

Global Leadership Development Guide

The Program is a two-year learning and development program. The program has been designed to support you in developing core competencies. Competencies are built on fundamental leadership skills and practices. The six core competencies are made up of 12 skills and practices. By developing the fundamental skills and practices of effective leadership, you will be essentially developing your core competencies.

You will be guided and supported throughout the program in developing your own learning plan. Your learning plan will cover the courses you take, learning support methods, action learning projects, and a rubric-based assessment.

The value assessment tool will help you ground your projects in values that are internally motivated. This tool will help you determine your courses, learning support methods, and action learning projects. Action learning based on your self-assessed value(s) enhances the meaningfulness of learning. You may choose to focus on one value for all five learning cycles or choose a different value for each. The choice of value is not as critical as the understanding that your learning cycle is grounded on a value that is relevant to you. The tool can be found in the toolkit. Values include:

1. Achievement.
2. Independence.
3. Recognition.
4. Relationships.
5. Support.
6. Working conditions.

Core Competencies

- Communication
- Leadership
- Strategic thinking
- Business and financial acumen
- Innovative and entrepreneurial mindset
- Leading through change

Leadership Skills and Practices

- Decision making
- Resilience
- Prioritizing
- Goal setting
- Respect
- Trust
- Motivation
- Recognition
- Analytical skills
- Communication
- Financial acumen
- Agility
- Engagement

Action Learning Projects

Learning cycles that include action learning projects provide you with opportunities to illustrate the knowledge you have gained through formal education. Action learning projects strengthen skills and practices by applying new knowledge from course content in a practical application. It should be based on your self-identified value and a topic that is relevant to you and the company. With consistent support from and dialogue with your manager, you pursue your own development and improve your identified skills or practice.

Projects developed through action learning are not meant to be time exhaustive. Your project should be manageable in scope and time.

Over the course of your program, your learning cycles will help you to:

- Develop skills and practices through hands-on application.
- Build interactive relationships between areas of functions and departments and grow your network within the company.
- Gain a deeper understanding and respect for the work of other departments and eliminate misconceptions.
- Experience a positive hands-on learning experience that is internally motivated by your value.
- Utilize the knowledge you have gained through formal education.
- Design projects that you feel to be real, relevant, and important to you and the company.
- Determine a fixed end date and ensure that the results are consistent with the strategy and priority of the company.
- Benefit from various learning and development opportunities.
- Achieve an outcome where content and skills and practices improvement can be assessed.
- Encourage our culture of learning by developing projects that address an issue faced by the company and its employees.

When choosing an action learning project topic, you should consider the following factors:

- Your topic selection should be derived from the knowledge you gained through a course.
- The topic of the project should be of interest to you and relate to your value to be meaningful.
- The project topic should consider an issue or topic that employees of the company are concerned about, debating, or would benefit from gaining awareness.
- The project topic should align with the overall organizational strategy of the company.
- The project should be manageable in scope and time.

- How the resolution of the issue and its implementation would impact the company.

At the end of each learning cycle, you will demonstrate the knowledge you have gained in developing an action learning project. Each demonstration will be assessed by you, your direct manager, and other designated collaborator(s). Your action learning project can be demonstrated through:

- Research reports.
- Videos.
- Slideshow presentations.
- Skit, roleplay, or simulation.
- Storytelling.
- Lunch and Learns.
- Educational courseware for THE COMPANY school.
- Or any other presentation aid.

Learning Support Methods

Learning support methods provide opportunities to receive support, guidance, and feedback on your action learning project. There are five different methods for learning support: mentorship, job shadowing, secondment, independent, or collaborative (team) projects. Your choice of learning support method is influenced by the desired outcome of your project and how it will be developed, presented, and assessed. The selected method should also take into consideration the skills and practices to be strengthened.

- Mentorship focuses on networking and relationships.
- Job shadowing focuses on short learning opportunities through observation.
- Secondment focuses on gaining insight through limited integration into a function or department.
- Independent or collaborative projects focus on strengthening individual and collaborative strengths.

Critically Reflective Practice

Reflective practice involves thinking about your own experiences from a critical perspective. It requires you to examine the beliefs and assumptions that influence how you make sense and utilize your experiences. It can help you to integrate theory into practice, facilitate insight, and stimulate self-discovery. It may lead you to change your personal assumptions, broaden your perspectives, and lead to a more holistic understanding of complex or ambiguous situations. Reflective practice enables you to cultivate cognitive flexibility, critical thinking, active listening, and strategic decision-making.

Reflective practice starts with experience and leads to observation. It then leads to reflection about your experience and concludes with the development of new insights or conclusions. This will help you determine your actions in the future.

Reflective practice should occur throughout your involvement in the Program. Without reflection to stimulate learning from experience, actions and thought patterns might not link to affect change. Reflective practice deepens the quality of learning. It will:

- Enable you to understand your own learning intentions.
- Increase your active involvement in learning and your personal ownership of learning.
- Support you in assessing your areas of growth and what you will need to consider continuing to improve.
- Support you in developing future action learning cycles.

Set time aside when developing your action plan to allow for reflection. The objective of critical reflective practice is to support your completion of the assessment rubrics. Rubrics will help you determine for yourself your improvement in *skills and practices*. We have provided tools to help you develop your critical reflection practice if you choose to use them.

Assessment Rubrics

A rubric is a guided evaluation process that will help you to analyze your development of skills and practices and maximize your learning.

Mandatory Rubrics

Skills and practices

	Normative	Formative			Summative
	Baseline	Needs Improvement	Acceptable	Good	Excellent
Decision making	I am not sure about my ability to make good, balanced decisions or in making decisions that are not well supported.	I struggle to make good, balanced decisions that are not well supported.	I can make good, balanced decisions that are supported in most situations.	I can usually make good, balanced decisions with some support when appropriate.	I have complete trust in my ability to make good, balanced decisions that have no support when it is appropriate.
Resilience	I do not understand the need for change and do not feel I am able to adapt to new situations.	I struggle to understand the need for change, and I have difficulty adapting to new situations.	I understand the need for change, but I am not comfortable adapting to new situations.	I understand the need for change and can usually adapt to new situations.	I completely understand the need for change and can easily adapt to new situations.
Prioritizing	I do not feel comfortable setting my own deadlines and I have difficulty in planning and in initiating a project.	I allocate time for specific tasks, but I do not feel comfortable prioritizing. I prefer regular guidance and check-ins.	I normally follow instructions for achieving results and can schedule and prioritize my workload.	I am comfortable with breaking down large tasks into smaller goals to improve task load and to help me stay focused on my goals.	I seek efficient and effective ways to accomplish my goals and can create my own timeline to achieve results.
Goal setting	I am not comfortable communicating with others to collaborate	I am comfortable working on tasks and projects, but I	I am comfortable making connections to help me achieve	I feel comfortable saying no when demands distract me	I am comfortable with expressing my goals and my

	Normative	Formative			Summative
	Baseline	Needs Improvement	Acceptable	Good	Excellent
	or explain my decisions and the choices I have made.	am not comfortable in finding answers when confronted by roadblocks.	my goals. I am comfortable asking questions or seeking out information when faced with roadblocks.	from my goals.	decisions and choices to achieve them.
Respect	I treat everyone with courtesy, politeness, and kindness.	I demonstrate respect by asking the opinions and thoughts of others.	I listen to others before expressing my own viewpoint, opinions, and ideas.	Everything I do or say is indicative of the respect that I have for others.	I provide space to acknowledge the meaningful inclusion of others.
Trust	I struggle with my commitments because of conflicting priorities.	I honour my commitments but have difficulty admitting when I am unsure or wrong.	I honour my commitments but sometimes struggle in admitting when I am unsure or wrong.	I strive to create trust by honouring my commitments and admitting when I am unsure or wrong.	I create trust by honouring my commitments, admitting when I am unsure or wrong, and by being transparent.
Motivation	I am not comfortable with initiating projects.	I have ideas regarding projects and work plans, but I am reluctant to approach management without further guidance and support.	I have ideas for innovative projects that might be of benefit to the company, but I am hesitant to approach management.	I have ideas for innovative projects that I feel will be of benefit to the company, but I require some encouragement to approach management.	I feel comfortable in approaching management regarding innovative projects that I feel would be of benefit to the company.
Recognition	I do not see how THE COMPANY recognizes my value	I understand the value of this program, but do not	I can participate in this program but do not understand how	I can fully commit to this program because I	I know that THE COMPANY is invested in my self-

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	through this program.	see how THE COMPANY will recognize my investment.	THE COMPANY will recognize my value.	understand how THE COMPANY will recognize my value.	development through this program.
Analytical Skills	I am not sure how to use questions, observations, synthesization, and reflection.	I am not sure how to use questions, observations, and synthesization in reflection for future innovation.	I use questions, observations, and synthesization when reflecting but I am unsure how to apply it to innovation.	I use questions, observations, synthesization, and reflection for future innovation.	I ask questions, observe, and synthesize, to achieve innovation.
Communication	I am often unsure how my verbal messaging is being sent and received which causes confusion.	I believe that I can use my verbal communication to send and receive messages with occasional instances of confusion.	I know that I can use my verbal communication skills to send and receive messages with minimal instances of confusion.	I have effective verbal communication skills to send and receive messages, but sometimes need to resolve some confusion around body language.	I ensure clarity in verbal communication by listening, paraphrasing, and asking questions, while observing and interpreting body language to avoid confusion.
Financial acumen	I am not sure of my financial literacy abilities.	I can identify some financial metrics.	I am comfortable with some financial metrics.	I can utilize quantifiable data to make informed decisions regarding financial metrics.	I have full confidence in my financial literacy abilities. I utilize metrics to make informed decisions and measure outcomes.
Agility	I am not sure how to	I am open to new	I can create	I strive to transmit,	I can articulate an

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	be innovative or inspiring.	ideas and experiences that might help to generate innovation and inspiration.	innovative or inspiring visions but I am not always able to transmit, express, or actualize them.	express, or actualize my innovative and inspiring vision, but I am not sure how to transform them into reality.	innovative and inspiring vision and bring together the right people to transform this into reality.
Engagement	I am not comfortable connecting or engaging with my collaborator(s) on an informal basis.	I attempt to engage my collaborator(s) on an informal basis, but I struggle to demonstrate positivity and authenticity when doing so.	I am somewhat comfortable engaging with my collaborator(s) on an informal basis, and I attempt to demonstrate positivity and authenticity when doing so.	I am comfortable connecting with and engaging my collaborator(s) on an informal basis and demonstrating positivity and authenticity when doing so.	I am comfortable and fully enjoy connecting with and engaging with my collaborator(s) on an informal basis.