration by phone.

- Please bill me. Payment is expected prior to session.
- I cannot attend the programs on the dates listed but would like to be notified of future programs.

If your company requires a PO, please fax it within 24 hours of your registration.

CMR Leadership r22: INQ