

# **Florida Association of the American Institute of Architects Leadership**

## **Development Program**

**Session 1:**     **Opening, Welcome and Self-Assessment** – In this opening video, students will engage in a self-assessment where they will define what leadership means to them, receive feedback from those who know them, and create a vision for themselves as a leader while refining their leadership style to best fit the needs of their followers.

Learning Objectives: After this block of instruction, the participants will be able to:

- Develop a personal definition of leadership
- Explain why there is no standard definition of leadership
- Create methods to self-assess leadership abilities
- Perform a mini 360 assessment
- Create SMART leadership goals to refine their leadership style

**Session 2:**     **Transactional vs. Transformational Leadership** – Using contemporary examples, students explore the differences between the traditional carrot and stick style of leadership and the more modern and effective transformational leadership.

Learning Objectives: After this block of instruction, the participants will be able to:

- Explain the Full Range Leadership Model
- Define the Laissez-Faire Leadership style
- Define the autocratic Leadership style
- Define the management by exception leadership style
- Define the contingent reward/transactional leadership style
- Define transformational leadership
- Discuss the four components of transformational leadership
- Compare/contrast transactional and transformational leadership

**Session 3:**     **Blind Spots: How Your Brain Affects Your Leadership** – In open discussions, participants will learn how the brain operates, how we send unconscious signals to others, how power silently reduces empathy for others, and the dangers of the “us” vs. “them” dilemma.

Learning Objectives: After this block of instruction, the participants will be able to:

- Compare/contrast System 1 and System 2 thinking, as defined by Daniel Kahnemann in Thinking Fast and Slow
- Discuss how biases are formed
- Argue why experience can lead to more implicit biases
- Assess how perspective can affect leadership
- Define emotional intelligence
- Develop methods for more effective communication
- Evaluate methods for self-assessment and self-regulation

Session 4:     **Motivating Others** – Do you have trouble motivating others? In this class,

students engage in an interactive game where they debate different ways to motivate people.

Based on a number of scientific studies, students learn how old management methods actually diminished motivation and how they can apply new techniques to increase the intrinsic and extrinsic motivations of others.

Learning Objectives: After this block of instruction, the participants will be able to:

- Explain why reward and punishment are not effective tools for motivating people
- Evaluate methods to increase employee engagement
- Discuss the role of money in motivation
- Design ways to increase the intrinsic motivation of followers
- Leverage extrinsic motivational factors to increase employee engagement

Session 5:     **Building An Organizational Culture** – What are the factors that cause leaders to

become self-serving, often to the detriment of their employees and shareholders? Why do

they abandon their ethical values? Scientific studies have shown that as leaders rise in

organizations, they become accustomed to wealth, seek endless amounts of power and lose

the ability to empathize with others. These behaviors set an organizational culture where each

person learns to prioritize their personal needs over the needs of the business organization.

How can leaders avoid these pitfalls and create an organizational culture where every person perceives themselves as a valuable and an important member of the team?

Learning Objectives: After this block of instruction, the participants will be able to:

- Define bounded ethicality
- Define motivated blindness
- Assess the effects of power on ethical behavior
- Evaluate the effects of rivalry and competition on ethical behavior
- Explain how executives turn ethical decisions into business decisions without even realizing it
- Develop methods to create a positive organizational culture

**Session 6:     **Influencing Internal & External Stakeholders Group Exercise**** – Are you in a position where you need to influence others? In this class, participants will learn scientifically-proven ways to get people to behave in certain ways. Whether you need to influence up or down a command chain, this interactive exercise will keep you thinking for a long time.

Learning Objectives: After this block of instruction, the participants will be able to:

- List five influencing styles
- Compare and contrast three influencing tactics
- Define the rule of reciprocity
- Explain the consistency theory
- Define the social proof theory
- Define pluralistic ignorance
- Compare/contrast influence and power
- Compare/contrast influence and manipulation