



## 6-Month Comprehensive Leadership Program

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### **Executive Summary**

This proposal is in answer to a request to develop a comprehensive Leadership Development Program (LDP) for front line supervisors. This program is a systematic combination of leadership education, training, one-on-one coaching, exercises, and an evaluation system that would enhance the present supervisors and help them to understand and internalize the leadership principles required to set the example for others and lead others to follow in their path. Knowing and understanding the basic but solid principles of good leadership is the first step in accomplishing that vision. Giving people the strength and competence to follow these principles is the next step and what this LDP provides.

### **Expectations / Goals**

Due to the “fluid” environment of organizations and challenges to produce leading edge products or services for their customers, there is a requirement to train and educate women and men to take the place of those departing as well as support those who are presently in or moving into supervisory roles. Maintaining a stable yet creative leadership culture is critical to the overall production, efficiency, unity, and growth of this significant organization. The Colorado Crimson Group can help.

The overall expectation is that those who graduate from this Leadership Program will be improved versions of themselves. The goals of the program we provide can and will be accomplished in the 6-month time period suggested.

The goals of the Leadership Development Program (LDP) are listed below.

Students who remain in the LDP for 6 months will:

1. Demonstrate better leadership qualities (such as discipline, be fair and consistent, emotional balance, integrity, confidence, accountability, trust, and be results oriented) after attending the LDP
2. Be more capable of communicating both up and down the chain of command.
3. Be able to recognize and solve problems more efficiently
4. Be more proactive rather than reactive



5. Have a better understanding of Diversity and be able to use it to their advantage as well as for the betterment of the entire organization.
6. Be more confident in themselves and in their assigned roles
7. Understand how to give and accept both positive and adverse feedback in daily situations as well as annual reviews.
8. Be able to build, manage, and maintain teams
9. Understand and be cognizant of how and why leaders set the example
10. Know how to handle and prevent stress for themselves and their employees
11. Be able to recognize stress in their employees
12. Know and understand how to handle change in the organization or with personnel
13. Understand the desires, interests, and needs of senior leadership
14. Understand and recognize the value of the 360-degree assessment
15. Know how to motivate groups of people to form coherent teams

The realistic expectation is the LDP will instill core leadership principles and habits allowing each member to achieve all the traits mentioned above significantly faster than they would have if left to their own devices. Simply put, graduates from the LDP should be trustworthy beyond reproach and leaders you are proud to have on your team. They should support their employees such that they produce results commensurate with the highest achievers in the overall organization. Like a star athlete, once the fundamentals are learned they improve with practice and strengthen as the supervisor matures.



## Course Outline

This Leadership Development Program (LDP) is broken up into four different areas:

Interactive Classroom sessions

Coaching sessions

Exercises

Evaluations

### **Interactive Classroom sessions**

These sessions are trainer led and interactive with the students. During these sessions material is presented to the students and examples are given to relate material to the students and their particular situations and issues. Frequently the Socratic method of teaching is used to bring the students into the material and ensure their understanding. In-class exercises are used as required to allow students to interact with each other as well as the facilitator to gain better understanding of the material. Workbooks are provided for these sessions.

### **Coaching sessions**

Coaching allows for continual education, training, and reinforcement between the interactive classes. Coaching is the most effective way to ensure the learning in the previous class is understood, acknowledged, and installed into the student's professional career. It allows for ongoing feedback to both the student and the trainer about the overall acceptance and understanding of the information given.

In addition coaching serves as a proven method of solving problems. There is a misunderstanding about what problems we are talking about here and it should be made clear that these are the student's problems and not necessarily those of Sirona. This beckons the question, "Shouldn't we be working on solving company problems on company time?" And the answer is emphatically, "Yes!" And in fact, we are. In this case the Sirona wants their supervisors to be doing the best they can in order to produce the results desired. Most supervisors want the same thing, but in many cases there are problems or obstacles keeping them from accomplishing their best. These are the problems that are solved by a coach who can help the supervisor both voice their concerns and then find the answers to them. The key is that the student comes up with the answer so they are empowered to do the work or make the changes required to make the difference.

In the case of the coaching for the supervisors attending the Leadership Development Program, the coach will be able to speak to the education and training they have received, ensure the information is understood, and then help the Subject use that information to work on issues going on in their professional career. A quick example would be Bob who has a problem dealing with conflict. The coach will first help the Subject uncover that fear of conflict and then emphasize the powerful points the training brought up on how to prepare for, deal with, and follow up with an employee who is unable to come to work on time. It is a seamless and continual process of caring, study, and action.



Coaching also allows for instant feedback on course material and student development. Coaching a student allows them to promptly voice their concern about the material just received, how it was taught, and usefulness to the individual in their particular setting. This includes all material either in books read, project preparation, speaking requirements, or guest speakers. Coaching allows for finite adjustments to make the material relevant to each individual. It's a crucial portion of this program. In this program there are two coaching sessions scheduled a month, however students can call or ask for more at their discretion (no charge).

## **Exercises**

Students will participate in several different exercises. These are events that happen outside the classroom that involve the active participation of the student. The exercises in this program are:

Crucible Event

Book Report

Project Z

Guest Speakers

Elective; Career Progression (not mandatory)

## **Crucible event**

Crucible events allow students to directly work areas of interest for the senior leadership. Students will have 4 months to work on the subject matter and then present this information directly to the senior leader through a presentation and paper. After the presentation, the senior leader gives immediate feedback on the information received as well as how it was given. Then the senior leader sits with the students to answer any questions they have about the senior leader's office or expertise. This alone is an education few supervisors get a chance to have in their career. Although a bit "nerve wrecking" for the supervisors, it is one of the best exercises to prepare future leaders to serve.

## **Book Report**

Every month every student will be required to read an assigned book (given to them) and do a detailed report on it. The book will be leadership based and will be used to help construct the consistent principled leadership "thread" throughout the course. The requirement of creating the actual "report" itself is to give them another tool to use in the future. By doing this simple action they learn that by writing the material down, they focus more and remember it better AND it also gives them a file they can go to later on to brush up on what was in the book. Again, another aid to help them later in their professional career. Forming this as a habit is the goal.



## **Project Z**

Project Z is a brilliant exercise pushing students to exercise and maximize their cerebral strengths to the maximum. The exercise will evaluate how they handle short-term analytical work under pressure. This is a skill good leaders have and know how to use. Other than in the French War College, this exercise does not exist in this format in any other leadership program.

## **Guest Speakers**

There is no substitute for a good guest speaker. Someone who will come into the room, give an informative presentation, use personal anecdotes, and then answer questions candidly. Due to the “Non-attribution” agreement all students will sign, the speaker has every reason to speak freely. The non-attribution document basically says that anything said by any speaker cannot and will not be attributed to them personally. Ever. Experienced (and hopefully from Sirona’s upper management) speakers are a gift to growing supervisors and leaders. Due to the shortness of the program, three is the best we can support.

## **The Career Progression Elective**

This is a 3.5-hour meeting after work during dinner with Ken Fritz. Spouses are invited to this voluntary meeting where the discussion will revolve around career decisions, goals, aspirations, and retirement. This is a “no holds barred” conversation about setting professional as well as personal goals and achieving them – while having a balanced life. This is not a funded event and everyone will pay his or her own way.

## **NO Distinguished Graduate**

Unlike other leadership programs that have “Distinguished Graduates,” this program deliberately does not, and for good reason. A program offering a Distinguished Graduate award (or awards) at the end also believes in competition between the students. In this program we strive for cooperation rather than competition between the students. All of the Sirona students need to work together during and when this program is over, not compete. Good team members don’t compete with each other. They cooperate.

## **Evaluations**

The evaluations integrated into this program are illustrated in the following pages. Evaluations are to keep track of the progress being made either in the program or for the student. There are evaluations for:

The students from the trainer

The program from the students

The students from their manager (both prior to and after the LDP)

Each interactive class from the students

360-degree assessment

End of program presentation to Sirona leadership from CCG



## Syllabus: 6-month Leadership Development Program (LDP)

### 1<sup>st</sup> Month

Interactive Class/seminar “Leadership Essentials”	11hr. (2-day)
LDP Introduction (by trainer)	1 hr. (After 1 <sup>st</sup> day)
2 Coaching sessions (1 in person)	2 hr.
Read one book and report	4hr. (estimate)
Pre-Course Video on Crucible Events	1 hr.
Pre-Course Video	1hr.
360-Degree Feedback issued and covered	

### 2<sup>nd</sup> Month

Interactive Course “Conflict Resolution & Management”	6 hr. (1-Day)
2 Coaching sessions	2 hr.
Read one book and report	4 hr. (estimate)
Project Z (Day prior to Interactive crs)	4 hr. (on a Monday AM)
Crucible Events assigned	1hr.
Pre-Course Video for next class	1 hr.
Student Evaluation	

### 3<sup>th</sup> Month

Interactive Course “Problem Solving” and “Team Building”	7 hr. (1-Day)
2 Coaching sessions	2 hr.
Read one book and report	4 hr. (estimate)
Pre-Course Video for next class	1 hr.
Guest Speaker	3 hr.
1 <sup>st</sup> Student Course Critique	

### 4<sup>th</sup> Month

Interactive class “Handling Change”	6 hr. (1-Day)
2 Coaching sessions	2 hr.
ELECTIVE Career Progression	3.5 hr. (Eve w/spouse)
Read one book and report	4 hr. (estimate)
Pre-Course Video for next class	1 hr.
Student Evaluation	



## 5<sup>th</sup> Month

Interactive class	2-Days
“Speaking and Presenting”	
2 Coaching sessions	2 hr.
Read one book and report	4 hr. (estimate)
Pre-Course Video for next class	1 hr.
Guest Speaker	3 hr.

## 6<sup>th</sup> Month

Interactive class	6 hr. (1-Day)
“Diversity” (day after Crucible)	
2 Coaching sessions	2 hr.
Read one book and report	4 hr. (estimate)
Crucible Events presented	4 hr. blocks (3 blocks in 2 days)
Student Evaluation	
Final Student Course Critique	
Guest speaker	
Manager Assessment of student (after 6 Months)	
CCG Assessment and presentation	

## 8 Interactive class days

1 Elective after hours

360 Assessments

2 Student Critiques of Program

3 Student Evaluations

3 Guest Speakers

2 Manager’s Assessment (Pre & Post program)

1 Project Z

1 Crucible Event

12 Coaching sessions (Minimum)



## Colorado Crimson Group, LLC

After 20 years as an Air Force officer and fighter pilot, Ken purposely chose a career in the education and training field. In 2001 Ken Fritz & Associates was established as a training company that focused on college students and training them on the principles of time management and organization. The company also offered training to small or medium sized companies on the same topic content as well as leadership and communication material.

In 2004 the name as well as the type of content evolved. The Colorado Crimson Group was established and began training on the subject matter that now resides on our website. Topics include Leadership Principles, Communication, Diversity, Conflict Resolution, Team Building, Change, Informal Leadership, Customer Service, How to Give Presentations, and How to Facilitate. In 2010 Ken joined forces with the nationally known training company, SkillPath Seminars and worked with them for four years traveling from coast to coast on their behalf. During his time with this company he focused exclusively on training major companies and government agencies.

In 2013 the company expanded to include other trainers who work alongside Ken Fritz to accomplish various different types of training, education, program construction, or support work already in progress.

## Qualifications Summary

### Ken Fritz

Ken has over 38 years as a trainer / educator and has spoken to audiences of every management level from the newest employees to CEOs and under every possible condition from the basements of restaurants to ultra modern amphitheaters. He has spoken to groups of mid-level managers (officers) from 25 different countries. He personally has developed, maintained and given presentations on the intricate and complex workings of high performance fighter jets to the simplistic explanation of rudimentary processes of an educational program. The seminars he developed have varied in length from one hour to three days.

He continues to give presentations on a regular basis and his evaluations rate him in the top 10% of trainers in the United States.

Ken Fritz was a member of a training squadron where he was both a flight and classroom instructor for four years and then moved up to the Tactical Briefing Team where for 3.5 years and traveled around the United States and presented briefings on behalf of the Commander, Tactical Air Command to military organizations, community organizations, academies, and civilian companies. For 12 years he taught and worked at the prestigious Joint Forces Staff College (JFSC) in Norfolk, Virginia where he was part of a team that developed, maintained, and presented a program that was more complex than the program just developed for the EPA. This program ran for weeks, four times a year. From that nationally known program came several ideas now incorporated into the





proposed program for the EPA. The Crucible Events, Coaching, Project Z, and Guest Speaker program had their birth in the program presented at JFSC; the same program Ken Fritz lived with for 12 years.

Some quick points about the program developed help to show the advantages of having Ken Fritz as the director.

## Wendy Baughman

Wendy is another seasoned manager / supervisor / trainer & educator who is a gifted presenter and facilitator. “Expert” is where she starts, and goes up from there. She also has over 25 years as a supervisor and manager and over 20 years speaking experience.

Wendy Baughman brings proven skills in business development, planning, organizing, leading and controlling all aspects of a rapidly growing professional organization to the Colorado Crimson Group. She is an award-winning trainer/speaker and ranks among the top 10% of speakers in the United States. She has achieved one of the highest overall average trainer ratings for multi-day seminars and earned the “Customer Satisfaction” award for highest student evaluations.

Among Wendy’s many professional strengths is her keen interest in self-improvement. She encourages others to do the same and will be an effective motivator to your employees. Her public speaking is time-tested and proven, as she has been engaged in professional public speaking and management for more than 20 years. In her current role, she presents such topics as business writing, management, leadership, team building, corporate culture, and time management. Prior to her current position, she worked as a speaker on financial aid and as an owner/general manager for an organization in the finance industry.

Wendy earned her Bachelor of Arts from Graceland University and her MBA from the University of Saint Mary. She furthered her training by completing Steven Covey’s “Seven Habits of Highly Effective People” course, as well as Dale Carnegie courses in Public Speaking and Management.