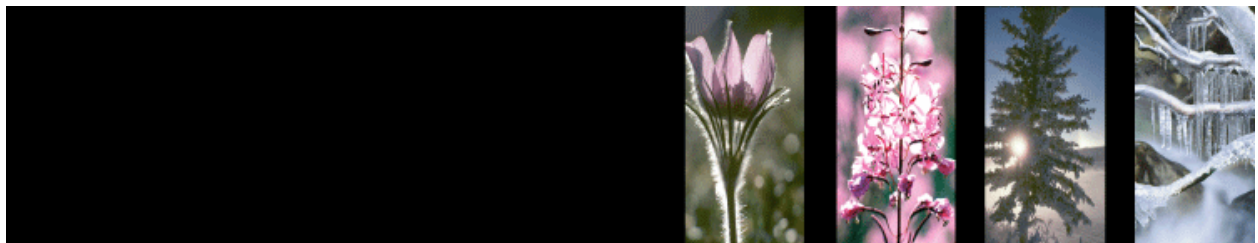


Yukon Government Leadership Forum (YGLF)



**Staff Development
July 2006**

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Yukon Government Leadership Forum

The Yukon Government Leadership Forum (YGLF) is a succession planning strategy used to attract and recruit people to senior leadership positions from within the government. YGLF is focused on the internal development of leadership capacity. This program is designed to develop a pool of new leadership behaviour and broaden the base of theoretical knowledge and understanding of leadership in our government. Concurrently, program participants are expected to apply the new theory to their work context and to demonstrate new leadership behaviour in their workplace.

With more than half the managers and supervisors eligible for retirement within the next five years, and with more than three quarters eligible for retirement in the next ten years, the Government of Yukon created YGLF to increase the leadership capacity in this organization. Program participants are not guaranteed a senior position upon completing YGLF.

YGLF applicants, participants or anyone in the organization considering a move to a senior leadership position should think about:

- ✦ career counselling to clarify personal suitability and “fit” for leadership within the organization;
- ✦ working with a coach to further hone leadership skill and position oneself in the organization;
- ✦ on-going development and increased profile by assuming additional leadership duties through acting and special acting assignments;
- ✦ further development and increased corporate awareness by participating on temporary assignments and leading corporate work projects; and
- ✦ promotion and advancement through the government’s competitive recruitment process.

Everyone, including YGLF graduates, is required to participate in the recruitment process in order to advance to a senior leadership position.

This document contains important information about the development program options available to government employees. Determining where you might fit is an important first step to consider. Please refer to the section: **Choosing the Right Program?** Alternately, please call Staff Development and any of the consultants identified in Appendix I.

Yukon Government Leadership Forum Milestones

Advertising for the Yukon Government Leadership Forum starts early **July 2006** and concludes with an application deadline of **November 17, 2006, 4:30 pm**. Staff Development is starting the advertising process early so that individuals considering applying have ample time to critically examine their participation in this development program and to consult with their department for support and approval.

A 360 degree on-line leadership questionnaire process will be conducted between **December 8, 2006 and February 16, 2007**, just prior to the Canada Winter Games (CWG). Following CWG, a mandatory 360 degree feedback session on the candidates’ leadership will be conducted **March 20 - 21 and March 22 - 23, 2007**. This 360 degree leadership feedback forms a significant part of the selection process.

Program coursework will start **May 1, 2007**. Several modules of course work will be delivered prior to the summer 2007 break; consequently a concentrated effort will be required in a short space of time. YGLF course work runs for 14 - 16 months and will conclude during the **summer of 2008**. Participants can count on **45 training days** of in-class instruction over the life of the

program. **One to two times** the number of training days in additional time will likely be required to read, study, prepare and practice leadership behaviours outside class time along with time spent on the group corporate projects. Please note that the time commitment required to complete this program is substantial and participants **must attend a minimum of 75% of the program's academic course work and a minimum of 75% of the program's behavioral workshops** in order to graduate.

YGLF participants will be tested in trying to balance the time between their work responsibilities and the time they require to focus on YGLF learning. Leadership participants will have to undertake an increased workload, complete a simulation exercise and work on a corporate project. This workload includes regular duties as well as assigned readings, class-specific assignments, meetings and presentations. **Balancing workload and coursework will be trying at the best of times. If individuals know they will have heavy time commitments for activities outside work and YGLF, it is recommended that all applicants consider postponing their application until the next intake of YGLF.**

Choosing the Right Program?

Staff Development is linking its leadership, management and supervisory programming into a development path. Each applicant is asked to consider their own circumstances, their educational background, and their work experience with this government and with other employers, their experience in leading people and managing programs. All of these factors are reviewed during the YGLF application process. Please review Appendix I for further information or contact Staff Development about which program may be appropriate for you.

The Supervisory Success Program (SSP) and the Management Development Program (MDP) are new development programs. The MDP is in the curriculum development phase and slated for a first pilot delivery during the spring of 2007. The Yukon Government Leadership Forum (YGLF) is an established leadership development program. Ideally, a YGLF applicant would possess prior experience as a front line supervisor and/or mid level manager combined with an academic background and/or the completion of SSP and MDP. Applicants should consider the breadth and depth of their work experience and their educational background prior to applying for YGLF. Career counselling services are also available through Staff Development.

YGLF Funding Changes

Leadership applicants must obtain approval and support for their YGLF applications from their supervisors/departments. Additionally, the Deputy Ministers on Human Resources Committee (DMHR) defined that support as a \$1,000 financial contribution per candidate. A leadership candidate is someone who participates in the candidate pool and undergoes the 360 degree leadership analysis questionnaire, the leadership feedback process and the selection debriefing.

All leadership applicants who decide to pursue their interest in attending this leadership development program are encourage to work with their department as early as possible. Departments will need to assess the operational impacts and the financial consequences of approving and supporting YGLF applications.

Background

As the baby boomers age, more Government of Yukon employees become eligible to retire! 58% of senior managers today are 50 years or older; 83% are 45 years or older. Like other provincial governments in Canada, this territorial government faces the same issues of replacing and developing new leaders to fill in behind those who increasingly begin to retire. One strategy that the Government of Yukon uses involves developing and building a pool of leadership talent within the organization. Increased competition for leaders, supervisors and others with sound leadership skills is already occurring as public service employees from across Canada retire. The Yukon Government Leadership Forum (YGLF) is an executive leadership development program and one of several succession strategies that the government has used since 2000.

The Yukon Government Leadership Forum is organized into three pieces. Firstly, leaders need to understand themselves, their personal attributes and their strengths that they bring to leadership; understanding of “self” is examined within a context of diversity and the richness that personal preferences and traits bring to the workplace, teamwork, and conflict management. Secondly, enhancing personal leadership practices and those leadership behaviours that the organization requires of its future leaders is critical to organizational development, change management and succession planning. Thirdly, this development program explores leadership and management theory within the context of contemporary issues that senior public sector leaders face. This third piece is lecture based and supplemented with local content specific to the Government of Yukon.

The Deputies Committee on Human Resources (DMHR) identifies those strategic leadership behaviours that the organization will focus its development on. Identifying these behaviours ensures that the organization’s leadership model is current and fits the government’s business model and what it requires of its future leaders to successfully practice leadership. The government identified eight behaviours as strategic to its leadership development. These eight behaviours form the foundation for the skills based leadership learning and practices in YGLF (refer to Appendix II on Leadership Styles – the behaviours underlined identify the 8 strategic leadership behaviours).

Candidate selection is based on application information; a 360 degree leadership effectiveness analysis (LEA) involving the applicant, the applicant’s supervisors, peers and direct reports; the applicant’s last performance evaluation; and support from the applicant’s department. The 360 degree LEA feedback process includes group sessions where leadership feedback from the candidates’ supervisors, peers and direct reports are discussed and debriefed. Finally, candidates are required to craft a career development plan that includes their personal leadership development priorities.

Approximately a third of the way through this YGLF intake, a “mini” 360 degree leadership effectiveness analysis will be conducted for program participants. Participants will be asked to identify their two leadership development priorities; a questionnaire will be specifically tailored to each participant’s development priorities and a mini 360 LEA feedback sessions convened to debrief and interpret the specific results. This analysis will coincide with a simulation exercise(s) and the assignment of several corporate leadership projects. Participants are expected to use this feedback in their on going leadership development and to practice new behaviour in the corporate projects they are assigned to.

These exercises, assignments and corporate projects are designed to help the participants transfer their leadership skills to the workplace and to help them put into practice their leadership

learning. Specifically, the corporate projects represent opportunities for participants to demonstrate individual and team leadership skills as a part of their “action learning.” Each team will deliver its project recommendations to the organization’s deputy ministers at the end of the program.

Coaching Support

Coaching is integral to leadership learning in YGLF. All coaches graduate from a “coach training” program where they were taught theory, practice and use of “appreciative” inquiry. Their coaching skills are developed to help YGLF participants explore their approaches to decision making, their approaches to “driving to action and execution” the work tasks they are responsible for, and a variety of other interactions that range from reflecting on whether the colleague is becoming a better leader to a discussion of personal values and vision.

Coaches are familiar with the Myers Briggs and leadership analysis tools used in YGLF. They will also help participants focus on their leadership learning and debrief their leadership assignments; they will not help solve a problem per se but they will help individuals explore problems, explore the strategies chosen to solve an issue, move colleagues into lines of inquiry that they may not have previously considered and explore the choice(s) a colleague makes. A coaching relationship is **mandatory** for YGLF participants. (Appendix IV describes the areas of focus that coach and colleague can bring to their relationship)

Coaches complete their own Myers-Briggs self assessments (MBTI) and 360 LEA, and they learn how to coach their leadership colleague using the information and feedback provided by these instruments. Enhancing the understanding, feeling and experience of receiving information gathered from such instruments helps the coach work through their colleague’s process of self reflection. Through a matching process Staff Development arranges coaching relationships for the YGLF participants and will match coach to colleague based on type “difference,” the leadership strengths of the coach and the leadership need of the colleague.

The coach matching process involves an anonymous “right of refusal” for both the leadership colleague and the coach. This right of refusal is designed to eliminate those situations where prior history between individuals might impede learning in the coaching relationship. Further, a “no fault” re-arrangement option of the coaching relationship is available in those instances where the coaching relationship is not satisfactory for either party. Staff Development manages both the coach matching and relationship re-arrangement processes. YGLF participants will be required to meet monthly, or more, to discuss, examine and review the participant’s professional development, progress in their leadership practices, their workplace assignments and their participation on the assigned corporate project. A minimum of 8 coaching meetings is expected.

The Ideal Candidate

Yukon Government Leadership Forum is seeking employees who:

- ✚ are full-time or acting mid management or supervisory level; a professional or scientific field;
- ✚ demonstrate effective performance and potential for advancement to leadership positions;
- ✚ are willing to undertake challenges and work toward senior levels in this organization;
- ✚ demonstrate personal commitment and willingness to develop themselves and their careers;
- ✚ have experience managing and leading work projects and people;
- ✚ possess a university education or acceptable combination of education and experience; and

- ✦ have the support of their supervisor and department.

Please note that employees need not be in the “MG” management classification to apply.

Interested individuals who apply and are not presently managers or acting in a managerial or supervisory capacity will still have their applications considered. Please note that support from your supervisor and department is still required as a part of the application process. Due to the significant time commitment involved in attending YGLF, departments will need to consider the collective impact on their operations while approving all applications.

Application & Selection Process

The YGLF application process is two tiered. Leadership applicants are first required to forward their applications to Staff Development by **November 17, 2006**. The Deputy Minister and supervisor from the applicant’s department must support, in writing, the application. They will be asked to provide an appraisal of the applicant’s leadership abilities (please refer to the application form attached at the back of this information package). On **December 1, 2006**, 50 leadership candidates will be selected from the applications received.

Staff Development will notify all applicants not supported to the next phase. All applicants not proceeding will be debriefed and the reasons for selection outcome shared. Alternative development options such as accessing career counselling, the Supervisory Success Program and the mid-level Management Development Program (MDP), and accessing coaching services will be discussed.

It is strongly recommended that individuals who do not proceed into the candidate pool of 50 also consider working with a coach. Previous YGLF applicants who did so gained from information sharing, became clear about their own development needs, and thus further rounded out of their skills. Engaging a coach and Staff Development’s assessment services will help individuals reflect upon how they see their career progressing with the Government of Yukon and what they could do to further develop themselves and be better positioned for selection to a subsequent YGLF or other corporate development programs.

The pool of 50 leadership candidates will participate in a 360 degree leadership effectiveness analysis (LEA). This instrument involves the completion of normed, standardized and on-line leadership questionnaires by the candidates themselves, their supervisors, peers and direct reports. The deadline to complete the 360 degree questionnaire process is **February 16, 2007 at 4:30 pm**. All candidates are required to participate in a 2 day leadership feedback workshop the week of **March 19, 2007**. This feedback workshop is designed to help candidates interpret their leadership feedback and use the results from this feedback to craft their own career development plans. Career development plans are due electronically **April 6, 2007 at 4:30 pm**.

April 12 – 13, 2007, the Deputy Ministers on Human Resources will select 25 participants from the candidate pool of 50. Staff Development will debrief all 50 candidates through mandatory and confidential one-on-one meetings **April 16 – 28, 2007**. Discussions will focus on:

- ✦ the selection decision;
- ✦ overall leadership ranking and individual rating;
- ✦ pertinent discussion about the candidate’s application;
- ✦ further interpretation of individual 360 leadership feedback; and
- ✦ answer any questions the candidate has.

Selected participants (25) will continue on into the Yukon Government Leadership Forum. The selection decision will be made based on information in each candidate's application package:

- # the individual's application and curriculum vitae;
- # the department's support and analysis of their leadership abilities;
- # the employee's last performance evaluation;
- # a letter from the applicant summarizing why they should be considered;
- # the individual's 360 degree leadership feedback;
- # a confidential leadership ranking created by MICA Management Resources (the independent consulting firm who facilitates selection);
- # a confidential rating facilitated by MICA;
- # corporate employment equity goals regarding proportional representation;
- # as much as possible, evenly distributed departmental representation; and
- # where possible representation from communities.

It is strongly recommended that those individuals not selected to YGLF pursue their career development plan and access alternate programming and/or access coaching support. Personal follow-up development demonstrates individual initiative and better positions applicants for a successful second or third leadership application.

Two alternate candidates will be selected. Selection as an alternate and the implications of this outcome will be discussed with the candidate at the meeting to debrief the selection decision with each candidate. Should a YGLF participant withdraw from the program within the first 6 weeks of the start of the program, the "first" alternate will be contacted and offered the option of joining YGLF. There will be an expectation that the alternate will use a variety of means to work and "catch up" to their YGLF colleagues.

Application Information Requirements

Your application must include:

1. CV/resume including educational background and work history;
2. A copy of the last performance review;
3. A one to two page summary that should include: *applicant job duties*; *information regarding previous management and leadership experience* including temporary or acting assignments and/or volunteer work; *a written explanation* describing how the YGLF supports one's career aspirations and how it would support the work of the organization;
4. A *letter of support from the applicant's department/deputy* stating that both the department and the applicant have examined the operational impact YGLF may have on department, the participant's time and work, and that both can accommodate this requirement;
5. *An appraisal of the applicant's leadership potential by the department/deputy* must include basic information such as job title, position number, target group representation and community of residence along with assessment information about specific program skills, management, leadership, service quality etc; and
6. A letter from the applicant summarizing why you should be considered and information about whether you *"manage" direct reports at present or have in the past.*

For your convenience, please see the attached **Appraisal Form** for the assessment of leadership potential that your director/supervisor and/or Deputy will be required to complete.

YGLF Program Detail

The Leader Development Model¹ used in the Yukon Government Leadership Forum uses individual leadership developmental experiences and a corporate leadership developmental process to train its leaders. The corporate development process includes a series of behavioural, theoretical and local “content” coursework modules or workshops. This overall development breaks down into: 1. an exploration of “self”; 2. a skills based personal leadership development and team leadership focus; and 3. knowledge development through lecture based learning events.

The individual leadership developmental experience focuses on developing leadership behaviour. This development starts with a personal 360 degree Leadership Effectiveness Analysis (LEA) initially conducted during the selection process. This experience is further augmented and includes a series of individual leadership development assignments; participants are expected to practice new leadership behaviour in the workplace. A mini 360 degree LEA is conducted about half way through YGLF. The mini 360 is designed to specifically gather information from the participant’s boss, peers and direct reports on the two leadership development priorities that the participant identifies in their career development plan. Practicing their leadership development priorities (behaviours) in the workplace is an expectation of this program. Leadership candidates are required to craft a career development plan complete with their leadership behaviour priorities prior to final selection. Coaching support is provided to everyone in the program.

The development of leadership behaviour is skills based, experiential in nature and focuses on learning new behaviour and changing old behaviour. These leadership behaviours are learned through a variety of individual experiences and team learning events such as a simulation exercise and through the assignment of a corporate project. A simulation exercise and the assignment of four corporate projects are strategic tools that this organization uses to enhance the overall corporate leadership development process.

Follow-up participant reflection, sharing of insights and reporting experiences about what they learned and what they would do differently is built into the beginning of all workshops. [MICA Management Resources](#), a North American leader in training and development, creativity and innovation for organizational effectiveness will deliver the skills based personal leadership modules. MICA facilitators are certified and experienced in facilitating coursework in leadership development and facilitating debriefings from the learning. Each personal leadership module requires one to three days of in-class time followed by five to six weeks workplace practice.

A three day workshop on Myers Briggs Type Indicator (MBTI) and diversity in the workplace will focus on a leader’s personal preferences. Contemporary leadership theory tells us that the leaders of today have to have a good “sense of self” are able to integrate that sense with a diversity of other perspectives and with other people. World renowned [Nancy Barger and Linda Kirby](#) instruct the MBTI and diversity workshop. They challenge participants in their “exploration of self” to appreciate what preferences they bring to the organization within a context of the preferences that other individuals bring to that same work environment. They emphasize the importance of effective leadership, planning and communication during times of change. Their approach to organizational change is one of recognizing, validating and planning

¹ McCauley, Cynthia; Van Velsor, Ellen; *Handbook of Creative Leadership Development*, The Center for Creative Leadership, John Wiley & Sons, Inc; Second Edition, 2004; Page 4

for the different ways in how individuals react to changing environments. Barger and Kirby are the authors of *The Challenge of Change in Organizations: Helping Employees Thrive in the New Frontier*.

Knowledge development through lecture based events involves a series of workshops that examine contemporary leadership issues and their theoretical underpinnings. Workshops range in length from two to five days of in-class training. A significant amount of preparation time may be required for some of these courses. Workshops may involve prior participant surveys, examination of the data collected and discussion about the implications of the results. Where prior reading and preparation is required, professors expect a baseline of knowledge from all participants and assume students are prepared for the class. All knowledge acquired from this coursework is expected to be applied to the corporate project and in the participant's workplace. The [University of Alberta](#) (UofA) co-developed this public service focused curriculum with the Centre for Executive and Management Development for the Alberta Government.

The University of Alberta coursework can be used as partial credit toward their graduate level programs. While the amount of credit given is nominal, none-the-less candidates are urged to check with the University of Alberta to confirm the level of credit they could receive. Please review Appendix III for further information about the five theory workshops which include subjects that range from ethics, economics and political science to knowledge management and strategic human resource management.

Local content pieces specific to the Government of Yukon supplement the theoretical coursework in this program. Instructors from within the government will deliver workshops on Finance for Non Financial Managers, Land Claims and Self Government, and Reintegration and Disability Management.

Introducing a "leadership" challenge is a key component of the Leadership Development Model. A simulation exercise and the assignment of four corporate projects is the challenge introduced in the program. The challenge represents an opportunity for participants to:

- ✚ practice new leadership behaviour in a safe learning environment;
- ✚ assume a variety of leadership roles while working on the project;
- ✚ create and understand the importance of working in teams;
- ✚ create and work in a high achieving team environment;
- ✚ anchor new leadership behaviour so it becomes natural;
- ✚ incorporate theoretical knowledge and skills and a variety of tools and approaches learned from YGLF;
- ✚ acquire knowledge through research work on the assigned topic and from team members;
- ✚ get feedback from team colleagues about performance; and
- ✚ practice new competences required of the teams to achieve their outcomes, e.g. meeting management, formulating a Return on Investment (ROI), doing research, formulating recommendations, conflict resolution, team dynamics, etc.

Corporate projects are assigned immediately after the completion of the "simulation" exercise. The simulation will help prepare YGLF participants to work together in teams. Immediately following the simulation, the sponsoring Deputy Minister will assign the corporate project to each project team.

The program schedule up until the start of the YGLF coursework follows:

YGLF Advertising & Selection Milestones (4 th Intake)	Draft Timeline
1. Advertise the YGLF	July 17, 2006
2. YGLF Application Deadline	November 17, 2006
3. Review Group of Applicants	December 1, 2006
4. 360 Degree Leadership Analysis Questionnaires	December 8, 2006 – February 16, 2007
Canada Winter Games	
5. 360 Degree Leadership Analysis Feedback (two sessions of 2 days each: group split into two for feedback)	March 20 – 21 & 22 - 23, 2007
6. YGLF Candidates complete Career Development Plan	April 6 th , 2007
7. YGLF Selection by DMHR	April 12 - 13, 2007
8. Notification of YGLF Participants	April 16 – 28, 2007
9. YGLF Program Orientation [mandatory for all participants]	May 1, 2007
10. First YGLF Module	Week of May 1 st , 2007

A complete program schedule will be presented to leadership participants at the orientation session.

Appendix I: Choosing the Right Program?

Development Program	Description	Target Audience
<p>Supervisory Success Program (SSP)</p> <p>Contacts: Sue Starr [667-3095] Nansi Cunningham [667-5197]</p>	<p>Provides practical knowledge, the application of that knowledge, skills development and hands-on practice working with people, getting the job done through people and dealing with the public. This program examines work processes, supervising people all within a context of creating a healthy and functioning work environment. The focus of this program is internally focused on the Government of Yukon.</p>	<ul style="list-style-type: none"> ✚ First time supervisors of project and/or program areas ✚ Supervisors on acting or training assignments ✚ Employees aspiring to front-line supervision
<p>Management Development Program (MDP)</p> <p>Contact: Tracey Johnson [667-3711]</p>	<p>Emphasizes concepts in management, leadership and organizational theory combined with a strong focus on public sector administration. The intent of this program is to broaden the participant's understanding through reflection and coursework on leadership theory, systems and communications theory, working with people and building effective teams, improving organizational and individual performance through engagement and motivation of others.</p>	<ul style="list-style-type: none"> ✚ Middle managers and supervisors responsible for programs and/or people ✚ Acting middle managers or employees on assignment at this level ✚ Employees aspiring to move into mid management
<p>Yukon Government Leadership Program (YGLF)</p> <p>Contact: Richard Wale [667-8606]</p>	<p>Emphasizes leadership development through behavioural practice, broader theoretical leaning that includes "macro" subject matter. Participants are exposed to global and national perspectives on how economics, politics, legal frameworks impact or influence territorial governance. How the territorial government organizes itself and leads its people to meet those external influences is also linked to leadership behaviour development and a significant corporate project.</p>	<ul style="list-style-type: none"> ✚ Senior leaders, directors and managers ✚ Acting senior leaders, directors and managers or on assignment at this level ✚ Employees aspiring to move into senior leadership and management

Appendix II: Leadership Styles

360 degree leadership feedback is provided to each candidate on 22 leadership behaviours. These behaviours are organized under **Creating a Vision; Developing Followership; Implementing the Vision; Following Through; Achieving Results;** and **Team Playing** functions.² The underlined behaviours indicate the 8 leadership behaviours the Deputy Ministers on Human Resources (DMHR) identified as the key leadership practices that participants in the current YGLF intake will learn. The organization expects all participants to demonstrate these behaviours in the corporate project.

CREATING A VISION³:

1. **Conservative:** Study problems in light of past practices to ensure predictability, reinforce the status quo and minimize risk. Build upon the knowledge and wisdom that comes with experience.
2. Innovative: Feel comfortable in fast-changing environments and be willing to take risks and consider new and untested approaches. Foster a climate of innovation and be open to new ideas.
3. **Technical:** Acquire and maintain in-depth knowledge in their field or area of focus, and should use their expertise and specialized knowledge to study issues and draw conclusions.
4. **Self:** Independent thinkers who make decisions based upon their own input and counsel. Be self-reliant and look to themselves as the prime vehicle for decision making.
5. Strategic: Take a long-rang, broad approach to problem solving and decision making. There should be a strong focus on objective analysis, thinking ahead and planning.

DEVELOPING FOLLOWERSHIP⁴:

6. **Persuasive:** Build commitment by being convincing and winning people over to their point of view. Be effective advocates who are quite successful in getting their ideas adopted.
7. **Outgoing:** Be extroverted, friendly and informal. Have a capacity to quickly establish free and easy interpersonal relationships, and to be at ease in a variety of social settings.
8. Excitement: Operate with a good deal of energy and overt intensity. They should display their emotions and enthusiasm and have a capacity for keeping others enthusiastic and involved.
9. **Restraint:** Maintain a low-key, understated and quiet interpersonal demeanor. By controlling their emotional expression, they should remain calm under stress.

IMPLEMENTING THE VISION⁵:

10. **Structuring:** Be systematic and organized, working in a precise and methodical manner. Maximize efficiency by developing and utilizing guidelines and procedures.
11. **Tactical:** Focus on producing immediate results through short range, hands-on, practical strategies. Be involved in day-to-day activities and be flexible, adaptable and highly opportunistic.
12. Communication: Clearly articulate what they want and expect from others. Express their thoughts and ideas clearly and provide a precise and constant flow of information to others.
13. Delegation: Enlist and develop the talents of others to help meet organizational objectives by giving them important activities and sufficient autonomy to exercise their own judgment.

² Management Research Group, Strategic Leadership Development, MICA & Management Research Group, 1999.

³ Ibid; 1999.

⁴ Ibid; 1999.

⁵ Ibid; 1999.

FOLLOWING THROUGH⁶:

14. **Control:** Take nothing for granted, set deadlines for certain actions and be persistent in monitoring the progress of activities to ensure that these are completed on schedule.
15. **Feedback:** Provide others with frequent and specific feedback. Let others know, in a straight forward manner, how well they have performed and if they have met your needs and expectations.

ACHIEVING RESULTS⁷:

16. **Management Focus:** Seek to exert influence by taking charge, exercising authority, and leading and directing the efforts of others.
17. **Dominant:** Act in an assertive manner, pushing vigorously to achieve results through an approach which is forceful and competitive.
18. **Production:** Adopt a strong orientation toward achievement and hold high expectations for themselves and others. Push themselves and others to achieve at high levels.

TEAM PLAYING⁸:

19. **Cooperation:** Be helpful and willing to defer performance on their own objectives in order to accommodate the needs and interests of their colleagues as well as the larger organization.
20. **Consensual:** Value the ideas and opinions of others, actively collecting their input and involving them in the decision-making process.
21. **Authority:** Show loyalty to the organization and respect the ideas and opinions of people in authority using them as resources for information, direction and decisions. Have the capacity to work well in hierarchical settings.
22. **Empathy:** Demonstrate an active concern for people and their own needs by forming close and supportive relationships with others.

⁶ Ibid; 1999.

⁷ Ibid; 1999.

⁸ Ibid; 1999.

Appendix III: Theory Modules

These theory modules represent graduate level work at a macro level. Participants will be exposed to global and national perspectives and challenges that may influence and impact the territorial governance and operations of this organization. A public sector perspective is brought to each of these modules and the knowledge gained is expected to be applied in the corporate project.

1. Ethics in the Public Service: Participants will examine moral, ethical, and legal concepts and issues faced by individuals and leaders within a Canadian public sector organization. Accountability, responsibility, loyalty, power, authority and ethical decision making as well as ethical challenges such as “whistle-blowing” and confidentiality and the “public’s right to know” will be examined.

2. Economic & Political Environment: Participants will discuss the major economic and political issues facing the Yukon’s public service. These issues range from the Yukon’s place in a changing Canadian federation and the role of “new public sector management” to policy challenges of the “new economy” and the changing role of pressure groups, social movements and mass media. The context for these discussions are the global economy, Western Canada and the Yukon’s fiscal and policy challenges and options and the prospects for economic growth and diversification.

3. Legal Environment: Class participants will gain an understanding of Yukon’s legal environment focusing on constitutional, administrative and aboriginal law. The constitutional framework of government in Canada will be examined with particular emphasis on the division of powers between the Parliament of Canada, the provincial/territorial legislatures and the Charter of Rights and Freedoms. An essential outline of aboriginal law including the development of treaty and aboriginal rights leading to and then influenced by unique constitutional and legislative provisions will be provided. Ramifications for all levels of government, including the Government of Yukon, will be discussed.

4. Strategic HR Management: Participants will learn about the importance of the direct relationship between organizational success and commitment to high performance. Practices that support a high commitment workplace will be presented, along with the design, cultural, leadership and process issues that emerge in implementing cross-departmental teams. Participants will conduct a human resource audit of their own work units and explore issues they face.

5. Information Management: Building Innovative Knowledge: Course participants will focus on the strategic management of knowledge and innovation within public sector organizations. Principles of innovation and knowledge management will be explored through case studies, exercises and discussions. This workshop will focus on two interrelated themes – firstly creating, applying and sharing knowledge in a systematic manner and secondly developing a culture and capacity for innovation. There is a realization that new leadership strategies are required as executives begin to create and sustain innovative and knowledge intensive public sector organizations.

Appendix IV: Coaching for Action - Discussion Topics for Coach and Colleague

Discuss results and implications of the various instruments the colleague has completed:

- ✦ 360 Leadership Effectiveness Analysis (LEA)
- ✦ MBTI Step II

Examine the colleague's strengths and developmental opportunities:

- ✦ These attributes may or may not be captured in the Career Development Plan, or any other action planning template
- ✦ How are their strengths being used to become a better leader and to get things done
- ✦ What action is being taken to make progress on developmental goals

Discuss the colleague's participation on YGLF:

- ✦ What they find challenging with workshop assignments and what progress they are making with those assignments
- ✦ What they are learning from this development program
- ✦ How the participant are dealing with time commitments required to attend coursework and implement their assignments
- ✦ How the participant are implementing what they are learning
- ✦ How they are balancing work responsibilities with YGLF
- ✦ How the participant is achieving an effective balance between work/YGLF and their personal life

Examine how colleague is dealing with their leadership related challenges and opportunities:

- ✦ People issues
- ✦ Conflict in workplace
- ✦ Building relationships
- ✦ Getting things done

Identify and/or discuss career aspirations of the colleague:

- ✦ What are the longer term/short term aspirations
- ✦ Where the colleague's personal, career and organizational goals compatible
- ✦ What are the gaps between current aspirations and future aspirations
- ✦ What actions are being taken to close these gaps

Discuss personal vision and values of the colleague:

- ✦ The extent to which the participant can convey a clear sense of their personal goal and values
- ✦ Are the participant's vision and values currently being met
- ✦ Where are the biggest gaps
- ✦ What action is being taken to bridge these gaps

Review work related projects, assignments and tasks:

- ✦ Determine what is working
- ✦ Identify what is not working
- ✦ What ideas and options will make these happen

Reflect on the extent to which the colleague is becoming a better leader:

- ✦ What action is the participant taking to improve their leadership behaviour
- ✦ What are they doing to take their leadership capability to the next level
- ✦ What is the participant doing to push themselves out of their comfort zone – job assignments and opportunities that they are embracing to achieve this outcome
- ✦ What is the participant learning in terms of what has worked and what has not worked
- ✦ What are the risks being taken
- ✦ What evidence exists that the participant is improving as a leader

Determine the extent the colleague is following-up with their observer groups and key stakeholders:

- # Has the participant shared some of their instrument results/career development plan with key stakeholders
- # Has the participant asked for suggestions about what they could be doing more of related to their development plan
- # Has the participant shared their successes and wins related to their development plan

Reassess and review the colleague's commitments made at the previous coaching session:

- # Summarize the commitments made
- # What progress has the participant made - Ask for a progress report
- # Reflect on the participant's learning

Review the coaching relationship with the colleague:

- # What is working and what is not working for the participant
- # What is it the coach could be doing more of
- # What could the colleague be doing more of
- # What value is being obtained from the relationship

Appraisal Form

Applicant Name: _____

First Nations

Person's with Disabilities

Job Title: _____

Gender (M/F)

Community: _____

Position Number: _____

Number of Direct Reports

Department: _____

Branch: _____

Deputy Minister's Signature: _____ and/or **Supervisor's Signature:** _____

Current Performance: Assess overall current performance. Indicate areas of improvement that the department has recommended to the individual.

1	2	3	4	5	n/a
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Goal Achievement: Contribute to corporate, departmental and/or branch goals. Driving to execution and ensuring that goals are met by leading and managing people, financial and other resources. Keeps others informed about progress towards goals. Willing to try new things and has learned from past mistakes. Has the confidence to be the prime vehicle for decision making when needed; can engage others to gather information as a part of their decision making process.

1	2	3	4	5	n/a
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Application of Program Specific Knowledge: Demonstrate a great deal of knowledge about their area of expertise. Apply that specific knowledge and their skills by evaluating issues and coming to conclusions based on their extensive and specialized knowledge using critical thinking, responding to emergent issues, problem solving and conflict resolution, providing advice, and being sensitive to public issues.

1	2	3	4	5	n/a
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Leadership: Is able to engage people, organizations or partners and bring them together to build coalitions, communities and teams in working to achieve that vision. Clearly define the vision and articulate what they want and expect by being convincing, winning people over to their point of view and getting their ideas adopted. This direction is realistic, challenging, thoughts and ideas are clearly expressed all taking a long range, broad approach to thinking ahead, problem solving and decision making.

1	2	3	4	5	n/a
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Management: Manage productivity of staff including organizing, evaluating, and training and developing employees. Clearly articulates what is required, able to delegate work where a sufficient level of autonomy to exercise judgment is given and clearly provides feedback about how the individual performed. Is able to administer and manage programs, finances, and people; realizes the need to provide positive feedback when appropriate and follow-up on delegated tasks; monitors both the quality and quantity of work completed holding high expectations for themselves and others by adopting a strong orientation toward achievement.

1	2	3	4	5	n/a
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Service Quality: understanding and responding to customer/client needs including both external and internal customers and clients; managing customer and client expectations including problem and conflict resolution. Demonstrates a willingness to give up on some of their own priorities in order to help others and respond to their needs. Easily forms a relationship with their clients.

1	2	3	4	5	n/a
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Assess Potential to succeed at Director Level or above in the Government of Yukon? Please include your assessment of their ability to: lead and manage programs; to lead people by exercising a degree of behavioural flexibility and interpersonal tact to interact with them in a broad range of contexts.

1	2	3	4	5	n/a
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