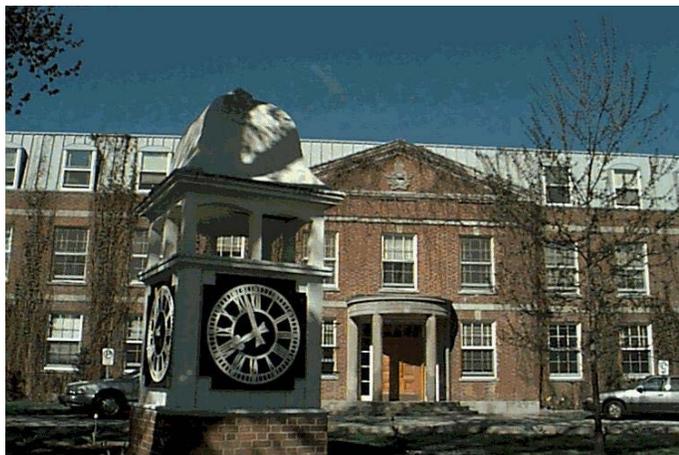


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## EXECUTIVE LEADERS' PROGRAMME

# SYLLABUS

## FOREWORD

1. The Executive Leaders' Programme (ELP) is a 4.5-day, residential seminar programme for Flag and General Officers, along with Senior Chief Warrant/Petty Officers and Civilian Executives who, by virtue of their rank, position and formal responsibilities, have a growing influence on the Canadian Forces (CF) as an institution. Leaders at the institutional level are involved in activities that have an impact on all members of the CF and are the voice of the CF to a wide variety of key external partners. The ELP is the introductory element of professional education for leaders who are gaining expanded responsibilities for the CF.
2. The *Canada First Defence Strategy* requires the CF to work in partnership with the knowledgeable and responsive public service personnel of the Department of National Defence. This integrated Defence team serves as a core element of a whole-of-government approach to meeting security requirements, both domestically and internationally, consistent with the International Affairs outcome of Canada's 2005 *Whole-of-Government Framework*. The CF leverages the ELP to enhance senior military and public service leaders' perspectives when shaping Government of Canada strategic responses in Canada's national security interests.
3. The publication *Leadership in the Canadian Forces: Leading the Institution* provides guidance to Officers and Senior Warrant/Petty Officers who contribute to CF strategy. This publication provides an outline for attaining the required knowledge, capacities and professionalism of effective institutional leaders. The ELP provides a valuable setting for shared exploration of three themes found in *Leading the Institution*:
4. Institutional Effectiveness — In a global world, leading at the institutional level requires an enhanced set of capabilities, knowledge and orientations. The ELP is designed to engage participants with current leaders to gain greater insight into the expertise and the cognitive, social and adaptive capacities necessary for effective executive leadership at the national strategic level.
5. Practical Aspects of Leading the Institution — Successful leadership at the national strategic level requires the engagement of multiple players across the whole of government and with a multitude of international partners. The Programme provides an opportunity to explore bureaucratic and professional cultures and the necessary attributes to function effectively at the Political/Military nexus.
6. Building Institutional Leadership — ELP participants are experienced professionals who are highly motivated to share their knowledge with colleagues, to enhance their understanding of the strategic environment, and to develop their leadership skills. These qualities contribute to the formal and informal networks of leaders that influence Canada's policies and priorities. The Programme provides a unique venue for participants to connect with the newest cohort of institutional leaders as they learn as much from each other as they do from the curriculum.
7. This syllabus details the learning objectives that are to be met through the ELP and provides general information on the specific activities that support each objective. This syllabus is published annually on the authority of the Commander, Canadian Defence Academy (CDA). Suggestions for amendments to this syllabus should be forwarded to the Director of Curriculum (DoC) at CFC.

8. More information on CFC can be obtained from the CFC website at <http://www.cfc.forces.gc.ca/>.

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# EXECUTIVE LEADERS' PROGRAMME SYLLABUS

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## CHAPTER 1 — PROGRAMME BACKGROUND AND ORGANIZATION

### 101. HISTORY OF THE PROGRAMME

1. In February 1999, as part of the effort to prepare senior Canadian Forces (CF) officers for the future, the Chief of the Defence Staff (CDS) created the appointment of special advisor to the CDS on officer professional development (OPD) with the mandate to conduct a strategic review of the requirements of officership in the future. This initiative was called *Officership 2020*. It was a subcomponent of the department's strategic framework for defence planning and decision-making, entitled *Shaping the Future of Canadian Defence: a Strategy for 2020*.

2. A strategic objective of *Strategy 2020* was to develop decisive leaders and sustain a leadership climate that encourages initiative, decisiveness and trust. Emanating from this was the first General Officer/Flag Officer (GOFO) symposium, conducted in November 1999 at the Canadian Forces College (CFC). The GOFO symposium was then conducted on an annual basis, except for 2001, and in 2002 when two serials were conducted. In summer 2004, CDA changed the activity name to the Executive Leaders' Symposium (ELS) to reflect the engagement of senior executives of the Department of National Defence (DND) and other government departments (OGDs). In summer 2006, the symposium was again renamed as the Executive Leaders' Programme (ELP), reflecting CFC's conduct of a number of unique programmes.

3. Selected senior Chief Petty Officers First Class and Chief Warrant Officers (CPO1s/CWOs) newly assigned to senior appointments first attended the GOFO Symposium in 2003. Currently, in order to assist their engagement in the full Executive Leaders' Programme, a supporting programme has been developed — the Senior Appointments Programme (SAP). Completion of the SAP, with its distance learning and residency components, should be viewed as a prerequisite for participation in the ELP for CPO1s/CWOs who have been newly selected for senior appointments.

### 102. EDUCATIONAL FRAMEWORK

1. The educational framework of the ELP is based on an andragogical, active learner-centred approach to education. To the extent possible, the emphasis is on shared learning through participation, as opposed to more passive learning strategies such as reading and lectures. Participants are challenged to think critically and analytically about issues facing the CF in general and the Canadian Government in particular. A significant part of the learning experience comes from the interaction with subject matter experts, fellow participants and facilitators. A privileged platform for speakers is fundamental to this educational philosophy.

2. The focus of learning on the ELP falls largely within the cognitive domain — that is, the comprehension of information, the organization of ideas, the analysis of data, the application of knowledge, the selection between alternatives, and the evaluation of ideas or actions. In order to reach the higher levels of learning, it is essential for the majority of learning activities to fall within the scope of active and experiential learning. Although some relatively passive learning experiences, such as formal lectures, are necessary to impart information, time will be spent preparing for and participating in syndicate and reflective discussions.

### **103. ACTIVE LEARNING ENVIRONMENT**

1. Essential to the success of shared group learning is a healthy questioning environment. Programme participants each bring a unique set of experiences and viewpoints into the group, and the successful group is one in which all members work co-operatively to share their knowledge, experiences and opinions. Although the ability to express ideas clearly and succinctly is a valuable skill, the members of the successful group will be equally adept at listening. Good listening is marked by a sincere desire to understand the viewpoint being presented and by a belief that the ideas of others have merit and value.

2. An effective group learning environment values and respects the contributions of each member. All members bring their perspective to the discussion and must allow and encourage others to do the same. In fact, participants often learn more from those with whom they disagree than from other like-minded individuals. All perspectives are valuable and necessary if an issue is to be fully explored.

3. It is the responsibility of all participants both to listen to what is being said and to compare it with their own views and knowledge. This comparison often leads to a change in individual frames of reference. New ideas are added to personal frameworks and existing ideas are reorganized based on the new concepts that have been accepted, or at least acknowledged. It is this ability to expand the intellect and adapt to new and sometimes contrary ideas that is of fundamental importance to the senior/executive leader.

### **104. PROGRAMME DESIGN PARAMETERS**

1. The ELP is designed around the following parameters:

- a. A high-level focus on concepts and trends in areas that will affect the role of executive leaders, through interaction between experts and participants;
- b. Subject matter expert presentations to outline the current dynamics and future challenges in core subject areas and to respond to key questions;
- c. Frequent opportunities for participants to reflect on the day's learning and key questions, and to consider how this may affect the way they think and act in the future;
- d. An opportunity for informal exchanges and building new relationships, to foster a mutually supportive and forward-looking community of executive leaders, Flag and General Officers, CPO 1s and CWOs, DND civilians at the EX-2 level, and participants from OGDs; and
- e. Adoption of a thoughtful, reflective approach, both personally and as a group, and the identification and consideration of the implications of the range of critical questions and value judgements they will face, in making decisions.

### **105. PROGRAMME FACILITATORS**

The active learning environment of the ELP is guided by the engagement of facilitators of

the highest possible standard, with significant leadership experience in Ottawa. The facilitators are not formal teachers, but rather their role is to coach and provide a positive and challenging environment for debate and learning, to monitor progress and, during reflection periods, to provide feedback and guidance.

#### **106. PROGRAMME PERSONNEL**

1. The preparation, delivery and administration of the programme depend on the following personnel:
  - a. The Director of the Centre for National Security Studies (DCNSS) is responsible to the Commandant CFC for the efficient execution of the ELP;
  - b. The Director of Curriculum (DoC) is responsible to the Commandant CFC for the effective planning of the ELP, including syllabus and learning activity design and development; and
  - c. Based on the Commandant's direction and academic research, DoC Curriculum Development Officers, responsive to the DoC, develop the learning activities and invite speakers.

## CHAPTER 2 — PROGRAMME INTENT

### 201. PROGRAMME AIM

To provide newly promoted Flag and General Officers and other senior members of the Defence Team with the current expectations of strategic command and institutional leadership.

### 202. PROGRAMME GOALS AND LEARNING OUTCOMES

1. Setting the framework of the ELP are the Programme Goals, which define the areas of study for the programme and the projected learning outcomes. The Goals for the ELP are to:

- a. orient newly promoted Flag and General Officers to strategic command and institutional leadership responsibilities, including stewardship of the profession;
- b. provide senior mentoring to enhance executive leadership competencies; and
- c. provide an opportunity to collaborate, share and build as a Defence Team.

2. The ELP is designed with three learning outcomes that direct the learning activities to the programme goals. At the end of the ELP, participants will have:

- a. developed an understanding of current strategic direction of the CF and DND;
- b. developed a greater understanding of their role as institutional leaders; and
- c. developed an enhanced appreciation of the roles of other key members of the Executive Defence Team.

3. The process for developing this overarching framework includes an annual review based upon input from course members, the DCNSS, the facilitators, and the DoC. Additionally, the framework was guided by the approved Qualification Standard (QS) Officer Professional Development Periods 1 to 5, issued in November, 2010. ELP activities have been mapped to the prescribed QS educational performance objectives for Developmental Period 5.

### 203. LEARNING OBJECTIVES

The design of the ELP takes into account andragogical principles, in conjunction with the levels of learning necessary to meet the aim of the programme. The College positions learning objectives of all programmes within six levels of learning, based on Bloom's Taxonomy of Educational Objectives. While four of the five ELP objectives are at level 2 (Comprehension), the more important learning objective is at level 4 (Analysis). This learning objective (E102b) is expected to occur throughout the programme when participants break down material into its component parts so that the topic may be more fully understood. The following table outlines the three learning outcomes and the five learning objectives for the ELP, as well as the associated learning levels:

<b>Learning Outcome Serial</b>	<b>Learning Outcome</b>	<b>Learning Objective Serial</b>	<b>Learning Objectives</b>	<b>Learning Level</b>
E101	Develop an understanding of the current strategic directors of the CF and DND	E101a	Review current Government policies in order to appreciate, plan and command potential CF operations across the spectrum of conflict	2
E102	Develop a greater understanding of their role as institutional leaders	E102a	Review the role of institutional leaders as stewards of the profession of arms	2
		E102b	Discuss how to lever the CF's relationship with external stakeholders, including other government departments and agencies, NGOs, and international partners	4
E103	Develop an enhanced appreciation of the roles of other key members of the Executive Defence Team	E103a	Review the respective roles and functional interactions of key members of the Defence Team	2
		E103b	Discuss leadership implications of Defence Team members within the context of the CFDS	2

## CHAPTER 3 — PROGRAMME METHODOLOGY

### 301. CURRICULUM ORGANIZATION

1. The 4.5-day residential format of the ELP at CFC is appropriate to the objectives of the session, the timetable and other demands on newly promoted/appointed Executive Leaders, and the need to cover a wide scope of high-level material in an intense and relatively short period.
  - a. The standard day is divided into: four activity periods of 1.5 hours each; a 1.5-hour lunch block; a 30-minute morning break; and a 15-minute afternoon break;
  - b. Programme participants may be organized into syndicates of relatively balanced composition. Assigned to each syndicate is a retired Flag Officer/General Officer, who will serve as a facilitator to the group;
  - c. The participants' true engagement with the programme, the challenges and the questions raised require that they be encouraged to reflect critically on and examine the proposed ideas — at both a personal level (self-reflection) and a group level (group reflection);
  - d. This reflective stance is encouraged and enabled through deliberate design. The design of the ELP incorporates frequent opportunities for the participants to debrief the day, and reflect as a group on the messages, learning and implications for their future roles; and
  - e. The early afternoon of the final day (approximately 1330 to 1500) is reserved for further reflection of the most compelling topics, ways for follow-up, advice on future critical thematic questions, and the session evaluation/'hot wash'.

### 302. LECTURE (LE)

Lectures are intended to deal with material that is not as well suited to group discussion as the material that is covered in the panel discussion format. Normally, a lecture consists of a 45- to 60-minute presentation, with a 30- to 45-minute question period.

### 303. LECTURE-DISCUSSION (LD)

1. A lecture-discussion consists of the following segments:
  - a. Presentation. The lecture-discussion starts with a lecture by one or more guest lecturers for a total of 55 minutes;
  - b. Syndicate Discussion. After the presentation, the participants retire to their syndicate rooms to discuss the presentation and to deliberate on the nature and relevance of the material for up to 90 minutes; and
  - c. Plenary. The activity usually concludes with a 30-minute question and answer plenary session with the lecturer.

### **304. PANEL DISCUSSION (PD)**

1. A panel discussion consists of the following segments:
  - a. Presentation. The panel discussion starts with a presentation by several guest lecturers for up to 60 minutes. Each guest is typically allocated 20 minutes for his/her presentation; and
  - b. Plenary Questions. After a brief break, the programme participants reconvene in the auditorium to engage in plenary discussion with the guest lecturer(s) for the remaining time.

### **305. PROGRAMME EVALUATION**

Throughout the programme, information will be gathered about the effectiveness and conduct of the programme. The data will be used to adjust and refine future programme serials. The data are gathered through informal feedback and commentary from participants, facilitators, lecturers and CFC staff, and through a written assessment of the overall programme and the individual curriculum events.