

LEADERSHIP GATEWAY PROGRAM®

Developing future leaders is the single greatest challenge that all enterprises face today. Corporate research over the last 30 years proves that those companies that invest in the development of leaders and maintain a bench strength of talent have a significant competitive edge demonstrated in profitability, adaptiveness and sustained and predictable results.

I. COMPELLING LEADERSHIP RESEARCH

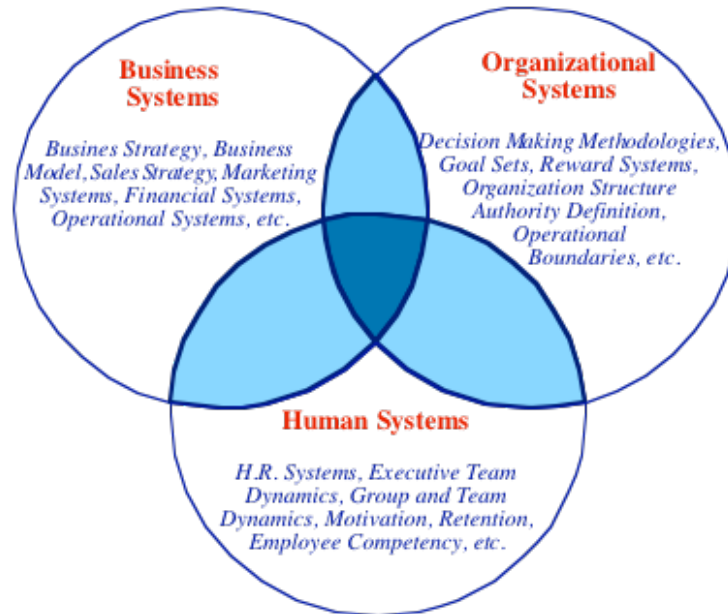
A series of recent corporate studies suggest that *developing* leadership talent, versus buying transient leaders, is the most efficient and effective means of strategic success. Notable among the findings:

- Executive and leadership succession over a 19-year time span accounted for 44% of the variance in profit and 47% of the variance in stock prices. (Weiner and Mahoney, 1981)
- Long-term performance success led by a succession-based leader exceeds that of externally hired leaders. (Hill, 2005)
- Executives report that leadership bench strength has significantly decreased due to economic challenges in recent years and have few strategies to reverse the trend.
- Organizational performance improves with regular internal leadership changes year-over-year. (Hill, 2005)
- The second most important issue facing business reported by corporate directors is succession planning, second only to strategic planning. (Wall Street Journal, October, 2004)
- “...two out of five top leaders fail in the first eighteen months....inadequate attention to succession issues...corporations must build their pipelines to the top.” (Wall Street Journal, October, 2005)
- More and more companies are reporting preferences for growing managers and future executives over “buying” leadership talent.



II. THE COMPLEXITY OF LEADERSHIP

Effective leaders are skilled at integrating business systems, organizational systems, and human development principles. A critical and complex component of the leadership quotient is being able to think and analyze systemically, understanding the inter-relationships and then isolating for root cause and solution building. The LGP[®] specializes in developing this sophisticated perspective.



III. THE BROAD SCOPE OF LEADERSHIP

Today's leadership requirements are not only complex but broad and global. Figure 2 outlines the diversity of management and leadership skills necessary for today's executives to be successful in what is inherently and unavoidably a global economy.



Figure 2

IV. THE VALUE PROPOSITION

The enterprise can most efficiently and effectively improve executive continuity and increase leadership bench strength through the development of proven talent who have organizational knowledge, experience with the company, and demonstrated success with the enterprise's products, markets and customers.

Internally promoted professionals will have demonstrated commitment and dedication and will incur less risk than hiring unknown and transient executives from outside the firm.

V. LEADERSHIP GATEWAY PROGRAM[®] CANDIDATES

The target audience for this program includes individuals who are currently successful managers, highly skilled technical specialists leading projects, or individuals who have been identified as high-potential employees. The Gateway Leadership Program[®] is an especially effective strategic tool in building depth and breadth to support executive continuity, bench strength, and global deployment plans.

VI. CHALLENGES OF PROMOTING FROM WITHIN

Promoting from within has its challenges. Companies report the following issues that they often faced when promoting internal candidates:

- Typical candidates are employees with exceptional technical skills. However these skills fail to translate into business and employee leadership skills.
- First-line executive promotions often result in less than stellar performance for the first three years.
- Employees rarely have preparatory education and development prior to assuming executive responsibility the reason for poor initial results.

VII. THE LEADERSHIP GATEWAY PROGRAM[®]

The global business environment changes daily and the successful leader must be able to adapt, improvise and employ sound principles to day-to-day management and leadership decisions. The Leadership Gateway Program[®] (LGP[®]) focuses on cultivating each individual's executive capability by teaching him or her *how* to think, not what to think. The LGP[®] integrates into the learning design each student's environment and unique needs through case studies and the real-life project that cause the course to be dynamically modified as the modules unfold.

The Leadership Gateway Program[®]:

- **Is a transitional development approach for preparing management and leadership candidates for first line executive positions.**
- *Is a proven and critical tool in developing, screening and identifying leaders at an early stage and building long-term bench strength.*
- **Develops skills critical to leadership and enterprise success.**
- *Integrates enterprise case studies with all educational and developmental activities.*
- **Teaches leadership candidates how to think, as opposed to what to think.**

VIII. LEADERSHIP GATEWAY PROGRAM MODULES

Over a span of 28 days, participants will be challenged with real-life case projects integrated throughout each module.

1. Communicating with Influence (3 days)
2. Leading and Managing Successful Teams (3 days)
3. Analyzing Organizational and Operational Effectiveness and Efficiency (3 days)
4. Analyzing and Managing Interpersonal and Organizational Conflict (3 days)
5. Leading and Managing Change (3 days)
6. Performance Management, Coaching and Employee Motivation (3 days)
7. Global and Cultural Leadership and Ethics (3 days)
8. Specialty Topics Adapted to Each Specific Audience (2 days)
9. Principles and Techniques of Project Management* (3 days)
10. Final Project Presentations and Graduation (2 days)

IX. INTEGRATED EXECUTIVE CAPABILITY MODEL

The Leadership Gateway Program[®] employs an integrated building block approach to executive development. The five key capabilities are *integrated throughout each course in the program*, all based on a foundation of a sound and constructive set of corporate and personal values, see Figure 3.

Each course in the program requires the students to conduct a private and personal self-analysis related to the topics at hand. This leads them to developing strategies that aid them in analyzing their impact and managing their own behaviors in a variety of environments and situations. With these insights in-hand, the developing executive then has the capability of improving his or her interpersonal leadership skills.

Self-management and interpersonal leadership are the foundation stones of effective operational management, developing effective global business acumen and evolving the much more sophisticated abilities related to leading the enterprise in strategic endeavors.

Industry research suggests that these are the five critical capability areas of successful executives, with the underlying set of appropriate values that align on both personal and corporate levels.

Integrated Executive Capability Model

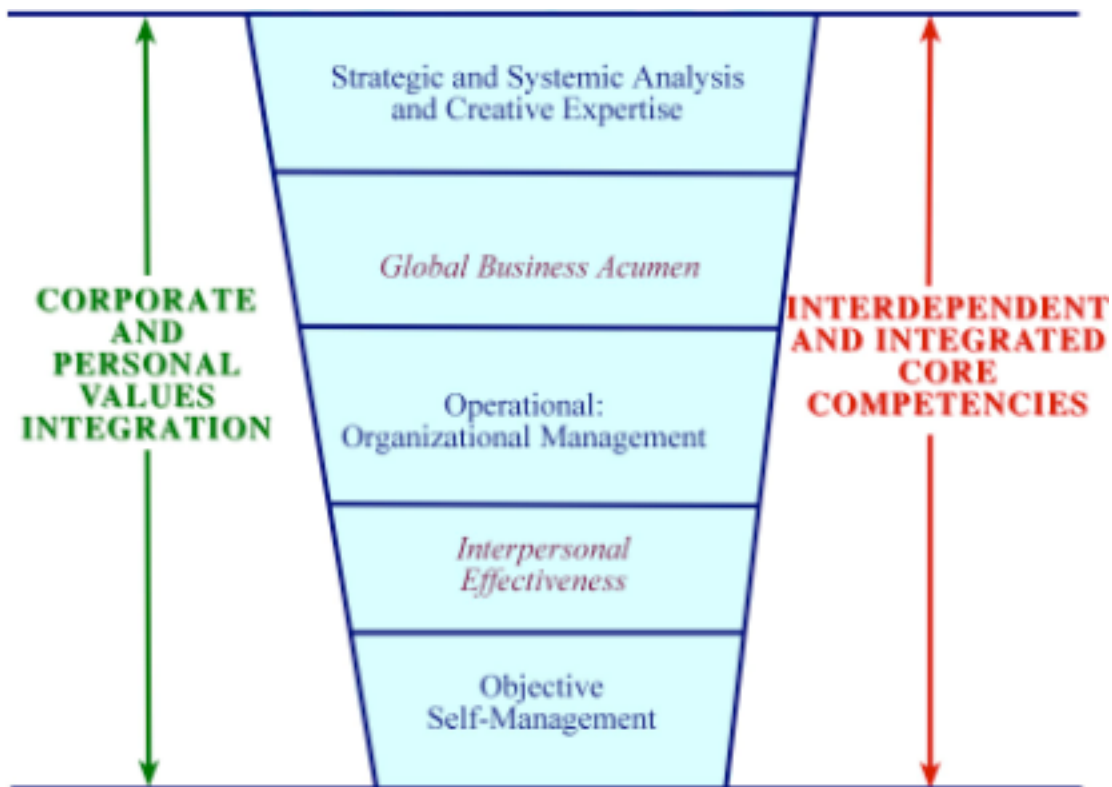


Figure 3

X. KEY FEATURES AND BENEFITS

The Leadership Gateway Program's[®] design is based on extensive industry research intended to identify the critical leadership competencies necessary for professionals transitioning from first-level management or highly technical positions to first-level executive leadership positions.

FEATURES

- **Proven performance-based educational model**
- **Industry case studies**
- **Participant company-based case studies and real-life projects**
- **Experiential learning—applying skills to real-life activities**
- **Industry-researched curriculum**
- **Program flexibility to add topics not initially included**
- **One-on-one coaching and consulting**
- **Specialty assessment, coaching and consulting services**
- **Flexible scheduling and fee structure**

BENEFITS

- Leads to successful firm performance through measurable skill development*
- Broadens participants knowledge, insights and capabilities from the best-practices of other companies*
- Improves expertise in the context of the participant's unique environment with the opportunity to create solutions for real problems within his or her firm*
- Improves the likelihood that new skills will translate and be adopted in the work environment*
- Ensures that all material is grounded and based on current economic conditions and industry best-practices*
- Improves the firm's investment in the learning experience through researched industry validation of all topics taught in the program*
- Improves the development of the student and supports the needs of the sponsoring firm through focused consultative opportunities throughout the program on real-life business issue*
- Increases individual participant relevance and talent development through opportunities for the firm to engage special services for individual employees*
- Adapts to the needs of the firm by providing flexible scheduling for program delivery (from 9 to 24 months) and menu-based options to fit into budget constraints*

XI. LEADERSHIP COMPETENCIES

The Leadership Gateway Program[®] focuses on developing sixteen critical leadership competencies. These competencies are integrated throughout the curriculum; revisited and reinforced throughout the modules.

Figure 4 depicts the sixteen critical competencies that serve as the foundation for learning throughout this comprehensive program.



Figure 4

XII. LEADERSHIP GATEWAY PROGRAM[®] DELIVERY TIMELINE

PPG understands that all client environments and demands are different and need to be accommodated. Our experience has suggested that some clients can afford to have their employees gone for three days a month for executive development and other clients need the courses to be spread out over a larger period of time to lessen the impact of their key employees' absences.

The delivery timeline for the LGP[®] provides ultimate flexibility for the client to choose between a 9 month and 2 year window. Please refer to Figure 5.

LEADERSHIP GATEWAY PROGRAM® DELIVERY TIMELINE

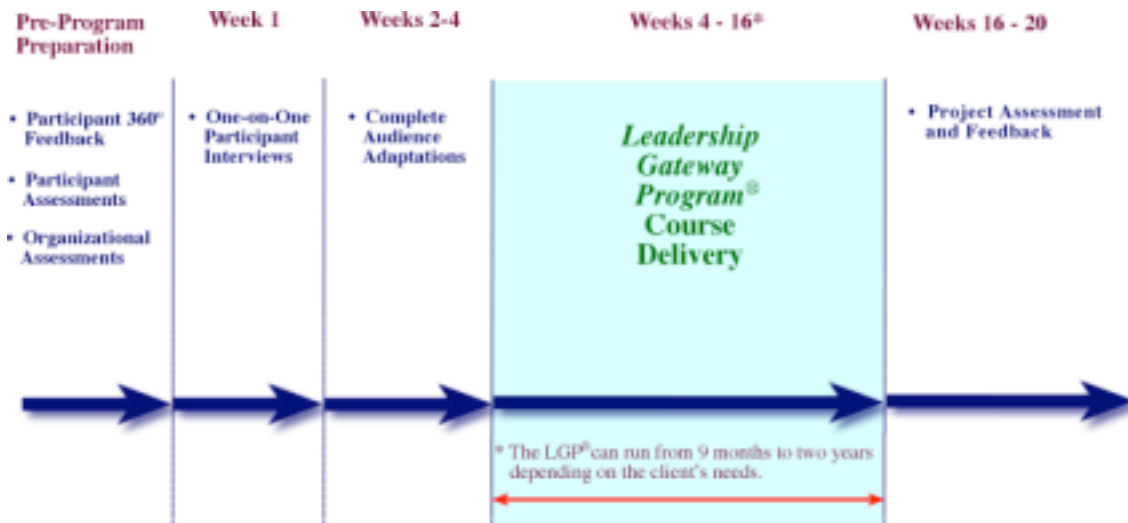


Figure 5

The complete Leadership Gateway Program® is comprised of five components:

- **Pre-Program Preparation**

If the clients selects to enhance the program through organizational or personal assessments, this preparation is completed approximately 4 weeks prior to the beginning of the program.

- **Week 1**

Each of the students is interviewed. Personal information, company information, both corporate and personal needs, challenges the employee is facing, business environment data, and other relevant information are collected. All this data will be used to modify and ensure that the various elements of the LGP® are adapted to individual student and client needs.

- **Weeks 2 - 4**

PPG prepares the program by making necessary modifications and adaptations to meet specific needs uncovered during the interviews and preparation with the client.

- **Leadership Gateway Program's[®] Course Delivery**

Delivery begins in week 4 and progresses based on the pace determined by the client.

- **Weeks 16-20**

The instructors review the final project, make critiques and offer suggestions. If the student has chosen the Boston University Certification option, the project is evaluated for approval. The final evaluations are returned to the students with the option of having a one-on-one consultation regarding the topic of the final project.

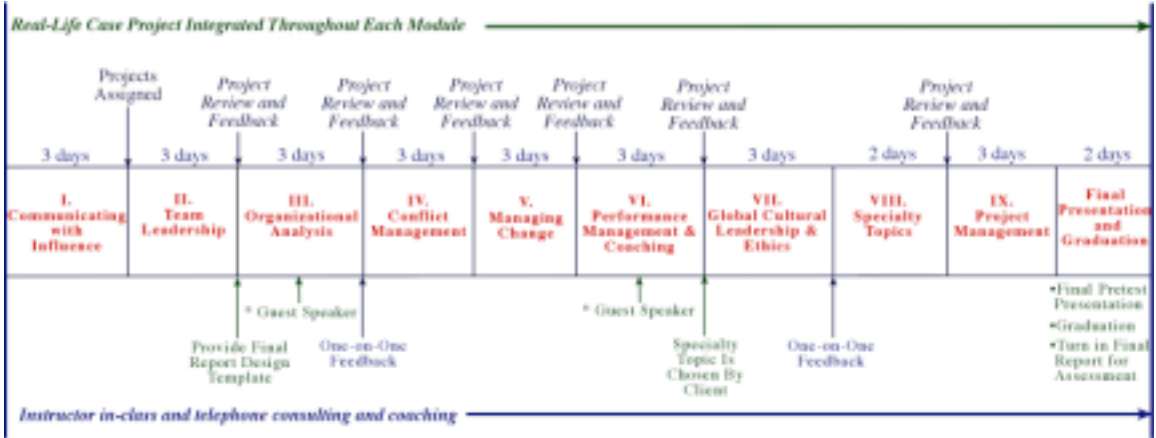
XIII. LEARNING ENGAGEMENT MODEL

The Leadership Gateway Program[®] is highly interactive, employs real-life student case studies and requires work between classroom events. Students will be asked to read cases and relevant materials and work on case study projects between classes. Projects will be presented to the class for insights, ideas, critical analysis and collaborative learning.

Figure 6 outlines the variety of activities interwoven throughout the program. The value-added, student-focused opportunities include:

- Real-life business projects, selected by the student with the support of his or her firm, are accomplished progressively through each module of the course culminating in a final product and formal presentation.
- Regular one-on-one feedback is provided on personal and business topics during class, in person at other times, and over the telephone for the duration of the program.
- Special guest speakers are brought in based on the particular class's interests and needs.
- Module VIII, Specialty Topics, is reserved and customized to the needs of a particular class. This can be used to go into exceptional depth on a particular topic previously covered or to include a new topic.
- One-on-one consultation on the final project after its evaluation. Participants can obtain valuable insights and ideas for further action on-the-job. This meeting may include others' from the firm that would value from the conversation.

Learning Engagement Model



Class Size: 16

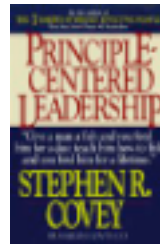
* Topics for guest speaker will be determined by the class.

Figure 6

I. LEADERSHIP GATEWAY PROGRAM® COURSE DESCRIPTIONS

The program consists of nine stand-alone modules that can either be taken in the pre-defined order (recommended) or based on a client-defined schedule. Module 9 is considered optional and may be waived if a participant already has requisite project management skills and knowledge or if it is determined to be non-essential for their leadership success.

Each module focuses on specific leadership competencies such as impact and influence, organizational and conflict resolution, and data gathering and analysis, among others, while developing participant's overall performance capability as illustrated in Figure 4.



Module 1: Communicating With Influence, Building Successful Interpersonal and Team Communications

The single most critical skill for leaders is their ability to communicate effectively and influence others. This module develops skills needed to lead staff and build team dynamics that drive long-term enterprise success. In this module participants develop communication and influence skills needed to build team dynamics that lead to long-term organizational success. In addition, participants learn how to effectively and influentially send and receive messages in work environments that are, at times, volatile and antagonistic.

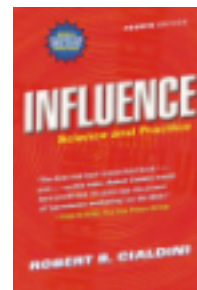
This knowledge- and skills-based module lays the foundation necessary for building successful team dynamics and interpersonal and team communications. The learning methods and exercises focus on creating new ways of thinking and behaving, leading to long-term, self-sustained personal change.

Module length: 3 days

Selected skills the participant will master include:

- Defining goals for a specific communication and designing the most effective methods of delivery
- Using communication techniques and models to positively influence how another person thinks or behaves
- Analyzing his or her own and another person's style of processing information, working, and making decisions
- Preparing and adapting an influential message to all the potential styles of receivers
- Creating a message that increases the influence factor and lowers the antagonism factor
- Analyzing the communication and work styles of intact teams and individual team members
- Creating methods to improve the productivity and quality of a team's work

Course Materials: *Student Guide, 200 + pages; Myers Briggs Type Indicator; Working Together; and Influence: Science and Practice (4th Ed.):*



Module 2: Leading and Managing Successful Teams

The art of team leadership involves creating an effective team design, driving task accomplishment, nurturing individual and group potential; building effective team dynamics that maximize synergy and creativity; developing inter-team and intra-team relationships that lead to commitment and dedication; understanding the effects of competition and collaboration on the effectiveness of a team; and, appropriately empowering people to make the right decisions for the team and the organization. Companies who are market leaders and have achieved sustained success claim that successful team leadership is one of the most critical factors contributing to their success. Focused, inspired, and motivated teams of people do not get that way without a skillful team leader.

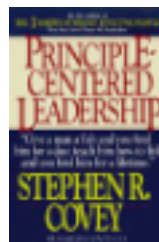
This module is a blend of current leadership theory, team development concepts and psychological styles of leadership. The focus is on developing each participant's ability to understand the changing and different needs of a team and its members, while adapting to the changing needs of the business.

Module length: 4 days (This module is delivered in 2 two-day segments.)

Selected skills the participant will master include:

- Creating goals, roles and responsibilities for team members that align with the mission of the team and lead to synergy
- Understanding and managing the human dynamics that impact a team's success
- Building team relationships and influencing team members toward maximum performance
- Building stronger working relationships with colleagues, superiors and subordinates
- Creating, analyzing and managing team dynamics that will drive the success of a team
- Using tools and techniques to analyze the effectiveness of a team and make critical adjustments when necessary
- Designing the appropriate collaborative/competition model that maximizes the team's potential, including knowing when competition is productive and when it is destructive

Course Materials: *Student Guide, 300+ Pages; Principle-Centered Leadership; and Mastering Virtual Teams*



Module 3: Analyzing Organizational and Operational Effectiveness and Efficiency

All businesses and products go through predictable life stages. The challenge for any manager or executive is to analyze the current states of the business, marketplace and products in order to make operational and organizational adjustments. These adjustments may come in numerous forms, including: goal adjustments, functional organizational changes, role and responsibility changes, process changes, charter adjustments, business model changes, personnel changes, just to name a few.

Through the use of real-life case studies, industry case studies and interactive exercises, this course teaches participants to analyze their organizations, analyze problems to uncover true root cause and to design operations that drive their companies to higher levels of short-term and long-term effectiveness and competitiveness

Module length: 3 days

Selected skills the participant will master include:

- Analyzing a business systemically to identify problems, assessing effectiveness and efficiency, evaluating cross-functional alignment and integration, and assessing the company's long-term and short-term operational potential
- Analyzing the corporate life cycle level to determine whether an organization is experiencing normal or abnormal problems of growth
- Using a variety of theoretical and practical tools to analyze and design a business and/or function
- Designing a business or function to be both efficient and effective over the short-term and long-term
- Applying sound and tested principles to the detailed design of a business operation
- Managing the change process effectively when re-designing business operations

Course Materials: Student Guide, 150+ pages;
Corporate Lifecycles



Module 4: Analyzing and Managing Interpersonal and Organizational Conflict

Conflict is a fact of life. There is good conflict and bad conflict. The key is to understand when either is present and then manage each appropriately. This module specializes in teaching participants how to a) diagnose the root cause of conflict (organizational, interpersonal or intrapersonal); b) build a plan to manage the conflict to a constructive end; and c) resolve the conflict in the best systemic interest of the enterprise and the individuals involved.

This highly interactive 3-day module helps strengthen a person's ability to work creatively with all types of conflict and improves effectiveness in interpersonal relationships and negotiations. Extensive resources for further learning are provided throughout this module.

Module length: 3 days

Selected skills the participant will master include:

- Using key interpersonal foundation skills including perceptions analysis, active listening, dialogue/discussion and climate setting to increase understanding and improve the likelihood of finding mutually agreeable, creative solutions
- Using a theoretically sound method to determine when to get involved in a conflict situation and, if so, to what extent
- Resolving interpersonal conflict using a communications process designed to diminish anger and hostility
- Identifying tools and approaches to successfully manage organizational conflict
- Using a four-phase conflict management process that covers initial assessment through implementation of appropriate solutions to effectively guide resolution of a conflict from beginning to end
- Applying an intervention model to assess a conflict situation and determine its root cause(s)

Course Materials: *Student Guide*, 260+ pages; *Managing Differences*; and *Becoming a Conflict Competent Leader*



Module 5: Leading and Managing Change

When change occurs, the ability for a team and an organization to be successful depends on its ability to analyze, design an approach and manage the change in the best interest of the enterprise's business model and strategy. Leaders have a responsibility to attend to the organizational, team and personal requirements and challenges related to the evolving environment.

This module provides a model for the change process, tools for assessing individual and organizational readiness for the change, techniques for guiding the organization and coaching the individual through the change, and methods for measuring the success of the change. Embedded throughout the module are analysis and design tools necessary to attend to the broad enterprise organizational requirements, pressures, resistances and systemic impacts of change.

Module length: 3 days

Selected skills the participant will master include:

- Identifying unique barriers that impact the success of a change initiative
- Assessing the skills of team members, sponsors, and change agents and then creating a plan for enhancing and leveraging those skills
- Using concepts and techniques of human motivation for encouraging positive-productive behaviors and discouraging counter-productive behaviors
- Developing a change management strategy for a team
- Identifying likely sources of resistance to change and developing strategies for managing that resistance
- Creating a communication system for a change initiative to build momentum and keep it moving rapidly forward
- Optimizing group performance during change

Course Materials: Student Guide, 150+ pages; *Leading Change*; and *Managing Transitions*



Module 6: Performance Management, Coaching and Motivation

As the world becomes increasingly more complex and the rate of change accelerates, organizations and the people they employ must perform more effectively and efficiently. This course focuses on individual and group performance from goal setting, to development planning to the performance appraisal process. Beyond the nuts and bolts, this course is also devoted to developing coaching skills and using motivational principles to inspire others to optimal levels of performance that achieve business results.

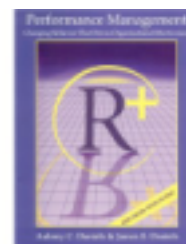
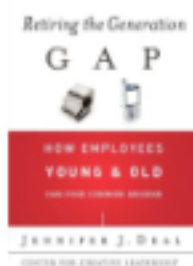
Through the use of real-life case studies, and interactive exercises, this multi-faceted course teaches participants the practical aspects of the performance appraisal process as well ways to impact and influence the direction, commitment, vision and values of different generations of workers.

Module length: 3 days

Selected skills the participant will master include:

- Writing performance objectives, measuring and evaluating performance, providing timely feedback
- Designing performance plans, training courses and other antecedents to clearly communicate required and desired workplace behaviors
- Creating opportunities for continued growth and development that are aligned with the organizational objectives
- Using targeted coaching tools to deal with specific situations
- Increased proficiency in dealing with performance issues
- Methods and models to gain rapport, change behavior and influence others to want to improve
- Describing factors that motivate different generations of workers according to research conducted on four distinct populations
- Addressing real life needs of different generations of workers in your place of employment

Course Materials: *Student Guide, 100+ pages; Performance Management; Masterful Coaching; and Retiring the Generation Gap: How Employees Young and Old Can Find Common Ground*



Module 7: Global and Cultural Leadership and Ethics

Leading a global team poses an additional challenge: that of building alignment, involvement and effective communication in a highly complex environment spread across distance, cultures and time-zones where face-to-face contact is infrequent. In a complex global environment no single approach will fit the broad range of situations a leaders will encounter.

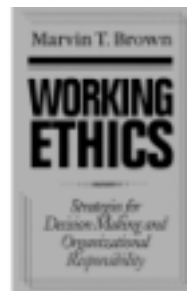
This course translates and combines current research and theory into practical approaches through role-play, exercises, case studies, examples, and tools for managers and leaders who work in positions that are globally complex.

Module length: 3 days

Selected skills the participant will master include:

- Increasing awareness of prevailing leadership characteristics in Europe, Asia, and Latin America
- Recognizing subtle, value and behavioral differences that exist within different cultural groups
- Adapting existing leadership skills to a global context
- Developing and maintaining critical interpersonal relationships in geographically dispersed work groups by applying key principles of human engagement
- Leading productive teams with members from many cultures across time-zones
- Improving leadership skills relative to ethics, decision-making and culture building
- Embedding shared ethical values into the decision-making processes used to resolve critical issues

Course Materials: *Student Guide, 150+ pages; And Working Ethics: Strategies for Decision Making and Organizational Responsibility; and Managing Cultural Differences*



Module 8: Specialty Advanced Leadership Topics Critical to the Firm

Each participant comes to the program with unique experiences, needs, work environments and challenges. These two days have been reserved to provide the participants with the ability to select topics that either need more in-depth review or address specific issues. This will enhance the relevance of the learning and provide the opportunity to introduce topics that are not part of the core curriculum.

Module length: 2 days

The topics could include, but not be limited to, the following:

- Human motivation
- Managing stress in the workplace
- Designing individual and operational goals
- Developing vision, mission, value and charter statements
- Developing creativity skills within teams
- Meeting facilitation
- Interviewing, screening and hiring qualified staff
- Successful interpersonal negotiations
- Preventing workplace harassment and discrimination

Course Materials: *To be determined based on participant input.*

Module 9: Principles and Techniques of Project Management*

Success as a manager, project leader, or team leader depends on one's ability to define, plan, organize, control, and complete complex and interdependent tasks that are supported by limited resources.

This course is designed for professionals with multiple priorities, complex and numerous tasks, deadlines, constant communication and coordination across organizational boundaries, limited resources (time, money, people), and the requirement of completing all of these with little precedents or guidelines. The course also covers the management of resources allocated across several projects.

Module length: 3 days

Selected skills the participant will master include:

- Allocating and reallocating resources to maintain the project schedule
- Sequencing, scheduling, and assigning project tasks
- Formulating and communicating status information to senior executives
- Managing resource allocation across several projects
- Managing financial, personnel, and material resources of a project
- Recognizing situations in which project management should be used
- Using graphical tools for describing, monitoring, and controlling project activities
- Analyzing the training/hiring mix to develop the needed staff skills inventory

*Module 9 may be waived if a participant has requisite project management skills and knowledge or if it is determined to be nonessential for his or her leadership success.

Course Materials: *Student Guide, 200+ pages; and A Guide to the Project Management Body of Knowledge*

