The Executive Leadership Program is a customised program, which combines intensive face-to-face learning based on theoretical constructs with practical frameworks that can enable leaders to translate learning into action seamlessly. The size of the cohort can be between 8 to 20 participants, which allows for personalised learning and one on one interaction with the convener and the group.

The five modules that make up the program can be delivered in a variety of ways:

- As a full program across six days
- A combination of the modules customised to meet the needs of specific groups
- As individual modules

The content of the Executive Leadership Program is unique as it draws from diverse fields woven together to provide holistic professional development for leaders at various stages in their careers. The program is designed with a strong emphasis on innovation, collaboration and creativity with opportunities for reflection, group interaction, experimental learning, and exposure to daily practices.

Research clearly indicates that leadership is a process of strategically influencing and managing an organisation with an explicit aim to impact on the performance of staff and the overall performance of an organisation. At the school and system level, this translates to the achievement of better outcomes through providing direction, developing the capacity of others, pioneering change and establishing a vibrant organisational culture.

The Executive Leadership Program is designed to assist talented educational leaders to enhance their capabilities, increase their influence and build robust relationships. The current global environment is volatile, complex and uncertain and leaders need an augmented repertoire of practices and enactments to be able to counter emerging challenges and leverage new opportunities.
Unique Features

1. Designed specifically for leaders looking to expand their influence and deliver outstanding outcomes.
2. Content developed from multiple academic disciplines and practitioner domains.
3. Fully integrated and responsive framework with a variety of proven learning mechanisms.
4. Connected to leading-edge concepts and ideas from beyond the sector in an absorbing learning narrative.

Benefits

1. Stretches the boundaries and parameters of thinking styles that individuals have naturally built up over time due to experience, education, values etc.
2. Encourages Creativity, Innovation and new & fresh approaches to:
   a. Problem Solving
   b. Organisational Learning & Critical Reflection
   c. Insightful Questioning
3. Pushes people to engage in comprehensive Business Strategic/Future Thinking
   a. Scenario Planning
   b. Learning to identify game-changer opportunities: “a good strategy is one that plays out well across several futures.”
4. Drives Blue Ocean thinking:
   a. Creating/discovering uncontested market space;
   b. Making competition irrelevant;
   c. Creating and capturing new demand;
   d. Breaking the value/cost trade off
5. Develops better understanding of Self and Signature Strengths, and thereafter shows how to:
   a. Find your “flow” and most positive space at work.
   b. Apply this knowledge to team to better understand working together optimally.
   c. Personal Brand
6. Encourages positive emotion, appreciation and collaboration in order to:
   a. Learn how to build on success
   b. Use strengths to transform
   c. Provide Situational Leadership
7. Connects Multiculturalism to organisation’s value proposition, through concepts like
   a. Diversity
   b. Cultural Intelligence
   c. Intercultural Learning

Learning Outcomes

1. A full exploration of the “self” to understand and deliver impact and influence.
2. Robust management and leadership approaches and enactments based on personal, team and organisational strengths and values.
3. Mastery of strategic skills that managers and leaders need in high-velocity and turbulent times of change.
4. A nuanced understanding of the value-add of relationships and alliances.
5. Personal and organisation-specific actions that achieve both short and long-term, personal and organisational outcomes.

Tools & Frameworks

1. Practical approaches for analysis and design of change and innovation strategies.
2. Models, frameworks, and tools for innovative personal and organisational relationships' performance improvement.
4. A comprehensive set of learning resources from the programme.
### Program Modules

<table>
<thead>
<tr>
<th>Modules</th>
<th>Topics</th>
<th>Session Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Leadership &amp; Self</td>
<td>• Adaptiveness &amp; Organisational Metaphors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Flow, Vital Engagement &amp; Self Concept</td>
</tr>
<tr>
<td>Module 2</td>
<td>Leadership &amp; Other</td>
<td>• Organisational Learning &amp; Collective Wisdom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Emotional Intelligence, Empathy &amp; Resonant Leadership</td>
</tr>
<tr>
<td>Module 3</td>
<td>Leadership &amp; Contingency</td>
<td>• Situational Leadership &amp; Performance Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Building Great Teams</td>
</tr>
<tr>
<td>Module 4</td>
<td>Leadership &amp; Excellence</td>
<td>• Personal Branding &amp; the Art of Rhetoric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Happiness &amp; Appreciative Inquiry</td>
</tr>
<tr>
<td>Module 5</td>
<td>Leadership &amp; Futures</td>
<td>• Strategic Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Strategic Innovation</td>
</tr>
<tr>
<td>Module 6</td>
<td>Leadership &amp; the World</td>
<td>• Intercultural Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group Presentations &amp; Leading Globally</td>
</tr>
</tbody>
</table>

**Note:** The program can be delivered in full or in modules and can be extensively customised to suit the needs of the cohort.

### Program Costs

This program is customized and delivered to groups. Pricing is determined based on cohort size and individual requirements.
SESSION 1
Adaptiveness & Organisational Metaphors

This session covers off the program overview and the key learning outcomes. It draws attention to the challenges and opportunities facing leaders in an increasingly complex environment. It further looks at the role of imaginisation as platform for building better understanding of self and the organisation. The key concepts covered in this session are explained below:

Metaphors: The power of metaphor can therefore be used to generate deep understandings of the nature of organisations and organisational life. Organisation and management practitioners, theorists, and researchers have developed many new metaphors for thinking about organisation.

Signature Strengths: Signature Strengths classifies twenty-four specific human strengths under six broad virtues that consistently emerge across history and culture: wisdom, courage, humanity, justice, temperance and transcendence. Each strength has a meaning, explanation, measurement, causes, correlates, consequences and development across the life span. It also has strategies for its deliberate cultivation.

SESSION 2
Flow, Vital Engagement & Self Concept

This session builds on the perspectives covered in Session 1 and takes participants through the key concepts around Flow and Vital Engagement. It explores Self Concept and provides tools and frameworks to build greater self-awareness. The key concepts covered in this session are explained below:

Flow is a pure form of intrinsic motivation where “concentration is so intense that there is no attention left over to think about anything irrelevant, or to worry about problems”. A person in flow feels a sense of control over the environment.

Vital engagement progressed from initial interest and enjoyment with moments of flow, through a relationship with people, practices, and values that deepened through the years thereby enabling even longer periods of flow. Therefore, vital engagement is defined as a “relationship to the world that is characterised both by experiences of flow (enjoyed absorption) and by meaning” (subjective significance).

Self Concept: Introduction to the Johari Window, a powerful framework to explore self-awareness from a self and others’ perspective, building on the Signature Strengths and Flow activity.

Learning Outcomes: Participants will be able to use metaphors to visualise a common understanding of their organisations and develop strategies for growth and improvement. They will also understand fully their own signature strengths, which will enable them to deploy them in a more deliberate fashion in their roles.

Learning Outcomes: Participants will be able to use the concepts of flow and vital engagement to define their work in a more meaningful way and ensure that they are able to bring their core capabilities to the fore. It will also enable them to identify capabilities and skills within other team members and engage them in work that connects with their strength.
Module 2
Leadership & Others

SESSION 1
Organisational Learning & Collective Wisdom

This session helps participants use concepts and frameworks from Action Sciences, and Learning Theory to appreciate the power of multiple-loop problem-solving, master programmes for action, and meta-cognition. They are shown how to use these to improve the quality of both - their personal and their organisation’s adaptive learning capabilities. The key concepts covered in this session are explained below:

Multiple Loop Learning: Organisational learning consists of the detection and correction of error. Learning is Single-loop when goals, values, frameworks and, to a significant extent, strategies are taken for granted. Double-loop learning, in contrast, involves questioning the assumptions and learning systems that underlie actual values, goals and strategies.

SESSION 2
Emotional Intelligence, Empathy & Resonant Leadership

This session considers the origins, science and applications of emotional intelligence; its origins and influences; its understanding as the core of new leadership; and the physiology of avoiding burnout, and waking up to resonance and renewal. Participants will learn about the three laws of Empathy and how the recent knowledge from fMRI studies unlock secrets of “understanding the other”. The key concepts covered in this session are explained below:

Emotional Intelligence is the ability to manage our relationships and ourselves effectively. It consists of four fundamental capabilities: self-awareness; self-management; social awareness; and relationship management.

Empathy & Resonant Leadership: Empathy is the ability to understand another person's circumstances, and internal experiences - point of view, thoughts, and feelings. Resonant Leadership: In order to counter the Sacrifice Syndrome, one needs to make renewal a way of life. Specifically, renewal involves three experiences—mindfulness, hope, and compassion—that we can, with practice, cultivate as a way of life.

Learning Outcomes: Participants will be able to recognise the power of defensive routines and the role they can play in shaping perspectives and decision-making. They will also understand the differences between basic problem-solving (single loop solutions) and more systemic changes (double and triple loop learning) their own signature strengths, which will enable them to deploy them in a more deliberate fashion in their roles.

Learning Outcomes: Participants will be able to fully understand themselves and therefore be more skilled at managing relationships across all stakeholder groups. They will also become familiar with the disempowering effects of Sacrifice Syndrome and learn techniques to recover and become resonant leaders.
Module 3
Leadership & Contingency

SESSION 1
Situational Leadership & Performance Management

This session uses situational leadership concepts to examine appropriate leadership styles in relation to follower’s development stage. Participants then use their learning to engage in Goal-Setting activities. The key concepts covered in this session are explained below:

**Situational Leadership & Goal Setting:** Effective leaders adapt their style according to the development level of the people they are managing. In Situational Leadership there are four leadership styles representing different combinations of directive and supportive behaviours. The next stage is Goal Setting and the ability to use leadership styles to suit the development level of the team and coach/support them along the way.

**Goal Setting & Performance Management:** This session introduces a dynamic goal setting template based on the situational leadership model. This will enable leaders to set out and agree goals and objectives with team members.

Learning Outcomes: Participants will learn the powerful Situational Leadership Model which tracks the development of followers and demonstrates the most effective styles that can be used by leaders to ensure they are able to get the best of and from the team.

SESSION 2
Building Great Teams

The participants complete the LSI inventory to determine their own Team Learning style and determine the best approaches to team work based on an intimate understanding of team members’ preferred learning styles.

**Team Learning Styles** is used as a description of the attitudes and behaviours that determine one’s preferred way of learning. Most people are unaware of their learning style preferences.

**Group Development:** There are 4 stages in Tuckman’s stages of group development theory – forming, storming, norming and performing, which are important to understand as leaders put together and manage teams.

**Professionalism:** 12 point plan to being a true professional leader.

Learning Outcomes: Building on the situational leadership and performance management session, participants will learn in greater depth the different styles of individuals in their team/organisation. They will also understand that building great teams takes time and follows a process that they can actively manage and facilitate as leaders.
Module 4
Leadership & Excellence

SESSION 1
Personal Branding & the Art of Rhetoric

This session introduces participants to the concept of Personal Branding and gives them a dynamic framework to create their own personal brands. The Art of Rhetoric and the ability to communicate effectively to all stakeholders at various forums is also discussed in greater depth. The key concepts covered in this session are explained below:

Personal Branding: Success and advancement at work are directly proportional to the strength and consistency of one's personal brand – a clear articulation of one's unique promise of value. This requires one to invest in a solid understanding of one's strengths, goals and compelling personal brand attributes.

Effective Communication: The design and delivery of key messages whether in one to one meetings or with larger groups is a vital part of leading in uncertain times. The ability to align and motivate team members and stakeholders is considered an important capability for senior leaders in any context and/or industry. Participants will be taken through Aristotle’s Art of Rhetoric as an organising framework to design and deliver great communications. They will also examine ways in which to have difficult conversations and using voice, tone, breathing to manage difficult situations.

SESSION 2
Appreciative Inquiry & Happiness

This session covers definitions, concepts and models around intercultural learning and provides insights into dealing with multi-culturism and diversity.

Appreciative Inquiry: It is the art and practice of asking unconditionally positive questions that strengthen a system’s capacity to apprehend, anticipate and heighten positive potential. It directly links the energy of the organisation’s “positive core” to democratically mobilise any change agenda.

Happiness: Authentic happiness comprises any of three different kinds of lives: The pleasant life is wrapped up in the successful pursuit of positive feelings supplemented by the skills for amplifying these emotions; the good life is about using one’s signature strengths and virtues to obtain abundant gratification characterised by absorption, engagement and flow; the meaningful life is about using one’s signature strengths and virtues in the service of something larger than oneself that gives meaning and purpose to life.

Learning Outcomes: Participants will work through the personal branding framework that draws on their strengths, interests, life experience and driving motivation to construct a compelling image that enables them to make an impact in a variety of environments. They will learn techniques and tools to deliver effective presentations and also articulate their perspectives and messages in an extremely effective manner.

Learning Outcomes: Participants learn how to measure their own genetically mediated happiness set-ranges and their well-being as measured by their hedonic balance, overall life satisfaction and their experience of flourishing. The session introduces participants to the art of possibility in organisations through the philosophies of Appreciative Inquiry. Participants learn to use Appreciative Inquiry’s Discovery phase to inquire about “the best of what is”.

---

Australian Council for Educational Leaders
PO Box 876, Strawberry Hills, NSW 2012 | acel.org.au
leadership@acel.org.au | Phone: 02 9213 3100 | Fax: 02 9281 8272
SESSION 1
Strategic Planning

Strategic Planning is more than an annual or biennial ritual undertaking by senior leaders within an organisation. It requires a comprehensive understanding of the driving forces in the environment and translating the emerging challenges and opportunities into action using current models, methodologies and frameworks. The key concepts covered in this session are explained below:

**The RACE Framework** (Reflect, Assess, Create, Energise) is the organising framework that will be used to take participants through the design and implementation of strategic positioning and differentiation for their organisations.

**PESTEL Analysis** is the brainstorming that revolves around identifying the most significant elements of the driving forces and key trends in the external environment of the organisation. Six general categories of both pre-determined as well as uncertain forces and trends - Political, Economic, Social, Technological, Environmental, and Legal - that interact with one another to create complex and interesting plots are considered.

Learning Outcomes: Participants and their groups learn to study intersections, trends and discontinuities in macro, task and internal environments to identify game-changer opportunities for their organisations.

SESSION 2
Strategic Innovation

This session covers key concepts around Porter's Activity systems and Blue Ocean Strategy.

**Activity Systems:** Trade-offs are essential to strategy because they create the need for choice and purposefully limit what the organisation offers. Such choices determine not only which activities an organisation will perform and how it will configure individual activities but also how activities relate to each other. An activity system shows how an organisation's strategic position is contained in a set of tailored activities designed to deliver it.

**Innovation & Blue Ocean Strategy:** Value Innovation is created when an organisation's actions favourably affect both its cost structure and its value proposition to stakeholders. Cost savings are made by eliminating and reducing factors on which the organisation/industry competes on and Stakeholder value is lifted, by raising and creating elements the industry has never offered.

Learning Outcomes: Participants will be able to use the Activity Systems to create a web of activities that come together to create value for stakeholders. They will then go on to using the Strategy Canvas and Four Action Framework to energise the organisation and deliver value innovation.
SESSION 1
Intercultural Learning

This session covers definitions, concepts and models around intercultural learning and provides insights into dealing with multiculturalism and diversity.

**Intercultural Learning**: Culture is the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, which have worked well enough to be considered valid and are thus taught to new members as the correct way to perceive, think and feel in relation to these problems. Cultural relativism highlights how the “right” way to live together and to survive in the world is relative to their culture. There are many value-laden prescriptions in people’s views and feelings about their own and others’ culture that may reflect ethnocentrism – the tendency to regard one’s culture as superior to others. Developing an understanding of how cultures differ on multiple dimensions is a starting point in overcoming ethnocentrism.

**Leveraging Diversity**: Examining the key elements that make up personality including internal, external and organisational dimensions to fully understand diversity.

**Learning Outcomes**: This session also provides participants with the knowledge to understand and appreciate artefacts and values and the ability to interact with a diverse range of ‘cultural’ groups.

SESSION 2
Group Presentations & Leading Globally

Organisations cannot succeed where societies fail. In an interconnected, interdependent world of high-velocity and complex change individuals, teams and organisations are not islands of endeavour.

**Group Presentations**: Participants in the program work in their groups to put together a presentation that captures their learning from the program from a personal and group perspective.

**Learning Outcomes**: In this session participants articulate the three big and emergent challenges of a world without borders; sustainability, base of pyramid engagement and risk management. In this final session, groups also deliver their short presentations on that reflect the impact the program, personally, for their teams and for their school or organisation.
Program Convener Profile

A New Zealander now based in Sydney, Aasha has lived and worked in many countries including the USA, Europe, England, and the Middle East. Aasha is currently CEO of the Australian Council for Educational Leaders (ACEL).

Her senior corporate roles have included amongst others; CEO of AFS Australia, Managing Director of Starbucks Coffee - Australia and New Zealand, Head of Operations for Weight Watchers Asia Pacific, Director Meal Solutions for the Woolworths Group NZ and Marketing Director for Genetco and National Training Institute, in the lower Persian Gulf. She is also the Adjunct Principal Associate of the Academy for Collaborative Futures.

Aasha has a proven track record in delivering growth in revenue and bottom line profitability through expansion into new markets/channels, building strong brand equity, reinvention of product portfolios and the delivery of operational excellence. She has an informed perspective of markets in the Asia-Pacific, Europe and North America across several industry sectors and has a keen understanding of the key drivers of success in the prevailing global context, having stewarded regional operations of large multi-national organisations.

She has been the Executive in Residence for the Business School in Auckland University and visiting faculty at the Waikato Management School, Waikato University. She lectures on Leadership, Strategic Planning, Strategic Innovation, and Reaching Global Markets. She is an active Council Member on the GLG Research Management Platform and a member of the Stanford’s Who’s Who list of key influencers in Australia.

Aasha has a passion for developing talented young people by providing them with exciting learning opportunities through formal education as well as experiential learning. She regularly speaks at conferences and seminars across the Asia-Pacific on topics that include leveraging diversity, challenges of female leadership and leading multi-cultural teams.

Current Work Experience:

- Chief Executive Officer of the Australian Council for Educational Leaders (ACEL)
- Visiting faculty at the Waikato Management School, Waikato University New Zealand, where she lectures on Leadership, Strategic Planning, Strategic Innovation, Leveraging Diversity, Managing Change and Reaching Global Markets
- Senior Associate, the Academy for Collaborative Futures

Previous:

- Director of Programs, the Academy for Collaborative Futures, which helps business executives in the Asia-Pacific region, develop augmented leadership repertoires that can meet the challenges of prevailing times.
- CEO of AFS Intercultural Programs in Australia.
- Head of Operations, Weight Watchers Australia.
- Managing Director, Starbucks Australia and New Zealand.
- Category Business Leader, Woolworths New Zealand.
- Marketing Director, National Training Institute.
- Marketing Director, General Electric and Trading Company.

Email: aasha.murthy@acel.org.au
Skype: aasha.murthy
Phone: +61 488 483 488 (AUS)
Program Testimonials

“I have worked closely with ACEL on several occasions this year. I have attended three whole day Professional Learning leadership sessions with my Principal colleagues from around the NT. I was so inspired by them that I have invested in ACEL working with the Darwin High School leadership team and entire staff focussing on whole school improvement in these uncertain times. As a result all staff now have a shared vision which will guide us in developing our strategic plan for the next three years.”

Trevor Read
Principal
Darwin High School, NT

“I have found the Executive Leadership Program to be not only the most personally challenging PL I have engaged in, but significantly the most rewarding; professionally and personally. It challenged my thinking, made me reassess (and subsequently change) practices whilst affirming much of the way I go about my leadership. I have been exposed to a vast range of concepts and strategies which have added to my ‘leadership toolkit’, drawing on them when needed. Everyday I plan to ‘play my A game’ and know that my pursuit for excellence in all that I do is exactly what I should be doing. The relationships built with like minded colleagues through consistently high level and thought provoking dialogue has been extremely powerful.”

Leonie Clelland
Principal
Treendale Primary School, WA