Université Concordia University

JOHN MOLSON
SCHOOL OF BUSINESS
Executive Centre

NEXT GENERATION INSIGHTS

CONCORDIA

The John Molson
Executive Centre

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PROFESSIONALS ACROSS ALL INDUSTRIES RECOGNIZE THAT THE WORLD IS CHANGING RAPIDLY.

The 2018 Globe and Mail report *There is a future for jobs: We're just not ready for it* predicts that in the next 10 years, 50% of Canadian jobs will undergo massive changes in required skills. As a result, leaders (managers, directors and executives) who want to stay competitive and advance their careers are embracing a culture of lifelong learning.

Traditional executive education programs have underplayed essential soft skills in favour of discipline-based skill sets, such as strategy development and financial analysis. Whilst these are essential skills, in a world fuelled by technological innovations, honing skills such as creativity, complex decision making, emotional intelligence and communication are paramount in preparing leaders for the future.

At JMEC, our programs are designed to prepare leaders to take charge in a changing world. Through co-collaboration with organizations and industries, we create learning opportunities that give them the managerial courage to work creatively and collaboratively on today's most complex business challenges.

This booklet will take you on a journey of experiences, people and ideas with whom we have had the opportunity of working. We hope to share with you some of the challenges that trendsetters and thought leaders like you are experiencing in the hopes that it will help to prepare you for the future in your industry and inspire you to recharge your leadership!

Sandra Nichol

Executive Director
John Molson Executive Centre
Concordia University

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LEADERSHIP SPOTLIGHT: ANNE-MARIE CROTEAU

Anne-Marie Croteau shared some of her leadership tips and explained what she had planned as Dean of the business school.

When Anne-Marie Croteau became Dean of the John Molson School of Business, she was not new to the leadership game. She had previously held the title of Associate Dean of both the John Molson School of Business and the School of Graduate Studies, and was the director of the EMBA and Aviation MBA programs at JMSB. Even as an experienced leader, Croteau had to take steps to prepare for her new position and ensure the transition went smoothly.

PREPARING FOR THE JOB

Croteau says she took to reading resources that were relevant to her. Leadership, women in leadership and academic leadership were all key topics she focused on in her preparation. Not all leadership positions are the same, and reading the right books can help prepare leaders for the transition.

A valuable way to learn about leadership is to draw from experience. Croteau says she was able to use the knowledge she acquired in earlier leadership roles and apply it to her new role as dean of JMSB.

EXECUTING A SMOOTH TRANSITION

Just as there is no "I" in "team" there is no "I" in "leader." Being an effective leader is not something that can be done alone, and Croteau attributes some of her success to working with an efficient, motivated team. Meeting one-on-one with people helped her adapt to her new position and helped her to get to know her new team and others in the JMSB community.

> "Take your place. And when you have a seat, speak up. You have a voice: be courageous and use it. The more you do it, the more you become confident and with this confidence you become more courageous and make better decisions."

"It makes a difference, I think, to spend some time with people. You know more about them, they know more about you and it helps the relationship and the conversation. It builds team spirit," she says, and she has continued these types of meetings to keep building relationships with her colleagues, even though she is no longer in a transition period.

Though the responsibilities of leadership do not disappear when the day ends, Croteau explains that she tries hard to maintain a healthy work-life balance. A tough obstacle to overcome when she started was learning when to say "no" to new responsibilities and commitments. "When I started I was saying 'Oh, let me try it'" but she quickly realized there just simply isn't enough time for everything. With the help of her Executive Assistant, Croteau is able to organize her schedule and keep herself busy, but not overwhelmingly so. "I love it," she says. "It's busy, but that's okay."

Croteau says JMSB was already in a good spot when she arrived, but she had to decide on the things she would focus on as the new leader. As dean, she is faced with making decisions that do not just represent her views, but the views of the John Molson School of Business, Concordia University, and the community of students, staff, and alumni who are associated with the school.

THE PLAN

Croteau made it her goal to ensure that the work of researchers within the university who are focusing on women in leadership has been and will continue to be highlighted using the JMSB magazine and other forms of media. This is fitting considering she is JMSB's first female dean. Croteau's message for women regarding leadership is "Take your place. And when you have a seat, speak up. You have a voice: be courageous and use it. The more you do it, the more you become confident and with this confidence you become more courageous and make better decisions."

Also on her agenda, and a major focus for her, was to help JMSB find its research identity. "My main focus is to know ourselves as a business school from the research perspective. To know who we are… and be stronger at what we do." To do this, Croteau had each department analyze their strengths and their main areas of focus. One of the outcomes of this exercise was that the departments were able to identify some of the main topics JMSB excels in—things like governance, work-life balance and sustainability.

Another outcome of this exercise was that departments began to realize that many people were focusing on very similar topics. Having a better-defined idea of the school's identity allows researchers to better collaborate. Croteau says that came as a pleasant surprise. "We didn't know that so many people across almost all departments were sometimes working on the same issue… There's synergy, but we want more of it."

WHEN IT COMES TO FINANCIAL LITERACY, IT'S TIME TO CLOSE THE GENDER GAP

On average, women score lower on financial literacy tests than men, and studies show that a high number of women still do not take a primary role in managing their personal finances.

While the financial literacy gender gap has begun to decrease, there is still a significant difference in the level of confidence men and women have toward managing their money. According to a report released in 2018 by Statistics Canada, 37 per cent of men do not feel comfortable making their own personal investment decisions, while for women that number is 52 per cent.

> "It's not as difficult as you think it is. At the end of the day, it's your money. You should know where it is, where it's going and what you're going to do with it."

Nadine Parla, a part-time lecturer in the Department of Finance at Concordia's John Molson School of Business (JMSB), says the best way to become financially independent is to start small.

"Getting financially fit, like weight loss or any other challenge, takes time to implement, monitor and course-correct," Parla says. She suggests that women take the time to figure out which financial planning approach works best for them and that they be consistent in whatever they decide.

Tara Ramsaran is a senior lecturer in JMSB's Department of Accountancy. She hopes to demystify financial literacy for women.

"It's not as difficult as you think it is," Ramsaran says. "At the end of the day, it's your money. You should know where it is, where it's going and what you're going to do with it."

EMPOWERING WOMEN THROUGH EDUCATION

To address this issue, the John Molson Executive Centre organized a financial literacy workshop for women.

The issue first caught the attention of Sandra Nichol, executive director of the John Molson Executive Centre, when she read an article about the importance of financial literacy for women — especially those who are single, divorced or widowed.

"There are a lot of women for whom this is the reality, and I thought, we have to do something with this."

As a result, Nichol helped develop the Money Matters: Financial Literacy for Women workshop, designed to provide participants with the knowledge they need to become financially independent.

The workshop took place with the support of the Manulife Professorship in Financial Planning. It delved into a variety of financial topics, to give a well-rounded look at the different aspects of a person's financial profile.

Most importantly, it was tailored to be applicable no matter what the participant's financial profile looks like. Each section looks at concepts from different points of view in order to demonstrate relatable situations for all.

WHAT'S ON THE PROGRAM

The workshop covered four broad themes: an introduction to the biases and misconceptions of women and finances, taxes, investments and financial planning, and retirement. Each theme included a variety of subtopics designed to provide participating women with the base knowledge they need to improve their confidence in dealing with personal finances.

Parla and Ramsaran both instructed sessions throughout the workshop, alongside Sophie Audousset-Coulier, chair and associate professor of accountancy, and Penelope Ellison, a part-time finance lecturer.

INTERNATIONAL DEVELOPMENT PROGRAMS OPEN NEW HORIZONS FOR AIRLINE EXECUTIVES

CAE commissioned the John Molson Executive Centre to coordinate two weeks of training on a variety of topics for a group of airline executives from an international client organization.

Aviation is a highly regulated, global industry; however, there are elements that differ significantly between regions. As such, airlines and other aviation companies have begun to seek out international learning experiences to supplement any local training to which they may already have access. Implementing the ideas, methods, and practices from other regions, or even simply understanding such concepts, opens international organizations up to a world of new opportunities.

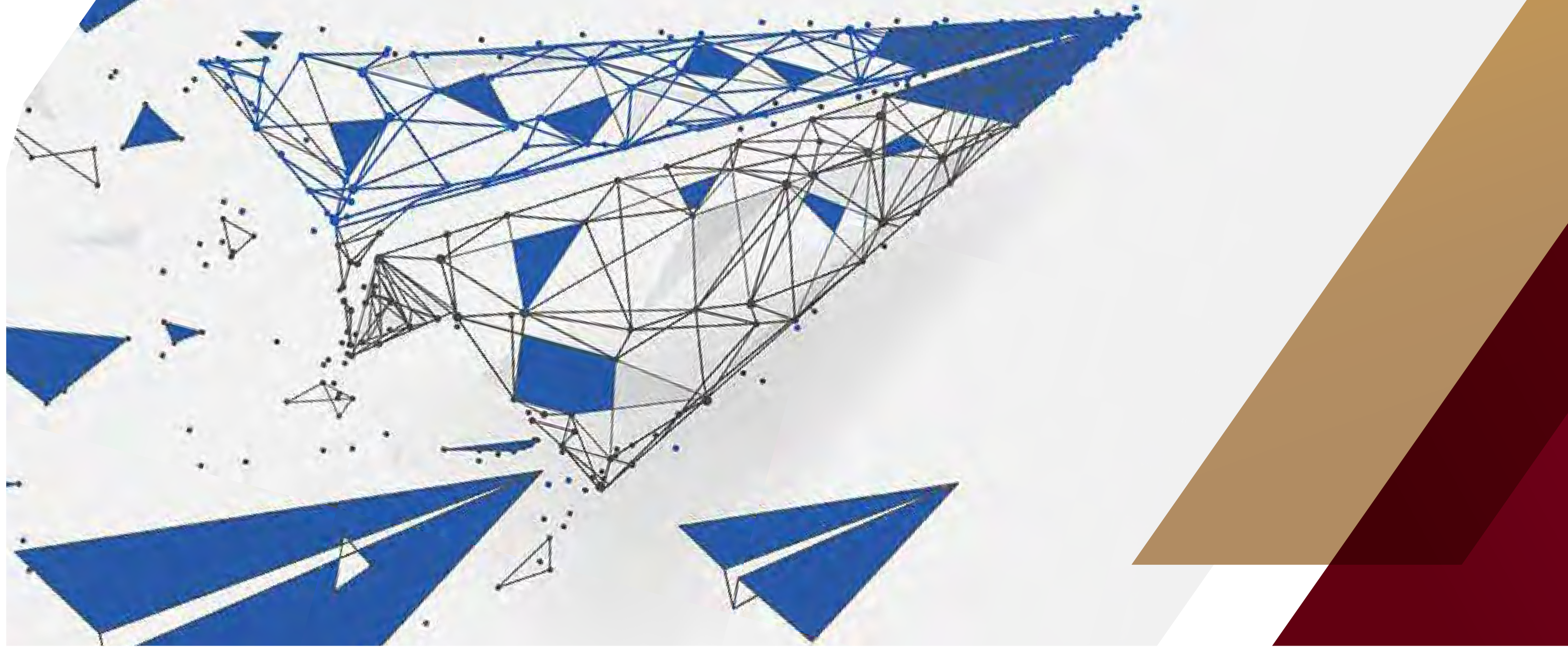
CREATING BALANCE

As part of their contract, one of CAE's clients, an Asian airline, requested a two-week on-site training session in Canada, which would cover a variety of topics within the management realm. According to Raffi Shnorhokian, Manager in the Project Management Department at CAE and one of the employees who oversaw the project, the client's primary goal was to acquire management training in Canada in order to compare it with the training the group would have received in Asia. Due to the extensive experience the John Molson Executive Centre (JMEC) has with the aviation industry, and because JMEC had also worked with CAE previously on other projects, CAE chose JMEC to support their client's request.

Both CAE and JMEC were committed to delivering a truly bespoke program for the attendees. In addition to offering a general understanding of a variety of management topics, participants delved into subjects such as Blockchain, Industry 4.0, Strategic Innovation and Sustainability in Aviation. "It was a very good program touching on different subjects throughout the two weeks." Shnorhokian says. "Everything was covered at a very general level obviously, but that was the expectation. We were not planning to go deep into any one particular topic." Having the program spread out over a two-week period allowed participants to gain a good understanding of each topic presented, even though no single concept was given a significant amount of attention. Ultimately, the training was intended to introduce its employees to North American management practices. Attendees learned concepts from a wide variety of industry professionals and experts from a number of academic and aviation organizations over the course of the program, and had the opportunity to visit aviation organizations like CAE and ICAO.

The program required balance between the more traditional lecture style of teaching, and more collaborative and hands-on workshop sessions. According to Shnorhokian, there was hesitation about including workshop sessions, as it was unclear whether they would be well received by the group. "It turned out very well, they got very excited, involved, and they loved it." These methods allowed the participants to both learn and apply the concepts they were presented with, increasing the chances that they would be able to use them after the program ended.

> We found that JMEC was very accommodating and very flexible. If they had gone with a firm deal saying that 'no, you cannot add any people after this' that would have broken the deal because it's not something we can control. That flexibility was really appreciated by CAE.



IMPROVING ACCESSIBILITY

While many of the attendees had a functioning knowledge of the English language, the program would not have had the same impact on the group had it been conducted only in English. The workshop sessions required the participants to be able to communicate fluidly and describe their experiences and thoughts clearly; the lecture-style sessions required participants to understand concepts quickly due to the rapid progression of the program. In order to provide the most value to those who would be attending the program, simultaneous Mandarin translation was made available for all sessions.

In addition, a Mandarin-speaking representative from JMEC was assigned to the group for the duration of their stay, in order to help facilitate all out-of-class activities and travel. "She was an awesome help and they were very impressed by her," Shnorhokian says. "Having people that speak that language, that know that culture, with them the whole time is a big benefit. We didn't ask for it, we didn't expect it, but it was offered to us and we said yeah, that's an awesome idea."

ORGANIZING THE NON-ACADEMIC EXPERIENCE

Hosting an international group includes more than merely the organization of the logistics that fall within the academic day. The group required airport pickup, hotel accommodations, and transportation to and from the training each day. The organization of these details was taken on by JMEC in order to centralize logistic organization and eliminate confusion about which party was responsible for what.

During the program, breakfast, lunch, and one group supper were provided. The group supper occurred outside of the training area where the group was spending most of their time, and was a detail that both CAE and the group enjoyed. "[JMEC] organized a dinner downtown and it gave us the opportunity to socialize. Oftentimes for things like this, it's contract, it's business, but the group appreciated it and it gave us an opportunity to mingle with them outside of the curriculum," says Shnorhokian.

Most importantly, each logistic detail ran without a hitch. "It was very well organized," Shnorhokian says. "Every single detail was thought out, and we saw that in our meetings. It was like a turnkey solution for us."

FLEXIBILITY WHERE IT COUNTS

Due to the number of moving parts involved in the organization of this program, adjustments were being made almost up to the day of the group's arrival. Due to scheduling issues there were multiple changes made to the participant list, as well as last minute requirements for the group. Shnorhokian says that JMEC's ability to take those changes in stride was an important feature for CAE. "We found that JMEC was very accommodating and very flexible. If they had gone with a firm deal saying that 'no, you cannot add any people after this' that would have broken the deal because it's not something we can control. That flexibility was really appreciated by CAE."

THE ROLE OF TRUST IN TEAM EFFECTIVENESS

WHAT ABOUT TRUST?

Trust is one of those "catch-all/rhetorical" terms that is often used (and abused), but rarely understood or pragmatically dealt with in the workplace. Everyone knows what happens to a relationship with a loved one (child or spouse) when trust is broken. But although the same dire consequences resulting from lack of trust afflict workplace climate, rarely does one see "improve team members' trust" as a business improvement initiative.

What is trust anyway? According to the Merriam-Webster dictionary (www.merriam-webster.com), trust is "a belief that someone or something is reliable, good, honest, effective, etc." Being trustworthy is "the ability to be relied on to do or provide what is needed or right … to be deserving of trust, worthy of confidence, dependable."

Author and founding CEO of Trusted Advisor Associates (www.trustedadvisor.com), Charles H. Green explains what trust is in terms of four dimensions that are combined into a "Trust Equation." According to Green, trustworthiness—often referred to by Green as the Trust Quotient (TQ)—is simply defined as: Trust = (Credibility + Reliability + Intimacy)/Self-Orientation.

$$\text{Trust} = \frac{\text{Credibility} + \text{Reliability} + \text{Intimacy}}{\text{Self-Orientation}}$$

In other words, the more credibly, reliably and/or intimately, one behaves … and/or the less self-oriented one appears, the more trustworthy one is. With Green's formula, it becomes quite obvious which quality a leader must embody in order to inspire trust with his/her employees and colleagues.

WHY DOES TRUST MATTER?

Put simply, for anyone to care about the "state of trust" in a group, a team, or an entire organization, one has to see a link between trust and team effectiveness, and business performance. The good news is: there exists such a relationship! In fact, if one dares to google the word trust, aside from finding thousands of relevant search results, one would find that it is often associated with team effectiveness and organizational performance.

In his book "The Five Dysfunctions of a Team," business author Patrick Lencioni (www.tablegroup.com/pat/) proposes a five-dimension model of team effectiveness in which trust is the foundation. According to Lencioni, effective teams are characterized by, amongst other things, team members trusting one another. But, more importantly, a team where trust is lacking will "conceal their weaknesses and mistakes from others; hesitate to provide constructive feedback and to offer help outside of their area of expertise; fail to tap into the skills of others in the team; waste time and energy managing their behaviours for effect; and hold grudges." This lack of trust, Lencioni says, is the cornerstone of the five dysfunctions that afflict so many ineffective teams.

The way these five team issues are interrelated is as follows: "1. If the members of the team do not trust each other, then they cannot be totally honest with each other; 2. Without trust, people will not have the healthy debates that are necessary to arrive at better decisions; 3. If the team has not aligned behind a decision, then the individual members who did not agree with the final decision will ultimately be less committed to that decision; 4. If they are not committed to the course of action, then they are less likely to feel accountable and/or to hold other people accountable; and 5. Consequently, the team members are less likely to care about the group results (and instead focus on achieving their own goals)." As we can see from Lencioni's model, trust amongst team members is the basic ingredient that leaders need to have if they want their employees to work effectively with one another.

Another way to link trust to team effectiveness is by looking at its culture and its work climate. Research from the Hay Group (www.haygroup.com) has shown that improvement in the climate of an organization can result in as much as a 30% increase in bottom-line performance.

Other research done by the 6Seconds International Consortium (www.6Seconds.org) showed that the climate of an organization could explain up to 60% of a company's performance. To measure the climate of a team and evaluate its impact on performance, researchers at 6Seconds devised an assessment tool called Vital Signs. This survey instrument relies on a Team Climate model that measures five important drivers of effectiveness (trust, engagement, teamwork, agility and productivity) in relation to two major team dimensions: the "Operational-Strategic" axis and the "Individual-Organizational" spectrum (see chart below).

Based on research and experience, it was concluded that the climate of a group strongly influences critical employee behaviours such as communication, problem-solving, and accountability—factors that are intimately linked to the effectiveness of a team and that affect key performance indicators related to customers, employees, quality and profitability. Being that trust is the overlay dimension in 6Seconds' Team Climate model, it plays a critical role in establishing the required levels of confidence, faith, and surety that engenders a willingness to risk and facilitates success in the other climate factors.

WHAT CAN YOU DO ABOUT IT?

Clearly, the question is not whether Trust matters but how can you, as a leader, improve it? The first step towards this goal is to be a role model—to demonstrate trust in your attitude and behaviour at work. This requires that the leader be credible, reliable, intimate, authentic, and selfless. Inspiring trust by being trustworthy is essential. But it's not sufficient.

As in most situations, a leader can't manage what he/she doesn't measure. Assessing the confidence level within your team is also crucial to enhancing trust and improving team effectiveness as a whole. To assess trust, keep your eyes open. Review past mistakes from team members and ask yourself whether they came forward immediately after committing a "faux pas" or was their first instinct to bury or deny the mistake. Interview people—within and outside the team—and ask them whether the team members openly admit their mistakes and willingly apologize to one another, whether they acknowledge their weaknesses to one another and ask for help without hesitation, whether they recognize and tap into one another's skills and expertise, etc.

> "A leader can't manage what he/she doesn't measure. Assessing the confidence level within your team is also crucial to enhancing trust and improving team effectiveness as a whole."

To go beyond this baseline "qualitative" evaluation of team trust and effectiveness, you should consider conducting a more thorough and systematic assessment using a known survey instrument. As an appendix to Lencioni's book (The Five Dysfunctions of a Team), a 38-question Team Assessment is provided. The goal of this survey is to provide you (the team leader) with a sense of your team's unique strengths and areas for improvement along the five dimensions of Lencioni's team model: Trust, Conflict, Commitment, Accountability, and Results. Another thorough analysis of a team's ability to work effectively and drive successful business outcomes is 6Second's Team Climate assessment (Team Vital Signs). For a more accurate and holistic analysis, it is recommended to have your entire team complete the assessment. While the results themselves provide an interesting perspective, the most important benefit of such assessments is the discussion that it is likely to provoke around specific team issues.

As a leader, you play a key role in influencing the mood and attitude of your team members. This ultimately impacts the trust level within the team. As such, you should always be open with your employees—transparency and humility help improve your credibility, and debriefing your findings (qualitative or quantitative) with your team members and involving them in the solution will go a long way to boost their trust and improve their engagement. As you debrief the results of the team assessment, ask your employees to come up with practical solutions that you can collectively implement. If you're uncertain as to how to go about this, follow the simple "Start-Stop-Continue" approach. Keeping in mind the assessment results, have the team answer the following three questions:

START: What would you like the team to start doing (or do more)?

STOP: What would you like the team to stop doing (or do less)?

CONTINUE: What would you like the team to continue to do (that's working well)?

Based on the outcome of this group discussion, prioritize and implement the top suggestions, regularly monitor and evaluate the progress that you and your team make on these improvement initiatives, and readjust accordingly. Finally, keep in mind that trust is, for the most part, associated with the emotional aspects of people's perceptions and reactions (behaviours). As such, strive to be an emotionally intelligent leader, i.e.: sense, understand and work productively with your own emotions and those of your employees.

WHAT DO YOU THINK?

HELPING LIFE SCIENCES PROFESSIONALS MAKE IT BIG IN BUSINESS

Transforming research into business opportunities is not always an obvious course of action, however, much more research can and should be turned into entrepreneurial endeavours or commercialized in other ways.

THE UNDERLYING PROBLEM

Life sciences researchers do, and often are encouraged to, focus on the technical and scientific aspects of their research, while other facets tend to be left by the wayside; however, promoting a well-rounded focus to life sciences education is crucial to successful innovation.

Professionals in life sciences have excellent industry training; however, there is a running trend of this education being largely one sided, with the focus trained heavily on the technical and scientific aspects of developing new medication and medical devices. "We speak frequently with businesses in our sector, and many businesses, especially small and medium sized businesses, tell us that the personnel they recruit are very strong technically and scientifically, but often lack the knowledge and expertise in the business sector," says Frank Béraud, Chief Executive Officer at Montreal InVivo.

Life sciences professionals and those entering the industry benefit from a broader understanding about what happens to products after development is complete, and how to market and sell them effectively. Without this added knowledge, a product's journey could be over before it even begins.

Combining both technical and business facets facilitates the growth of an idea from concept to commercialization.

In order for learners in the life sciences industry to balance out their expertise and take advantage of the knowledge they already have, they need to have access to the training and education that will help them do so.

CORRECTING THE IMBALANCE

In 2017, Montreal InVivo joined forces with Concordia University's John Molson Executive Centre and the University of Montreal's Faculty of Pharmacy to develop the Life Sciences Entrepreneurship Development Program, which focuses on providing its participants with the knowledge and skills needed to shrink the gap between technical and business knowledge. This program provides cutting-edge managerial techniques and strategies to enable participants to develop and grow an innovative business. "I had been looking for a life sciences entrepreneurship program for a long time," says Véronique Bougie, one of the participants in the first cohort of the program. "There aren't very many. None, in fact."

Including a focus on business acumen in life sciences education mitigates risks related to product market fit. By improving their management skills, life sciences researchers and experts can better

> "Montreal is booming with the number of startups in AI. The purpose of this program is to help life science researchers use AI in their area of expertise."

prepare themselves for the business issues they encounter in their careers. "The project that you're thinking is going to one day save someone's life or provide better quality of life. That process of financing, of discovering the cost of capital, of discovering how to bring it to market, needs to have a huge applied component," says Reena Atanasiadis, Dean of the Williams School of Business at Bishop's University and one of the instructors of the Life Sciences Entrepreneurship Development Program. "We need to tell you not only the why, but the how things happen."

UNDERSTANDING THE MARKET

A key factor in the effective development and distribution of medication and medical equipment is for professionals in the life sciences industry to recognize and understand the needs and wishes of a product's stakeholders. "The drug developer needs to be able to understand the concerns of the different people or groups in society who are interested and who will ultimately facilitate access to market discovery," says Dr. Denis DeBlois, tenured professor in the Faculty of Pharmacy at the University of Montreal and one of the instructors of the Life Sciences Entrepreneurship Development Program. "You have to think about selling the idea of the benefits of a medication to these different people, so you have to be capable of seeing things from different perspectives." The groups DeBlois references not only include the patients who would ultimately be taking the medication, but also those who are involved on a less direct level: the doctor who prescribes the medication, the insurance company who covers the cost or the government organization who deems the medication safe for use.

The industry requires professionals to have excellent scientific and technical understanding; however, they need to use that knowledge in tandem with a good understanding of the market, stakeholders, and the industry in order for their work to reach the right people.

LIFE SCIENCES AT CONCORDIA

In addition to the Life Sciences Entrepreneurship Development program, Concordia hosts a number of other resources dedicated to creating programs and initiatives based in the life sciences sector.

Concordia's PERFORM Centre has state-of-the-art facilities and top-of-the-line equipment dedicated to the support of research and education in the health and life sciences sector with a focus on physical activity, nutrition and lifestyle. The centre aims to bring researchers, students and the community together to further the research, education and application of healthy living.

District 3 Innovation Centre is highly focused on supporting startups in the life sciences sector, with a large chunk of the centre dedicating resources to programs and initiatives through the Life Sciences District. One such program is the AI in Life Sciences Discovery Program, a six-week program that aims to accelerate the creation of disruptive solutions in life sciences leveraging AI. "Montreal is booming with the number of startups in AI" says Mahzad Sharifahmadian, Biolab Manager and Life Sciences Fellow at District 3. "The purpose of this program is to help life science researchers use AI in their area of expertise."

The department stays involved with industry-relevant events in the community and in addition to hosting many such events, the Life Sciences District hosts monthly Biotalk sessions in which innovations and new trends in the life sciences industry are discussed.

In addition, Concordia will be opening a new applied sciences research centre at the Loyola campus. District 3's involvement in this centre will include more space for life sciences startups, coaching and mentoring, as well as additional office space. It will provide innovative thinkers in the life sciences industry with the facilities required to work on their ideas. This research centre will have state-of-the-art facilities and equipment and will focus on bio and biomedical products.

PLAYING DEFENSE WITH CYBERSECURITY

As society puts more trust and information into digital systems, companies must consider the role cybersecurity plays for them, and understand how their decisions regarding cybersecurity affect stakeholders.

Over the past several years, the number of cyberattacks that occur annually has increased dramatically and are projected to increase further each year for the foreseeable future. In 2017, cyberattacks were eighth on the Risks of Highest Concern for Doing Business, as published by the World Economic Forum, bumping that category into the top ten for the first time. The number of hackers themselves is increasing, and they are becoming more sophisticated as people become increasingly familiar with high-level technology. Regardless of whether hackers' intentions are to do actual harm to the company, or simply gain unauthorized access because they can, companies require progressively creative methods to protect themselves against such attacks and maintain the confidence of those affected by an information breach.

> "The transparency and the disclosure about cybersecurity at companies, at this point, is relatively very thin."

To ensure top-level security for themselves and to maintain the confidence of their stakeholders, companies must understand and employ the most recent and reliable cybersecurity practices. Due to a lack of funds, lack of resources, or lack of awareness about the importance of cybersecurity, many companies still neglect to invest adequate resources in this critical issue. According to the Ponemon Institute's Cost of a Data Breach Study, in 2017 the average cost of a data breach was $3.86 million, meaning a cyber-breach would likely cost a company far more than protection would, both in dollars and in reputation loss. In order to compete with cybersecurity threats, companies should follow some basic best practices.

Stephen Kibsey, instructor of the John Molson Executive Centre's Sustainable Investment Professional Certification and Adjunct Professor of the Executive MBA Program at the John Molson School of Business says one of the many ways a company can protect itself is by ensuring that cybersecurity is specifically discussed at the board level and with upper-level management. Ensuring communication is in place not only helps companies to avoid cyberattacks and data breaches, but can also help them develop solid strategies and processes to follow, should such an event occur. Promoting upper-level involvement in cybersecurity also allows companies to more easily implement a cybersecurity-savvy culture, which, according to Kibsey, is another best practice of which companies should be aware.

In addition, implementing cybersecurity training is an effective way to ensure that the knowledge and culture of cybersecurity is passed through all levels of employees. By investing in training on a variety of topics within the realm of cybersecurity, companies are much less likely to experience a data breach, especially one caused by negligence of an employee. Currently, human error (i.e. negligence) is responsible for approximately 27 per cent of data breaches according to the Ponemon Institute's 2018 Cost of a Data Breach Study. Having a team of employees who understand cybersecurity at a mature level ensures that the company has that many more people protecting it from cyberattacks and data breaches, and that many fewer people contributing to them. Due to the aggressive nature of cyberattacks, anybody who is not assisting with the cybersecurity of a company is effectively creating vulnerability.

When it comes to the company's stakeholders though, it can be difficult to prove that ample cybersecurity measures are being taken, especially for potential investors who are analyzing the company to ensure that it is a worthy investment. Companies become caught up in a sort of paradox when it comes to sharing such information, because the proof required to ease the minds of stakeholders can also provide potential hackers with the tools they need to more easily access the company's system. "The transparency and the disclosure about cybersecurity at companies, at this point, is relatively very thin." Kibsey says, but some companies are trying alternative methods to assure

stakeholders they are taking cybersecurity seriously. For example, Exxon Mobile published the number of unsuccessful unauthorized access attempts that were made on its system in a year. Using indirect methods like this may be one way to prove a company's maturity in cybersecurity to its stakeholders without making themselves vulnerable to potential threats.

Ideally, companies would put a halt to hacker activity before the hackers were able to enter the system and access the valuable data within, but that's not realistic. Best practices have adapted over the years to help companies to protect themselves, but the most frustrating aspect of the hacker-company relationship is that the company is always playing defense, because it is next to impossible to anticipate the next move hackers are going to make. Kibsey says there is an element of collaboration that should exist, and already does to some extent, in companies' efforts to thwart hacker activity. "Companies in a similar industry tend to get together, whether there's been a breach or not, share information, if they have been breached, maybe share that information with other companies in a similar industry, to tell them, look, if this happened to us it could happen to you," Kibsey says. "I think where we have to go is the so-called 'honest players' have to continue to collaborate and work together to keep the bad guys out."

SUSTAINABLE INVESTMENT PROFESSIONAL CERTIFICATION: POSITIVE IMPACT, POSITIVE RETURNS

Just under a year after the launch of the updated Sustainable Investment Professional Certification, one graduate shared his experience

Sustainable investing examines aspects regarding the ethics and sustainability of an investment in addition to the considerations all investors must make. Environment, social and governance (ESG) are the three main categories that are taken into consideration when determining the sustainability of an investment, and issues of sustainability and ethics are assigned to one or more of these categories. The Sustainable Investment Professional Certification (SIPC) introduces sustainable investing, teaches participants about ESG concepts, and provides participants with an opportunity to apply those concepts in a final project of their choosing.

> “It was after completing just two of the three courses towards the SIPC certification that Lavigne was hired at his current job.”

Split into three parts, the courses of the SIPC are Intro to Sustainable Investing, ESG Concepts, and Sustainable Investment Certification. Participants are given a maximum of three, nine, and six months respectively to complete each course on an independent and self-paced basis. Each course is independent of the next, however to achieve certification all three must be completed, and each serves as a prerequisite for the following course.

Philippe Lavigne was the first person to complete all three courses, just eleven months after the program's relaunch in February of 2018. "I took it seriously, doing the readings and everything," he says, adding that the self-paced program does require focus, effort and a desire to work in the industry. Lavigne was in the process of searching for something to study when he heard about the SIPC program. Having a background in finance, it made sense that he try it out. "I ended up enrolling in [the] program, which, from what I heard afterwards, helped me get the job I have right now," he says. As Senior Advisor of Investments at a fund management company, Lavigne says he uses his knowledge of sustainable investing more than half of the time. "I wasn't sure when I took the program that I would end up doing that as much as I am," he says. "I didn't know to which extent these kinds of jobs were available."

It was after completing just two of the three courses towards the SIPC certification that Lavigne was hired at his current job, which also gave him the opportunity to experience the program on both a full-time and part-time basis. "The fact that it's web-based is extremely convenient, being able to do it at your own pace," he says. In addition to the fully online and independent environment, other aspects of the program's design allow it to be compatible with a full-time job. Participants may choose the exact day they would like to begin the program, and the end date of each section is set to a specific date in relation to the participant's unique chosen start date.

JMEC's goal in creating and renewing the SIPC was to ensure that the material was not only informative, but also relevant. Participants have access to the mandatory content and readings used in the program, as well as a large collection of supplementary resources and readings. "It covers a lot of material," Lavigne says. "Everything is covered, and one thing that struck me was that it's all recent material." In order to give the program the best of both an online and a classroom environment, participants receive detailed feedback on assignments and exams, which provides them with the information needed to improve and learn. Should participants require additional assistance and support, professors are available to provide guidance. While the program may be primarily independent, participants are not alone.

Lavigne does have a word of caution to share with those looking at completing the certification. "If they are taking it just to have another certificate to put on their resume, I would warn them that there is still a lot of work to put into it," he says. "For someone who really wants to work in Sustainable Investment, I think the format is perfect. I definitely enjoyed the way it was done."

LEADERSHIP SPOTLIGHT: JACQUES DUCHESNEAU

As former police chief, CATSA president, and politician, and as current inspector general, Jacques Duchesneau has worn many hats. He added to his collection by joining the JMSB team.

Simply put, Jacques Duchesneau is out to make a difference. He was selected to be Affiliate Scholar in the Department of Supply Chain and Technology Management, which will include advising responsibilities as well as sitting on committees, lecturing, and he may also be involved in the adaptation of the ethics portion of the MBA and EMBA programs. "I'm not looking for a job, I have a job," he says of his new position. "But I really am thrilled by the challenge. You know, these are the leaders of tomorrow." And Duchesneau has a lot to share with the leaders of tomorrow.

DREAMING OF MAKING THINGS HAPPEN

A self-proclaimed dreamer, Duchesneau isn't one to sit around and wait for things to happen, and he has sought out positions that could effect real change over the course of his career. According to Duchesneau, it's up to individuals to make change, if they want it. "You can decide to make a difference and make sure we get to live a better life altogether," he says.

In 2002 Duchesneau was appointed to the position of President and CEO of the Canadian Air Transport Security Authority (CATSA). His role was to increase traveler safety after the 9/11 attacks. This meant increasing security measures in 89 Canadian airports, and not only ensuring that Canadian travelers were safe flying, but also

> "You can decide to make a difference and make sure we get to live a better life altogether."

ensuring that they felt safe flying again. It was also important that Canada be able to prove that its safety measures were sufficient in order for Canadian flights to be allowed to enter other countries – specifically the United States. "They were clear, if we didn't do our job properly, then they would stop our planes from coming to the United States," Duchesneau says of the crucial time after 9/11. "But we convinced them that we were playing ball and that we did a great job."

Another result of 9/11 was that insurance companies around the world removed any clause that provided insurance coverage for terrorist acts, but under Duchesneau's lead, Canada was the first to have terrorism clauses reinstated by those insurance companies. "That's probably one of the best things I had to manage […] because in case of any crisis or catastrophe, we would have had that money to fulfill our job, in a way, by paying the victims."

MAKING TOUGH CHOICES

Duchesneau was also in charge of leading an anti-collusion unit in 2010, which led to the discovery of a large number of cases proving severe corruption in the construction industry in Quebec. Duchesneau made the decision to make documents public to prove that Quebec had a corruption problem, but it was not an easy decision to make. "It's tough on the family, real tough. And not always pleasant. I made sure that people who were robbing us would stop, but people were robbing hundreds of millions of dollars. You think you can make friends by stopping them from robbing you? The answer is no."

Now, Duchesneau is an Inspector General with three distinct mandates: to look back 20 years to find corrupt accounts and find ways to bring that money back to taxpayers; to analyze present contracts for corrupt activity and ensure that contract terms are being followed; and train and inform the next generation about the consequences of corruption. "Corruption kills in different ways," Duchesneau says. "[…] We don't see it, so I need to put focus on these issues to the next generation of leaders."

GOOD LEADERSHIP IS IN THE SIMPLE THINGS

However, after years of being a leader, Duchesneau says it really comes down to a couple of basics. One of the most important leadership characteristics, according to Duchesneau, is communication. "You cannot be a leader behind closed doors," he says, remembering his time with the police service. He recalls how he knew nearly every employee by name, an admirable feat for a leader of 6,000. "I always say, manage by wandering around. Walk around, talk to people. Employees are human beings also." Duchesneau believes that communicating with employees in this way helps them to see their leader in a more human light as well.

He also says leaders need to recognize that life is happening while employees are at work. "I would always take care of things, if they had a kid sick or two jobs, or not enough time, I would always take care of these little things," he says. "And I think in the long term it paid off." When employees see that their leader cares about them as a person, it makes them feel appreciated.

Finally, Duchesneau says leaders need to force themselves to find a solid work-life balance, even when it seems impossible. "When I was police chief I was also coach of my sons' hockey teams. I never missed one game," Duchesneau says. That's not to say that the world stopped when hockey began, but Duchesneau found a way to ensure that his employees could manage while he was away. "A couple of years ago my sons mentioned that it meant a lot to them. So, find a proper balance, because when your job quits you, your family will always be there."

NEXT-GENERATION JOURNEYS: THE MANAGEMENT CERTIFICATE IN CIVIL AVIATION

Civil aviation is a rapidly growing industry, and with that growth comes the demand for management-level professionals who are trained and ready to take on the new challenges that will inevitably arise. The Management Certificate in Civil Aviation covers three main topics to help leaders prepare and enhance their leadership skills in civil aviation: strategic management, human resources management, and business planning and decision-making. These themes provide leaders and potential leaders in civil aviation with the tools needed to bring their organizations up to speed on critical industry issues. In nine modules spread over five weeks of hybrid learning, each certificate provides a well-rounded view of the theme under the instruction of a variety of professionals who represent unique perspectives.

> "I will never regret having taken this program, it is hands on and it will drive the organization forward to achieve its intended goals and visions."

HYBRID LEARNING FOR FLEXIBILITY

The triad of certificates that make up the Management Certificate in Civil Aviation are all offered in a hybrid learning environment. The course begins with four weeks of online learning, which includes videos, their transcriptions, and the corresponding PowerPoint presentations, which, combined, accommodate the different ways in which leaders absorb information. Although this portion of the program is offered online, resources are never far away. Participants are encouraged to communicate with their professors in order to promote a good understanding of the material, even from thousands of miles away. The combination of materials and resources provided for the online modules presents learners with a supportive and interactive learning environment, and allows them to begin their learning journey without interrupting their daily routine and work schedule.

The second portion of the program brings the participants together in Montreal, a civil aviation hub and a prime location for aviation training. During this face-to-face week, it isn't just the instructors who do the teaching. Through group work, discussion, and collaboration, participants from all over the world are able to connect and share their ideas and knowledge on the topics in question, which introduces the added level of peer learning to the program. According to participant Cary Price, Manager of the Civil Aviation Training Centre at the Trinidad Civil Aviation Authority, the combination of both a diverse learning group and varied teaching staff was an important addition to the program. "It was an enriching experience being in that environment with a lot of professionals and learning from other professionals, instructors and lecturers," Price says.

TEACHING THE METHODS THAT WORK

The Management Certificate in Civil Aviation is designed to provide leaders with practical knowledge that can easily be used in their day-to-day tasks, or that can assist in preparing employees for the leadership position they are striving for. "I've done a lot of programs before," Price says. "But this program was the first one that actually gave me tools that I can actually implement and use in the workplace." Using case studies and situations which focus on real-life problems, attendees of the three certificates gain experience dealing with major issues pertaining to the main themes covered, and they leave with a real understanding on how to handle such issues in the most effective manner, and what methods don't work and why. Kurt Solomon, Air Traffic Control Instructor at the Jamaica Civil Aviation authority says the information provided in the program is highly valuable for him and his team. "We need this information, we need to be better managers of our organization, and we need to be better employees as well, so we function in both capacities and the skillsets here are really transferable to what we do."

TRAINING LEADERS FROM AROUND THE WORLD

The program has hosted participants from 20 different countries who come from a variety of different positions and backgrounds. Professionals from both private, government and UN organizations have participated in at least one of the three certificates, and many have returned to continue and complete the full Management Certificate in Civil Aviation.

In such a rapidly growing and changing global industry, it is crucial that leaders have access to the necessary training that will not only serve to accelerate the trainees forward in their careers, but will also help move their organizations forward and create synergy between industry stakeholders in different countries.

"I will never regret having taken this program," says participant Gabriel Sharp Etsey, Planning Analyst at the Ghana Civil Aviation Authority. "It is hands on and it will drive the organization forward to achieve its intended goals and visions."

LEADERSHIP SPOTLIGHT: MESHESHA BELAYNEH

Meshesha Belayneh, a long-time leader in the transportation industry and in the International Civil Aviation Organization (ICAO), shares his thoughts, experiences, and advice on how to excel as a leader.

After completing his degree in mathematics and statistics, Meshesha Belayneh began his career working with the Ethiopian Road and Transport Authority. Within six months, he took on the role of Deputy Planning Head in his department and within the next eighteen months, was promoted to Acting Department Head. Belayneh has been working in the transportation industry ever since.

Today, Belayneh is both Deputy Director of ICAO's Technical Cooperation Bureau and Chief of ICAO's Global Aviation Training Office.

Belayneh says the support and guidance he experienced from knowledgeable supervisors provided him with some key skills required for a future in leadership.

Over the span of his career, Belayneh has managed a variety of teams in both government and UN-based organizations. "The experiences or challenges you have in a government institution and a UN agency are not the same. Having said that, what I have learned in the government institutions has helped me blend in with the UN system," Belayneh says. Working in complex, multinational environments developed his resiliency and agility while bolstering Belayneh's adaptive capacity to excel in this fast-paced industry. Having the ability to adapt in new environments is crucial to being an effective leader, but the experience gained from each new leadership position helps to shape and prepare leaders for future endeavours.

> "From time to time challenges will pop up and you have to know that there is some background to that. You have to be patient and look at issues from different angles."

UNDERSTANDING THE HUMAN ELEMENT

Leaders must recognize that every employee understands and communicates differently. "You have to know that you are working with human beings." Belayneh says. "From time to time challenges will pop up and you have to know that there is some background to that. You have to be patient and look at issues from different angles."

This is especially true in the context of a UN organization. People bring different cultures, backgrounds, and personalities to the table — and those differences shape how they think. However, Belayneh recognizes this is a unique environment that promotes diversity of thought that can actually improve the performance of the teams he is responsible for.

Belayneh says that a key element to ensuring all employees feel understood and represented in the workplace is to create cohesion amongst the team members and to use teamwork and communication to reinstate balance in the work environment.

RECOGNIZING THE VALUE OF THE TEAM

Early in his career, Belayneh learned to recognize the value that every employee brings to the organization. As a young employee and a new leader at the Ethiopian Road and Transport Authority, his supervisors would often include him in group brainstorming exercises to leverage his fresh perspective. "I'm grateful to those supervisors," he says. "Sometimes when you're young and you lack experience you propose drastic measures and your supervisors tell you 'no, no, no that's not how you do it.'"

These exercises not only provided an opportunity for Belayneh to learn from his supervisors and his highly experienced colleagues, but they also demonstrated how every employee's input should be valued and respected. Some of the most improbable suggestions can lead to logical solutions. "You have to be a team player. Every one of the staff members you are working with is important," Belayneh says. "I don't underestimate the contribution of anyone."

Each employee's unique experiences influence the techniques they use in problem solving. In order to leverage the strengths of each team member, leaders need to understand that they can't do it all, and that it's okay to rely on the abilities of others. "I am very open about the fact that there are things I may not be able to do, but my colleagues can," Belayneh says. "You have to work as a team."

PLACATING SUPERVISORS IS NOT A SUCCESS STRATEGY

There are eight airports in Ethiopia that hold exceptional importance for Belayneh. The building of these airports was a huge project, which held significant socioeconomic importance for the country, and it was under Belayneh's leadership that this project came to fruition. "Whenever I travel to these places I feel I have fulfilled something," he says. "I feel I have achieved something." But Belayneh says success does not come from trying to please others.

Regardless of whether it is the construction of multiple international airports or the composition of a simple email, Belayneh says employees should aim to satisfy their own standards before anybody else's. "I don't do anything to appease a supervisor. I never did," he says. "Give the best you can, convince yourself that this is the best you can do."

The idea behind this method is that if employees choose to provide only what they believe is required they stifle their potential. If employees complete tasks to the best of their abilities, they are allowing for the opportunity to learn from the mistakes they make. "If that is the approach," Belayneh says, "you will always be above the bar."

THE AIRPORT EXECUTIVE LEADERSHIP PROGRAM: GIVING AIRPORT LEADERS A LOOK AT THE NEXT GENERATION

The John Molson Executive Centre (JMEC) collaborates with Airports Council International (ACI) to offer a program that provides airport leaders with the tools needed to excel in an ever-changing industry.

The prospect of growth in aviation is expected, and airports, for the most part, have done a good job of planning decades ahead to ensure they can handle increased volumes of people over time. However, analysts say that the industry is expected to double in size over the next 20 years, a level of growth that could not have been anticipated until merely a few years ago. In addition, the trends that occur within airports are changing in terms of traveler independence, interaction with airport services, and expectations.

> In a globalized world, collaborating with other leaders in the industry is necessary to keeping up with trends and advancements.

As such, airport leaders need to be prepared to handle the challenges that will inevitably present themselves as the next generation of aviation emerges. The skills airport leaders will need to succeed in such a rapidly changing environment are precisely the skills the Airport Executive Leadership Program (AELP) aims to present, whether to experienced or emerging leaders, as the industry prepares for extreme growth and the introduction of increasingly advanced technology and innovation.

The AELP covers real issues and concerns as presented by airport CEOs – primarily the 28 who sit on ACI's board of governors. These CEOs represent the needs of different airports worldwide, which allows the program to introduce a variety of methods that represent real industry practice, which leaders can then implement in their own airports. It is crucial that airport leaders understand concepts rather than memorize individual solutions because of the constantly adapting environment in which airports function. By introducing concepts in this way, leaders are able to apply knowledge to a variety of situations, even when presented with challenges they have never experienced before. With significant input from real industry players, the AELP is able to remain ahead of the curve in terms of addressing the trends and needs airports are currently experiencing, and those they expect to see in the near future.

Currently, one of the major concerns for airports is infrastructure needs. Due to the expected volume of growth predicted in the next 20 years, airport leaders need to look at long term issues in order to deal with infrastructure issues both now, and in the future as expansion becomes necessary. In addition, airports need to continually adapt their service offerings to new trends in customer experience. An example is in the commercial concession offerings. As travelers' shopping habits evolve from "bricks and mortar" shops to savvy online consumers, airports are faced with the challenge of innovating and must adapt their business model to match the needs of their customers.

Kevin Caron, Director, Capacity Building Programmes at ACI completed the course in 2010 as a precursor to working with it. He notes that a major benefit of the program is its ability to stay consistently up to date as an ever-changing entity. "The course I attended in 2010 has changed in several ways from the course that was delivered this year… and I think that's the key strength of this program is that we continually innovate and we're continually analyzing the environment to see what's changing." In order to address emerging challenges, the AELP introduced a module on stakeholder management, as well as increased the focus on innovation. Over the years topics like cultural awareness and using social media for communications were phased out, which ultimately allows for more focus to be given to the topics that are most pertinent in the industry at any given time.

In addition to adaptable course content, the AELP offers an experiential learning environment, which provides real-life, industry-relevant examples and projects that promote the development of the skills airport leaders require in their daily work environment. "What differentiates this [program] is that it provides leadership training and really puts it in the airport environment." Caron says. The collaboration between JMEC and ACI allows for each organization to pull on its strengths in order to offer a program that provides participants with both theoretical concepts and hands-on exercises delivered by individuals who bring both academic expertise and industry experience to the classroom.

In a globalized world, collaborating with other leaders in the industry is necessary to keeping up with trends and advancements. Participants in the AELP are introduced to global industry leaders, which provides them with a valuable network of individuals with whom they can associate and discuss. "A lot of these participants, including myself with the class I took, stay in contact with each other and sort of just bounce ideas off each other," Caron says. "Airports are unique in that there is competition, but we're more than happy to share ideas with each other."

THE ROLE OF LEADERSHIP COACHING

We sat down with professor and master coach Jim Gavin, PhD to discuss the role that coaching plays in organizational leadership.

Although coaching is a relatively new field, leaders engaging with skilled professionals in order to gain traction on professional issues is age-old. Before coaching came on the scene, consulting psychologists helped executives think through the issues they were experiencing in their professional lives. While there is some overlap between the older approach of executive coaching and leadership coaching, critical differences can be found in the skillsets of coaches and their flexibility in work styles. As Gavin describes it, "The methodology of the psychologically-based consulting resembled the mind-set and processes of psychotherapy. Coaching by contrast draws from the rich resources of leadership studies, organizational behaviour, adult learning, psychology, systems thinking, and a myriad of other disciplines. More pragmatically, coaches communicate with their executive clients with impressive versatility to ensure reliable connection. They rely on the web for virtual communications to complement face-to-face conversations."

There are multiple reasons why a leader may seek out a coaching relationship. Regardless of a leader's background and current position, he or she will sooner or later encounter issues and scenarios for which a competent "thought partner" will be invaluable.

CATEGORIZING COACHING

Based on the needs of the leader at a particular point in time, different forms of coaching may be beneficial. "There are, in one sense, as many different approaches to coaching as there are coaches," Gavin says. However, the following five types of coaching can serve as a guide for organizations and leaders when exploring a coaching plan for leaders.

> "The whole person comes to work. No matter what topic a leader brings to the coach, coaching always touches every area of that person's life."

Leadership coaching focuses directly on growing a leader's skillset. New roles and challenges call for competencies that a leader may not yet have exercised. Gavin describes it as "a strategic process of facilitating the growth of competencies within the individual that are necessary for success at the leader's current level or the next."

Performance coaching helps leaders work on specific performance issues. Sometimes leaders feel as if they are 'in over their heads' and not performing at par. In contrast to leadership coaching, performance coaching is often indicated when deficits show up in a leader's current profile. Gavin says that "performance coaching may address such matters as interpersonal dynamics, creativity, communication, and shifting focus from managing to leading."

Career and transitional coaching are about helping leaders shift from one role to another, from one unit to another, or perhaps from one part of the globe to another. "Career or transitional coaching may be advisable when leaders are at various types of career crossroads, and they need to sort through the different values, needs and approaches that are present in these pivotal moments," Gavin says. Every transition in our lives brings with it a menu of potential changes. "When something dramatic alters in leaders' work lives, they may no longer be able to accurately read the roadmap or the rules of the game. A coach can help," says Gavin.

Third-generation coaching helps leaders define their purpose and identity in relation to the organization. In contrast to first- and second-generation coaching, which are based on tangible goals and outcomes, Gavin describes third-generation coaching as "more existential." It answers questions like, "How do I most want to contribute? What does my organization most need from me right now? And how can I balance what work asks of me and how I ultimately want to be in the world?" Third-generation coaching seems most aligned with the needs of senior executives or other leaders who are focused largely on the "big picture."

Personal development coaching is about coaching the leader as a whole person, not only as an employee in the context of the workplace. "The whole person comes to work," Gavin says. "No matter what topic a leader brings to the coach, coaching always touches every area of that person's life." Personal development coaching offers space for leaders to address whatever may be arising in their lives at this time with the ultimate purpose of enhancing their contributions to the organization, their families and society at large.

ONE SIZE DOES NOT FIT ALL

Coaching solutions are based on the leader's unique situation, which highlights the versatile methodology of modern leadership coaching. The leader does not have to adapt to the coaching method, but rather the coaching method is customized to the leader's needs.

Coaches tailor the format of an executive coaching experience to the needs of the leaders involved. In addition to the more intimate one-to-one coaching sessions, group, and team coaching also have a place in leadership development. The John Molson Executive Centre Coaching page discusses in more detail some of the different environments in which coaching can occur.

LABELLING THE ISSUE

An almost infinite variety of topics show up in requests for leadership coaching. In a broad sense, these topics include efficiency, adaptation, innovation, business development, relationship skills and work-life balance. However, the issues that leaders present rarely encompass the full depth of their needs. "Leaders rarely open the coaching conversation with a request to find deeper meaning in their work or with a concern about self-doubt," says Gavin. "Yet, more often than not, leaders want to delve into the purpose of their work, the relationships they are building, their dreams and aspirations, along with managing doubt, uncertainty and the normal dilemmas of modern life."

DIVCO TAKES ITS NEGOTIATION SKILLS TO THE NEXT LEVEL

DIVCO commissioned the John Molson Executive Centre to develop and deliver its first comprehensive development program for senior employees, tackling a topic that is in high demand right now.

TAILORED LEADERSHIP TRAINING AND DEVELOPMENT

for employees provides companies with a multitude of benefits. Research shows that employees who receive regular training remain with their companies longer and it improves productivity, profit and employee morale. In recent years, the number of training hours companies provide to employees has continued to increase.

PRE-PROGRAM COMMUNICATION IS KEY

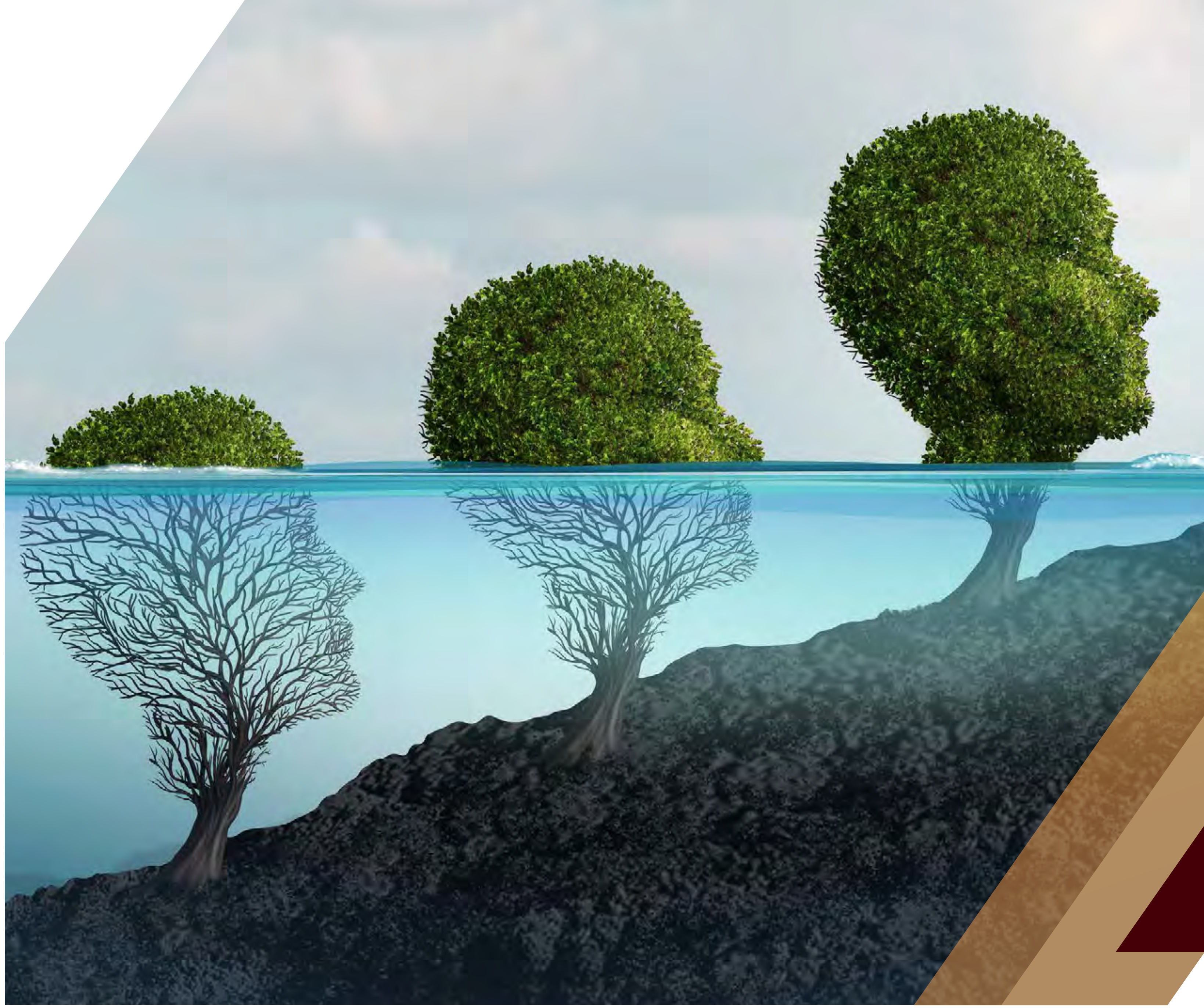
Adam Turner, President of DIVCO, a Montreal-based construction company, says his team had previously been involved in some in-house, as-needed training, but that it had never been consistent or held in a formal setting. Turner wanted to create a development plan that would provide his team with the tools needed to enhance its performance on a more regular basis. Through in-depth pre-program communication and planning, JMEC developed a program that met DIVCO's needs without eating up a lot of company time.

> "Negotiation is a highly effective topic for leader development in many sectors because the tactics can be used to improve both internal and external relations."

To accommodate DIVCO's busy schedule and to cut back on disruption to the participating leaders' work, the program was divided into four sessions to be delivered over the course of a year. Spreading out the sessions held two major benefits for the company. First, it helped to mitigate the impact on productivity that would occur if leaders were kept in training for an extended period of time. Second, it provided the participants with the opportunity to apply to their work what they had learned so far, then return for more. One of the biggest post-training difficulties companies have is the actual application of the methods and skills learned, especially for big topics that introduce many new concepts that may significantly change the way a leader currently does his or her job. By breaking up the sessions over a longer period of time, DIVCO leaders were able to slowly implement new tactics and skills, then reconvene to discuss their experiences and add another layer.

About 25 senior employees from DIVCO participated in the program, which targeted negotiation skills and tactics, a topic that Turner thought applied to all of the leaders undergoing the training. "Negotiation happens with our clients, with our suppliers and within our company with one another," Turner says. "I thought it was a broad and recurring theme in most of our activities, and was probably a good place to start." Negotiation is a highly effective topic for leader development in many sectors because the tactics can be used to improve both internal and external relations, as well as increase output and profit. Moving forward, Turner says he intends to have similar training programs developed on additional topics relevant to his people and his business.

The four sessions on negotiation were designed to provide DIVCO's leaders with the skills and tools needed to improve in their current positions. For them it was not necessarily about learning how to negotiate, as this is something most of them already do every day. Instead, the training was targeted towards enhancing their negotiating skills and leveraging the knowledge they already had in order to more effectively serve clients and support the company. The sessions were delivered using a blend of traditional classroom-style instruction and breakout sessions where participants convened in smaller groups to work on case studies in a hands-on environment. To further increase the quality of the learning experience for DIVCO's leaders, one of the major case studies used was based on a real situation that was specific to DIVCO. This allowed participants to directly apply the skills and tactics they were learning. "I thought that was a great exercise because it was tangible and something that everybody could understand and relate to," Turner says. "It was very effective."



In order to develop an efficient program that ticked all the boxes for DIVCO, JMEC spent significant amounts of time communicating with Turner, thus ensuring that the program would run without a hitch, a detail that was greatly appreciated. Turner likened the experience to what he does in his own company. "It's kind of like in our business: the more time we spend in the pre-construction phase makes the execution phase that much easier." In building the program, JMEC took Turner's initial ideas and turned them into a concrete program, which he was then able to provide feedback on through an ongoing conversation until the program was exactly what he wanted for his team. "Top marks. [JMEC] did a great job of understanding our needs and really tailoring a package to meet the objectives," Turner says. "I think a lot more good will come out of it over the years."

COACH CERTIFICATION: AS MUCH A PERSONAL JOURNEY AS A PROFESSIONAL ONE

The Professional and Personal Coach Certification has been guiding individuals along their coaching paths for over a decade. Two graduates share their journey.

"I was often told by my employees that I wouldn't just give them the answer," says Rita Dolzan, recounting how it was she came to consider pursuing coaching. "I felt there was more to me than the managing hat I was wearing." Dolzan completed both the Professional and Personal Coach Certification and the second module, Journey to Mastery.

Nicki Monahan, who graduated from the PPCC in 2017, and who has now completed the Journey to Mastery program, was led towards coaching primarily through one defining experience. Working in faculty development, she was asked by a senior dean to work with a faculty member who was struggling with his job. "He really needed a good coach, and even though I had good teaching skills and facilitation skills and counselling skills, I didn't have coaching skills," she says.

While the forces that brought these two women to the program may have been different, their situations share one big similarity: both Dolzan and Monahan saw an opportunity and took it. The path that brought them both to the Concordia Coach Certification Program was ultimately a personal one guided by learning new skills and improving the way they navigated their current jobs. What neither of them realized at the time was that it would turn out to be so much more.

"I did have some understanding, but I did not expect this." Dolzan says, explaining that in addition to becoming a coach practitioner and a professional in the field, the coaching program also changes the people who take it. "There's an internal work that is significant in order to be of service to someone else. I wasn't expecting that transformation."

> "I was really drawn to Concordia's program because we were actually doing coaching, not just reading about coaching or thinking about coaching or talking about coaching."

In coaching, although the skills and methods can be learned, the main tool required for coaching is the coach herself. Monahan says the Concordia Coaching Program is holistic, working on all aspects, including the personal. "It really is a program where you need to not just think about theory and skills, but you need to think about who you are and who you bring into the coaching experience, because as a coach the work that you do is really based on who you are and how present you can be in the moment"

Concordia was among the first universities in Canada to begin offering certified coach training programs with the coach certification program beginning more than a decade ago. The bulk of coach certification programs are offered through private companies or individuals, and a significant number of them are offered online. Moreover, they are neither academically grounded nor evidence-based. "How do you learn something that's really skills based, and interpersonal skills based completely online?" Monahan says. It's part of what led her to choose Concordia over other available coach certification programs. "I was really drawn to Concordia's program because we were actually doing coaching, not just reading about coaching or thinking about coaching or talking about coaching."

Although coaching is still an unregulated profession, organizations like the International Coach Federation (ICF) have laid out some solid guidelines to encourage consistency in the coaching practice. The ICF has different levels of certification available, which coaches are eligible for based primarily on the number of training hours and coaching hours they have completed. Those who complete the PPCC are eligible for ACC-level accreditation, and the Journey to Mastery provides the training hours required for a PCC-level accreditation, although coaches are still responsible for ensuring they have the necessary coaching hours before they can apply for this level of accreditation.

While it is mandatory to have the PPCC or an equivalent program in order to take the Journey to Mastery, it is not required that participants move on to the Journey to Mastery upon completion of the PPCC. For Monahan though, the progression to the second module was natural. "I didn't plan to do both, but I had such a positive experience with the PPCC program ... the next time it came around I jumped," she says, citing two forces that guided her towards taking the second program. "First of all, to work with Jim and Madeleine again, what a great opportunity. But also a chance, after I had been doing more coaching and developing my skills, to really refine my skills."

The Journey to Mastery, while focussing on many of the same concepts as the PPCC, adds depth to the competencies introduced in the first module. "It's a game changer," Dolzan says. "This is not a skill you can figure out alone. You need supervision, you need feedback from your colleagues, from your professors, you need to go deep."

In the wake of these programs, both Dolzan and Monahan are working towards their next careers as full-time professional coaches. "I'm completely excited because I love the job that I do right now, but I have this other coaching part of me that means I have something else to move into that really excites me, that uses skills that I've developed," Monahan says. "It's fantastic, it's really energizing."

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