



ASCENSION

Virtual leadership
development course

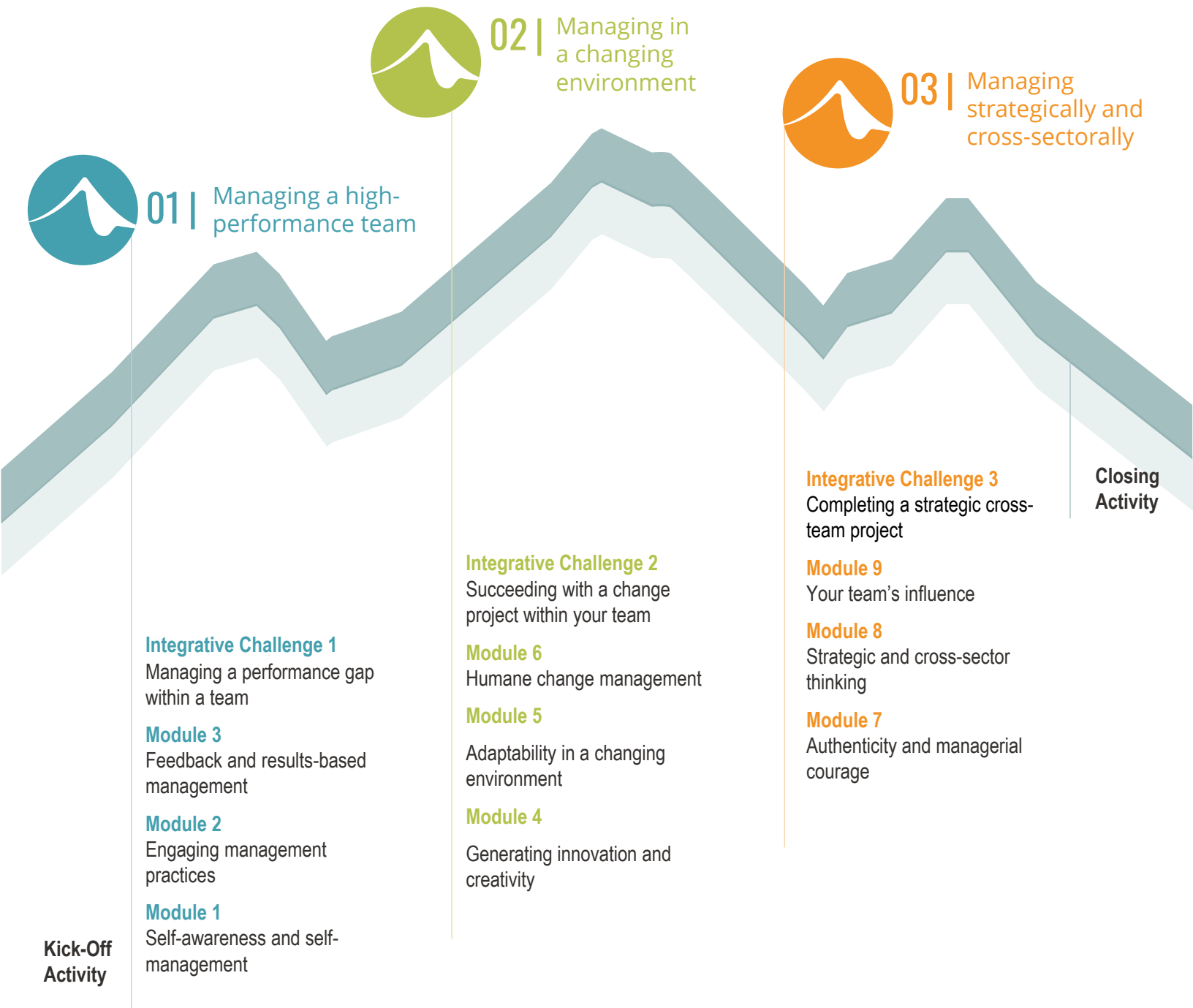
EDUCATIONAL SPECIFICATIONS



OVERVIEW OF THE **THREE-SUMMIT** COURSE



10- to 12-month course





GENERAL OBJECTIVES



SUMMIT 1 - MANAGING A HIGH-PERFORMANCE TEAM

At the end of this course, the manager will be able to apply management practices that promote team performance.



SUMMIT 2 - MANAGING IN A CHANGING ENVIRONMENT

At the end of this course, the manager will be able to adapt their management style to the complex and changing environment of their organization and team.



SUMMIT 3 - MANAGING STRATEGICALLY AND CROSS-SECTORALLY

At the end of this course, the manager will be able to make their leadership and team influence their organization.



KICK-OFF ACTIVITY

OBJECTIVES

By the end of this module, the learner should be able to:

- identify their learning partner and how to involve the learning partner in their development
- choose integrative challenges for each summit.

CONTENTS

- Presentation of the course, the team of trainers and the training material
- Self-assessment
- Icebreaker activity

PROPOSED APPROACH

Virtual Classroom



2 h 30



FIRST SUMMIT

MODULE 1

MANAGING A HIGH- PERFORMANCE TEAM

SELF-AWARENESS AND SELF-MANAGEMENT

By the end of this module, the learner should be able to:

- analyze their own strengths, weaknesses, potential and limitations, as well as discern what they can change and what they must learn to work with;
- recognize how their personal and professional values influence their behaviour;
- demonstrate sensitivity to the impact of their reactions and behaviours on others.

CONTENTS

- Self-awareness
- Stress, emotion, energy and pressure management

PROPOSED APPROACH

FLEXIBLE SELF-LEARNING TRAINING



- Logbook
- Five articles from the *Human Stress* blog
- “My Pressure Box” podcast
- Emotional intelligence assessment

TEAM TRAINING

Experiential virtual classroom





FIRST SUMMIT

MODULE 2

MANAGING A HIGH- PERFORMANCE TEAM

ENGAGING MANAGEMENT PRACTICES

By the end of this module, the learner should be able to:

- recognize practices that foster a work environment which encourages everyone to do their best;
- choose managing practices that favour clarity, skill, influence and appreciation.

CONTENTS

- Types of engagement and their impacts
- The Four Pillars of Engagement

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING



- Logbook
- Video
- Online survey: "Diagnosis of My Team's Engagement"
- Guided reading on autonomy

TEAM TRAINING

Virtual case study resolution type class





FIRST SUMMIT

MODULE 3

MANAGING A HIGH- PERFORMANCE TEAM

FEEDBACK AND RESULTS-BASED MANAGEMENT

By the end of this module, the learners should be able to:

- focus on achieving results (efficiency) and being personally accountable
- follow their team's performance indicators
- give feedback to employees regarding expected performance.

CONTENTS

- Managing results and setting targets and indicators
- Positive, appreciative and constructive feedback

PROPOSED APPROACH



FLEXIBLE SELF-STUDY TRAINING

- Logbook
- E-learning module including videos, multimedia animation and quizzes
- Guided reading and video about feedback
- Reflection activity between manager and learning partner

TEAM TRAINING

Virtual laboratory type class





FIRST SUMMIT

INTEGRATIVE CHALLENGE 1

MANAGING A HIGH- PERFORMANCE TEAM

MANAGING A PERFORMANCE GAP

By the end of this module, the learner should be able to:

- analyze the impact of a performance gap on team engagement
- take appropriate action to reduce a performance gap during the integrative challenge
- Identify their own reactions to the situation.

CONTENTS

- Strategies for managing a performance gap
- Difference between a difficult employee and a troubled employee

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING AND COMPLETION OF THE CHALLENGE



- Logbook
- Guided reading and reminders
- Individual reflection activity
- Reflection activity between manager and learning partner

TEAM TRAINING

Discussion and feedback virtual class on learnings after having completed the challenge





SECOND SUMMIT

MODULE 4

MANAGING IN A CHANGING ENVIRONMENT

GENERATING INNOVATION AND CREATIVITY

By the end of this module, the learner should be able to:

- define the conditions that enable the expression of creativity and the requirements for successful innovation;
- describe the key principles of creativity and the methods to achieve it;
- define the innovation objectives of the team and the rituals set up to create.

CONTENTS

- Innovation and creativity
- Processes and methods

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING



- Logbook
- Podcasts on creativity
- “Creativity and Innovation” guide

TEAM TRAINING

Virtual laboratory type class





SECOND SUMMIT

MODULE 5

MANAGING IN A CHANGING ENVIRONMENT

ADAPTABILITY IN A CHANGING ENVIRONMENT

By the end of this module, the learner should be able to:

- identify strategies to promote a positive team climate that fosters resilience in turbulent times
- describe the benefits of challenging their own ways of doing things and thinking to adapt to new situations
- establish an effective decision-making process despite ambiguity or difficulties.

CONTENTS

- Strategies of an agile leader
- Tolerance of ambiguity and mindfulness
- Growth mindset

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING



- Logbook including a personal development plan
- Guided reading and viewing
- Reflection activity between manager and learning partner

TEAM TRAINING

Experiential virtual classroom





SECOND SUMMIT

MODULE 6

MANAGING IN A CHANGING ENVIRONMENT

HUMANE CHANGE MANAGEMENT

By the end of this module, the learner should be able to:

- critically analyze change and its impact on stakeholders
- identify strategies to support their team through change and address their concerns.

CONTENTS

- Role of a change agent
- Phases of a change project
- Impact of a change project on the actors involved and associated reactions
- Best practices in communication

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING



- Logbook
- E-learning module including videos, multimedia animation and quizzes
- Reminder

TEAM TRAINING

Virtual case study type class





SECOND SUMMIT

INTEGRATIVE CHALLENGE 2

MANAGING IN A CHANGING ENVIRONMENT

SUCCEEDING WITH A CHANGE PROJECT WITHIN YOUR TEAM

By the end of this module, the learner should be able to:

- define the steps to follow in order to carry out a change project for the integrative challenge
- recognize the elements that can influence the success or failure of a change project
- implement the key actions that will enable the effective deployment of a change project for the integrative challenge.

CONTENTS

Change project management toolkit

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING AND COMPLETION OF THE CHALLENGE



6 h

- Logbook
- Integrative challenge guidelines
- Individual reflection activity
- Reflection activity between manager and learning partner

TEAM TRAINING

Discussion and feedback virtual class on learnings after having completed the challenge



2 h



THIRD SUMMIT

MODULE 7

MANAGE STRATEGICALLY AND CROSS-SECTORALLY

AUTHENTICITY AND MANAGERIAL COURAGE

By the end of this module, the learner should be able to:

- describe the alignment of their choices and behaviours with their team's and organization's mission, vision and values
- choose to behave with integrity and ethics to set an example
- identify the times when they put their personal interests aside for the good of their team or organization.

CONTENTS

- Authentic leadership
- Managerial courage and decision-making in difficult situations
- Personal and management values

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING



- Logbook
- Guided reading and viewing
- Reflection activity between manager and learning partner

TEAM TRAINING

Experiential virtual classroom





THIRD SUMMIT

MODULE 8

MANAGE STRATEGICALLY AND CROSS-SECTORALLY

STRATEGIC AND CROSS-SECTOR THINKING

By the end of this module, the learner should be able to:

- describe their vision of the issues and opportunities present in the organization's internal and external environments and their consequences
- analyze various situations from a systemic perspective
- explain the interrelationships within their organization and the impact stakeholders have on each other.

CONTENTS

- Systemic thinking and analysis tools
- Value chain
- Strategic planning

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING



- Logbook, including preparation for the case study to be seen in the virtual class
- Videos

TEAM TRAINING

Virtual case study resolution type class





THIRD SUMMIT

MANAGE STRATEGICALLY AND CROSS-SECTORALLY

MODULE 9

YOUR TEAM'S INFLUENCE

By the end of this module, the learner should be able to:

- choose legitimate ways to influence contacts to collaborate
- implement effective strategies to foster collaboration.

CONTENTS

- Building collaborative relationships
- Collective intelligence
- Political skills

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING



- E-learning module including videos, multimedia animation and quizzes
- Individual reflection activity
- Reflection activity between manager and learning partner

TEAM TRAINING

Experiential virtual classroom





THIRD SUMMIT

INTEGRATIVE CHALLENGE 3

MANAGE STRATEGICALLY AND CROSS-SECTORALLY

COMPLETING A STRATEGIC CROSS- TEAM PROJECT

By the end of this module, the learner should be able to:

- analyze a project and identify the issues in the integrative challenge
- develop a relevant action plan to foster collaboration and teamwork with the stakeholders involved in the integrative challenge
- put into practice the tools and ways of being covered during training as part of the integrative challenge.

CONTENTS

Change project management toolkit

PROPOSED APPROACH

FLEXIBLE SELF-STUDY TRAINING AND COMPLETION OF THE CHALLENGE



- Integrative challenge guidelines
- Reminders and guided reading
- Individual reflection activity
- Reflection activity between manager and learning partner

TEAM TRAINING

Discussion and feedback virtual class on learnings after having completed the challenge





CLOSING ACTIVITY

OBJECTIVES

By the end of this module, the learner should be able to:

- celebrate the progress made
- identify the next steps to promote the transfer of learning.

CONTENTS

- Feedback on the logbook and learning
- Self-assessment
- Discussion on the next steps in their development

PROPOSED APPROACH

Virtual classroom

