

Accelerating Future Leaders: learn how career rapid development happens through business simulation & experiential learning



DR. DENNIS REBELO

Chief Learning Officer

Special Guest: Dr. Tom Conine

Professor of Finance, Fairfield University
& Co-Founder, Tri Corp



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Today's webinar is worth 1 Continuing Professional Education (CPE) credit.

To be eligible for CPE credit, you must:

- Answer **at least 3 of the 4** polling questions (during the webinar) and have a total viewing time of **at least 50** minutes.
- Participants will have the opportunity to download their CPE certificate immediately following the webinar if above requirements are met.
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89%

**OF EXECUTIVES RATE
"STRENGTHENING THE LEADERSHIP
PIPELINE" AS URGENT...BUT HOW?**

Data Source: Harvard Business Review Oct. 6, 2016

<https://hbr.org/2016/10/the-5-elements-of-a-strong-leadership-pipeline>

www.freepik.com/free-vector/entrepreneurs_795885.htm'>Designed by Freepik

WHAT MIGHT BE AN OPTIMAL APPROACH?

Accelerating Future Leaders: learn how career rapid development happens through business simulation & experiential learning

DESCRIPTION: This webinar offers an opportunity for participants to learn how career acceleration and leadership development happens through business simulation and experiential learning. Dr. Dennis Rebelo will be engaging and co-presenting with Dr. Tom Conine, President of TriCorp & Professor of Finance at Fairfield University, to highlight the reasons why organizations like GE, DELL and CISCO have used 3-4 day experientially driven learning opportunities to emulate real world business options to ready emerging leaders.

Dr. Conine will focus on the learning design of business simulation programs and the learning factors worthy of considering when a group congregates from diverse business units. The presenters will review the way financial and accounting professionals learn – through business simulations - to find their leadership personal voice, enhance collaboration, and positively access and evolve critical thinking.

How knowledge transfer moves from the lived experience (inside the learning simulation) to real-world application (off-site), when leaders return to their workplace roles, provides a gateway for leadership identity evolution; Dr. Dennis will review the “returning to work” post-simulation “opportunity” showcasing ways to overcome any obstacles and positively accelerate career-pathing towards one’s leadership goals.

LEARNING OBJECTIVES: This webinar has the following learning objectives. At the conclusion of webinar attendees will be able to:

- Understand how and why business simulations are formed to mirror real-world scenarios from a design standpoint;
- Acknowledge how leading organizations have leveraged varied types of simulations to created opportunities for safe exploration of leadership competencies;
- Identify specific ways to explore possible areas of leadership growth (including exploration, communication, and adaptability) that can be accessed in business simulation learning environments;
- Examine the possible obstacles that exist during post-learning experiences (when learning-leaders return to work) as a way to help learners evolve their leadership narratives by preparing them for response to anticipated challenges.

PRESENTERS: Dr. Dennis Rebelo, Chief Learning Officer, Financial Executives International
Dr. Tom Conine, President, TriCorp & Professor of Finance, Fairfield University

Bridging the gap



Between Formal but abstract training



Surrounded by Context and Support



Experiential Learning



and the realities of our everyday lives



Is about providing spaces to play



Helping us make sense of things



©2013 Julian Stodd

Example of What Work is Like Today

NEEDS



Ecology of the Financial Executive:

The CFO Role as an Illustration:

REALITY

THE TOP THREE REPORTED AREAS

Areas where CFOs focused on nonfinance roles spent the most time, past 12 months



(McKinsey, 2017)



AS MANY AS **60%**
WHO GET PROMOTED
WILL FAIL

Data source: www.harmonics.ie/60-managers-fail-year/



PASSIVE
TRANSITION FROM DOER TO LEADER



Traditional Learning, e-Learning & Skill Development
lead to only 40% of new leaders succeeding



ACTIVE
TRANSITION FROM DOER TO LEADER



Experiential Learning, Self-Awareness & Behavioral Focus
lead to nearly 100% of new leaders succeeding

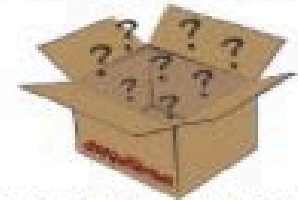
www.freepik.com/free-vector/men-silhouettes-background_714770.htm>Designed by Freepik

WHY BUSINESS SIMULATIONS WORK: a historical perspective

EXPERIENCE & EDUCATION

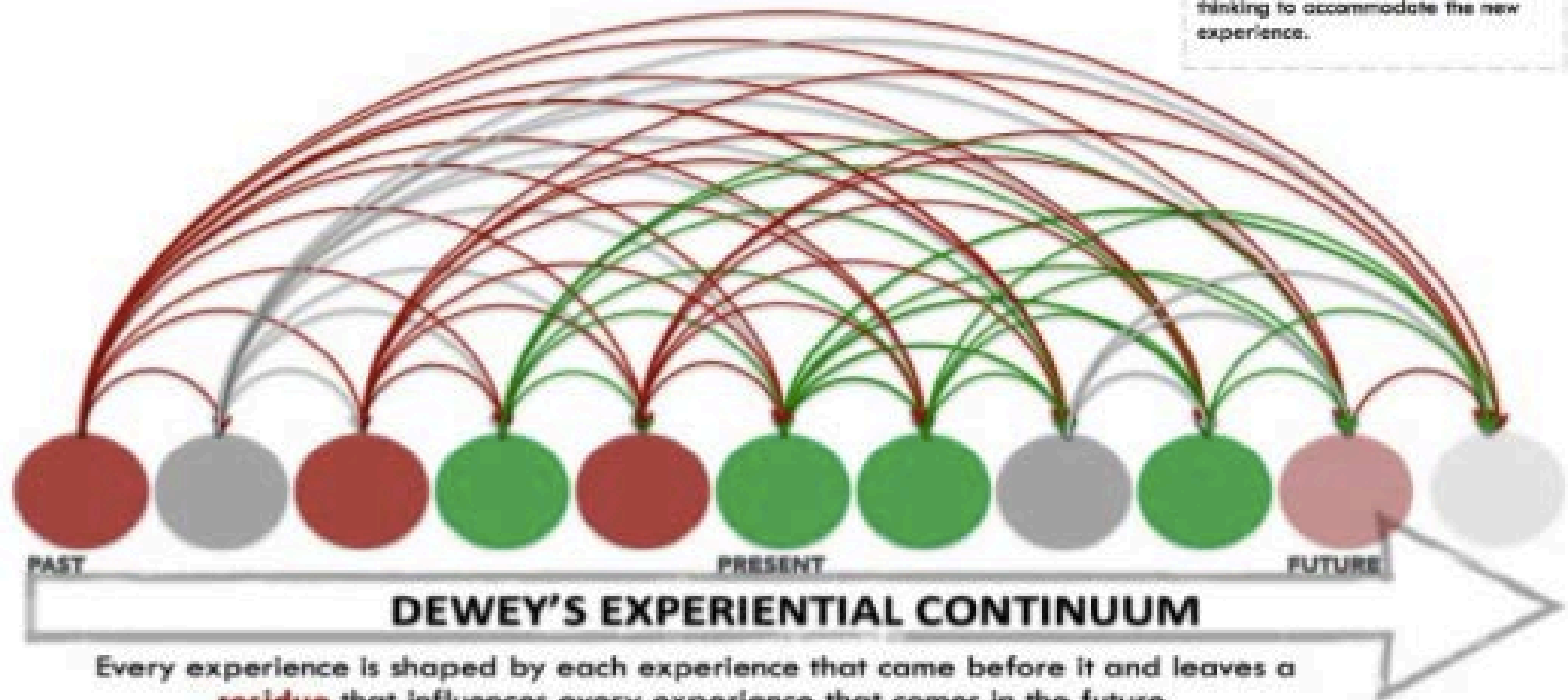
John Dewey (1938)

PROMOTING GROWTH



An educative experience arises when a learner's way of understanding something clashes with a new idea or situation they encounter.

Faced with this **disequilibrium** a learner must modify their way of thinking to accommodate the new experience.

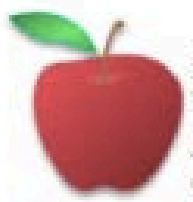
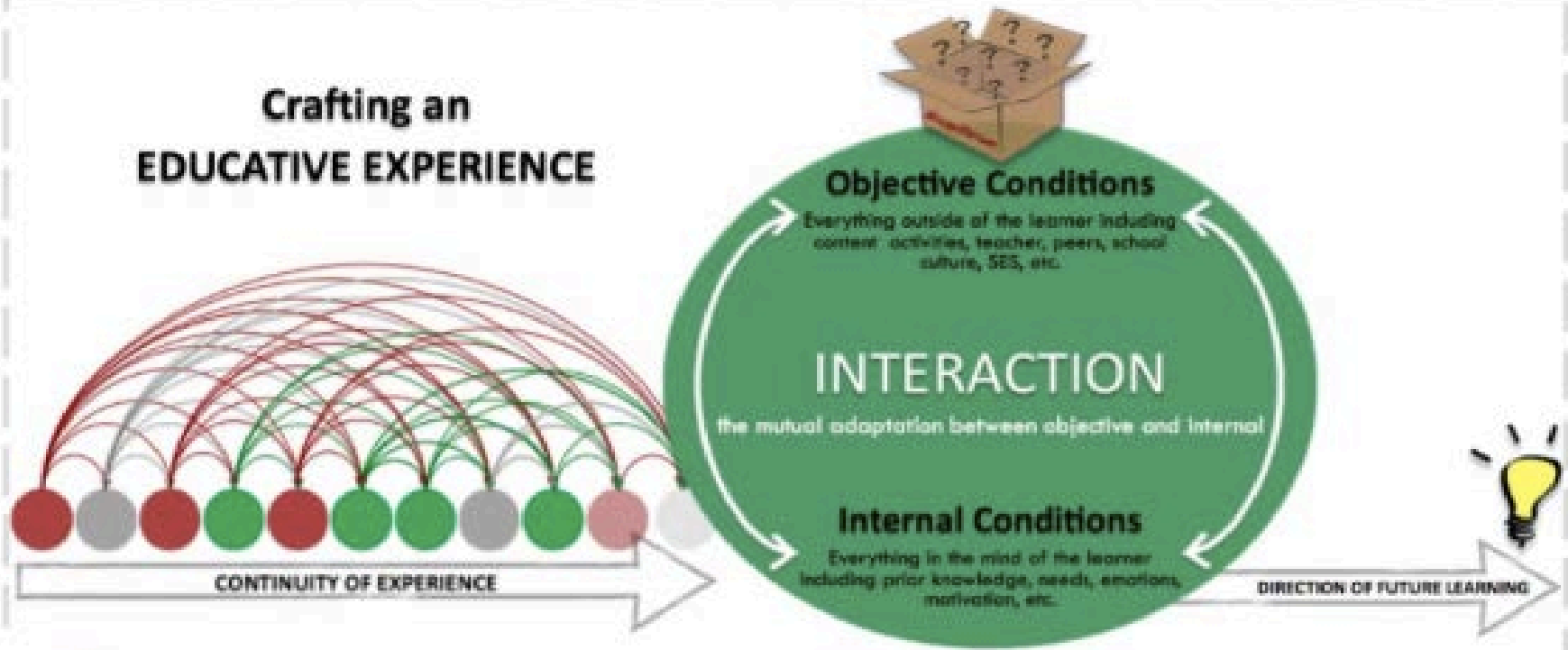


Every experience is shaped by each experience that came before it and leaves a **residue** that influences every experience that comes in the future.

This is also referred to as **continuity of experience**.

HOW INTERACTION & CONDITIONS INFLUENCE LEARNING & TEACHING:

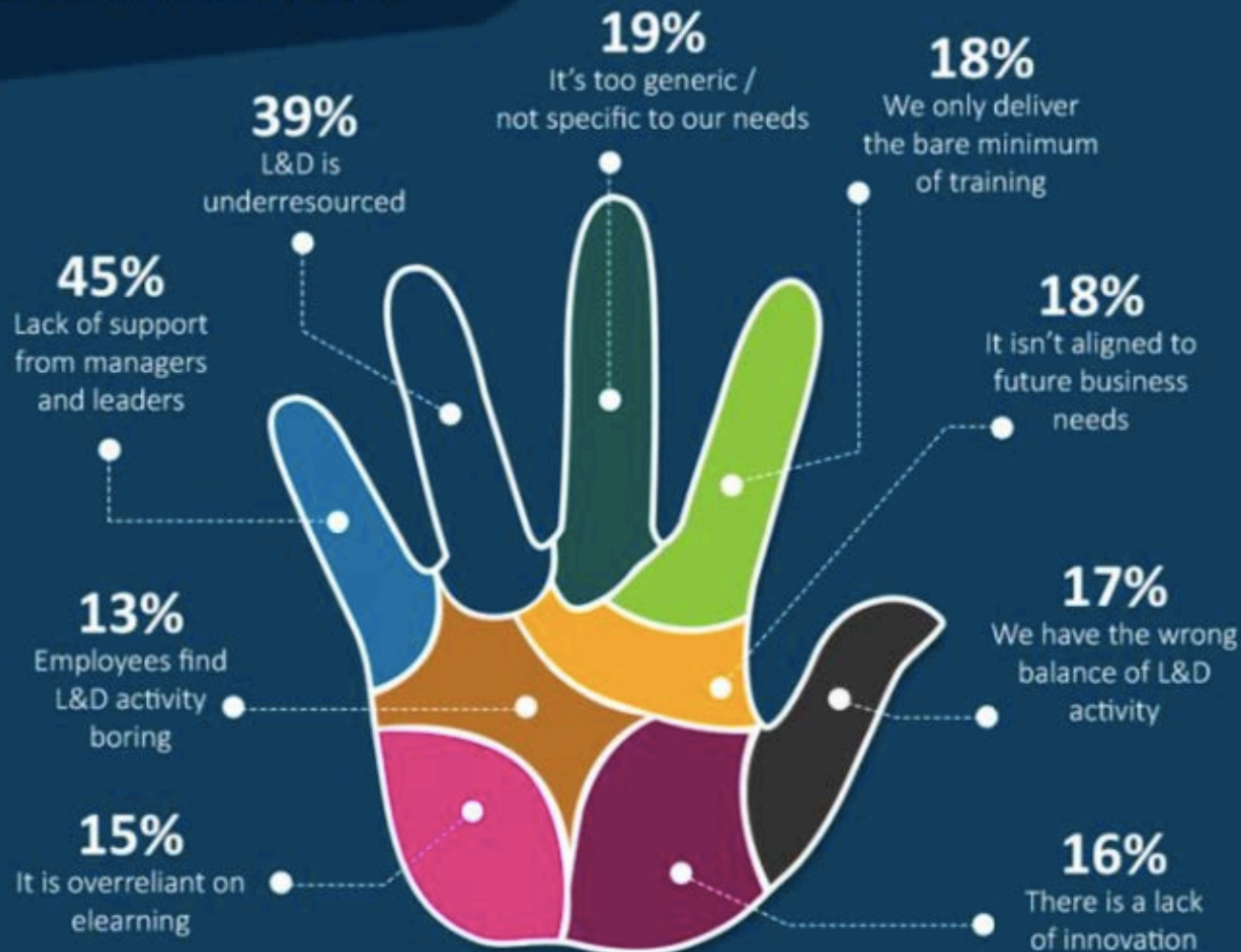
Crafting an EDUCATIVE EXPERIENCE



Role of the teacher: Evaluate the past and present conditions of the learner(s) and their experiences in the environment and use this information to shape the direction of future learning.
Manipulate objective conditions in order to stimulate **disequilibrium**, providing situations that challenge existing ways of thinking or being that will prompt inquiry and lead to growth.



WHAT STOPS L&D ACTIVITY FROM BEING MORE EFFECTIVE IN YOUR ORGANISATION?





Millennials reshaping the workplace

Here is what the **4,364** graduates across **75** countries surveyed by PwC said:

41%

would rather communicate electronically at work than face-to-face or over the phone

Over 50%

routinely make use of their own tech at work

78%

said that access to the technology they like to use makes them more effective at work

**How do
you recall
past
learning?**



Maritime Academy's post



Cone of Learning

After 2 weeks we tend to remember		Nature of Involvement
90% of what we say and do	Doing the Real Thing	Active
	Simulating the Real Experience	
	Doing a Dramatic Presentation	
70% of what we say	Giving a Talk	Active
	Participating in a Discussion	
50% of what we hear and see	Seeing it Done on Location	Passive
	Watching a Demonstration	
	Looking at an Exhibit Watching a Demonstration	
	Watching a Movie	
30% of what we see	Looking at Pictures	Passive
20% of what we hear	Hearing Words	
10% of what we read	Reading	

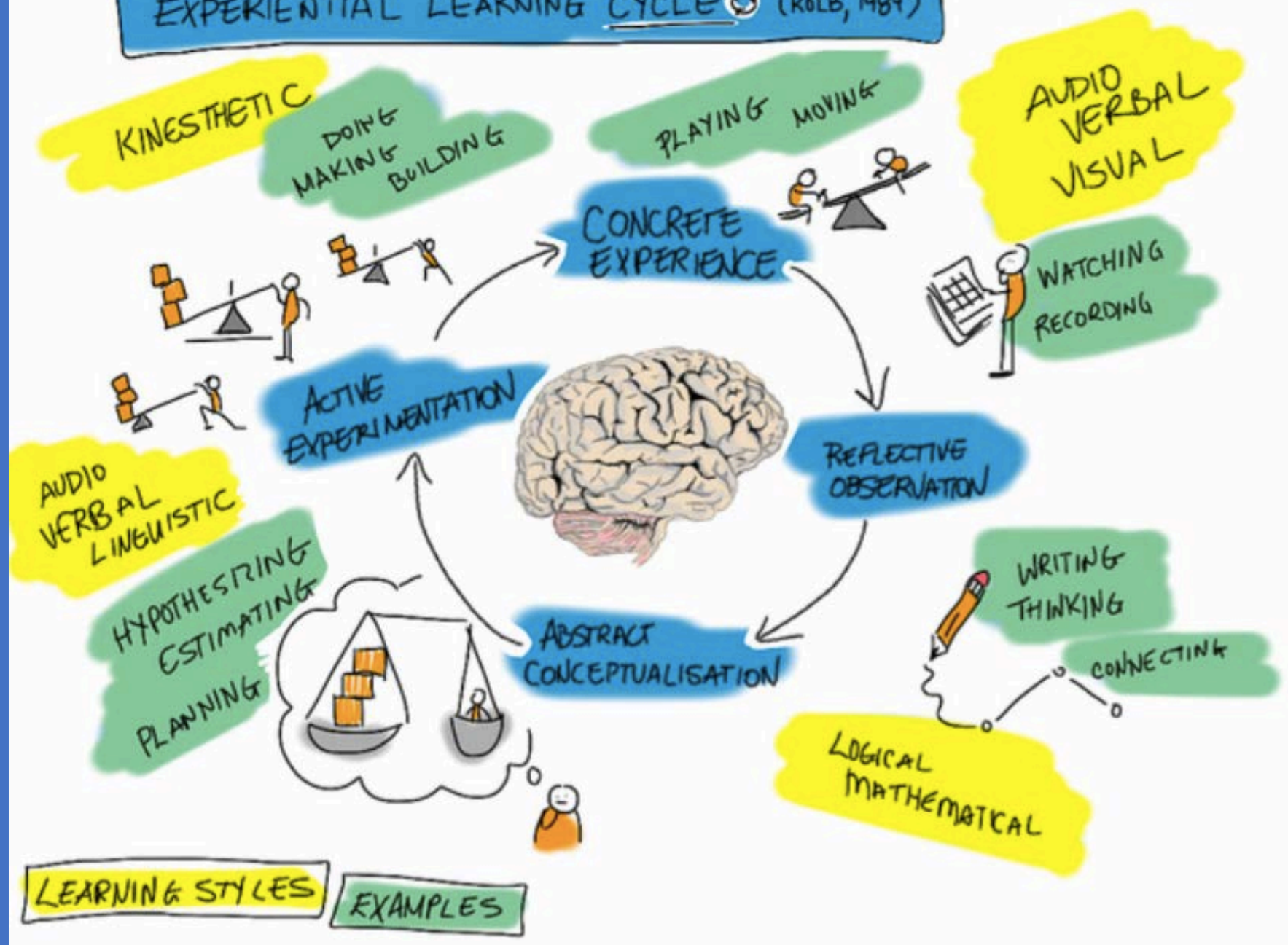
Source: Cone of Learning adapted from Dale, (1969)

The Leaderonomics Show Highlight Video:
Tom Conine, President of TRI Corporation

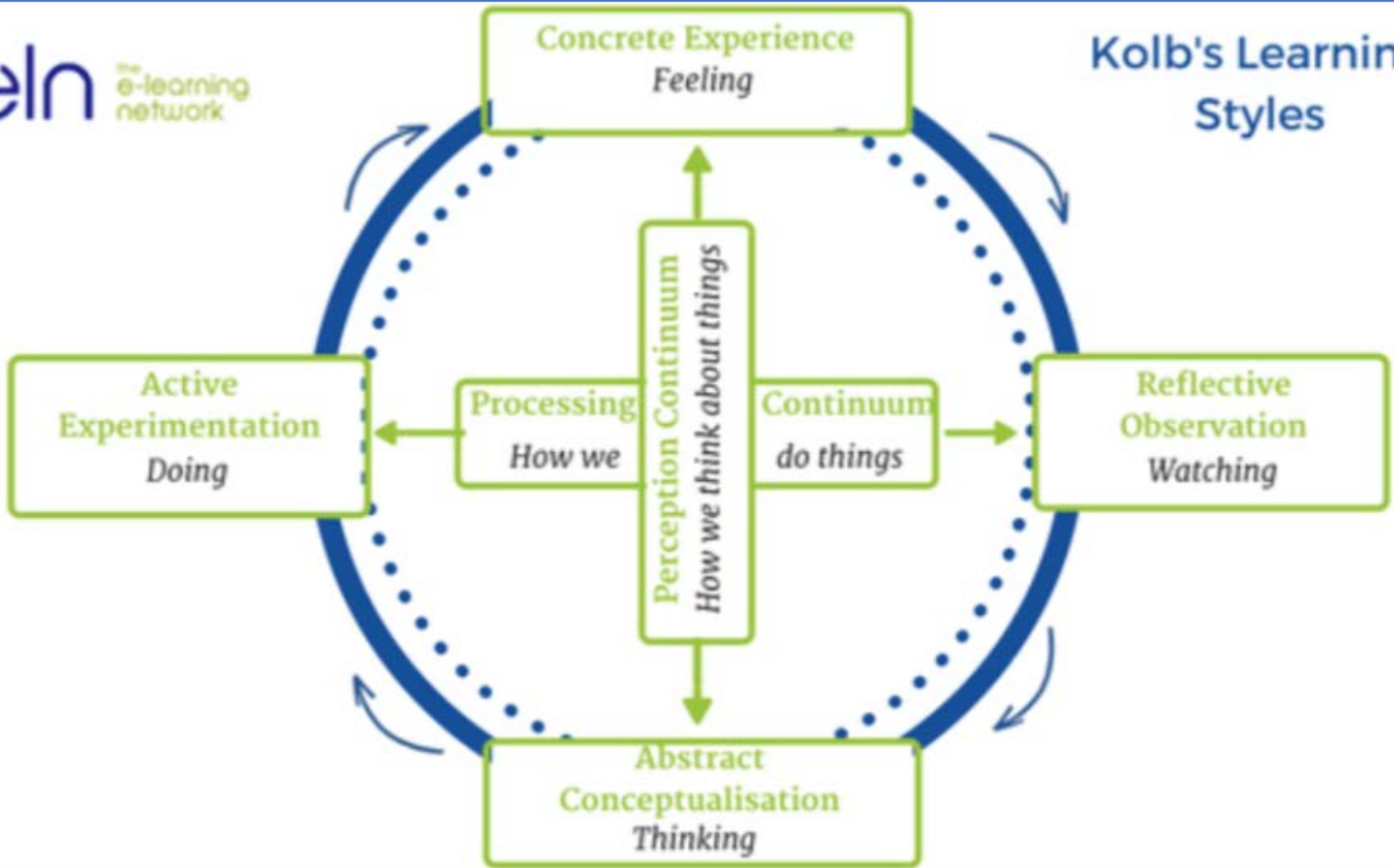
YOUTUBE LINK: per SONIA: <https://youtu.be/yH6CUIbUNdM>

-I may ask for you to delete this slide tomorrow Sonia.-

EXPERIENTIAL LEARNING CYCLE (KOLB, 1984)



Kolb's Learning Styles



The Collaborative Learning Journey



The invitation to participate in co-creating a new reality is the beginning of the collaborative journey. The helix displays the increasing arenas of participation from invitation to collaboration and ultimately engagement within a learning community.

IPSP™ Competencies



- Each has an opposite
- The opposite is complimentary
- They map to each other
- There are 13.4M+ variations
- *Free Will* is your trigger
- Balance happens with focus
- Each can be developed

EXPERIENTIAL LEARNING IN THE CLASSROOM

LEARN BY DOING

Experiential learning is the process of making meaning from direct experience, i.e., "learning from experience."¹

Experiential learning is a more effective way to gaining understanding of materials than lecture-based discussions.²



We retain **75%** of what we do compared to **5%** of what we hear.²

"For the things we have to learn before we can do them, we learn by doing them."

- Aristotle



KOLB'S EXPERIENTIAL LEARNING THEORY MODEL

- DAVID KOLB (1984)

Expanding on earlier work by John Dewey and Kurt Levin, David Kolb's experiential learning theory features a four-stage cyclical theory of learning.

Experiential learning helps students gain precious work-related social skills, gain maturity and increases their confidence about the future.³



10 of 14 students taught by an experiential method expressed significantly more positive general attitudes towards their learning experience than did those students exposed to other teaching methods.³

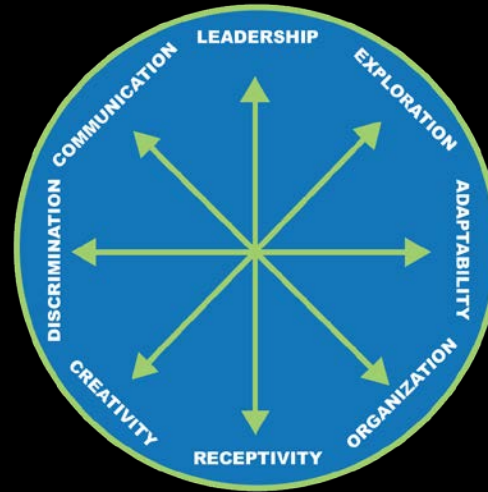


Confucius says:

TELL ME
and I will forget.

SHOW ME
and I may remember.

INVOLVE ME
and I will understand.



BARRIERS TO ADOPTING EXPERIENTIAL LEARNING



Ignorance

Experiential learning is often looked at as an outdoor team building activity rather than an indoor business game, with a very serious intent and outcome.



Logistics

Taking staff for a learning programme to a different location for a couple of days can be inconvenient.



Fear of outsiders

There can be a concern about exposing internal flaws and secrets to an unknown firm.



Budget

Master facilitators and bespoke business simulations are not as cheap as off-the-shelf courses.

ADULT LEARNING THEORIES

Every Instructional Designer Must Know



1. ANDRAGOGY:

Tapping Into Prior Experience



2. TRANSFORMATIONAL LEARNING:

Revealing Perspectives to Create Aha Moments



3. Experiential Learning:

Tying Reality to Create Meaning



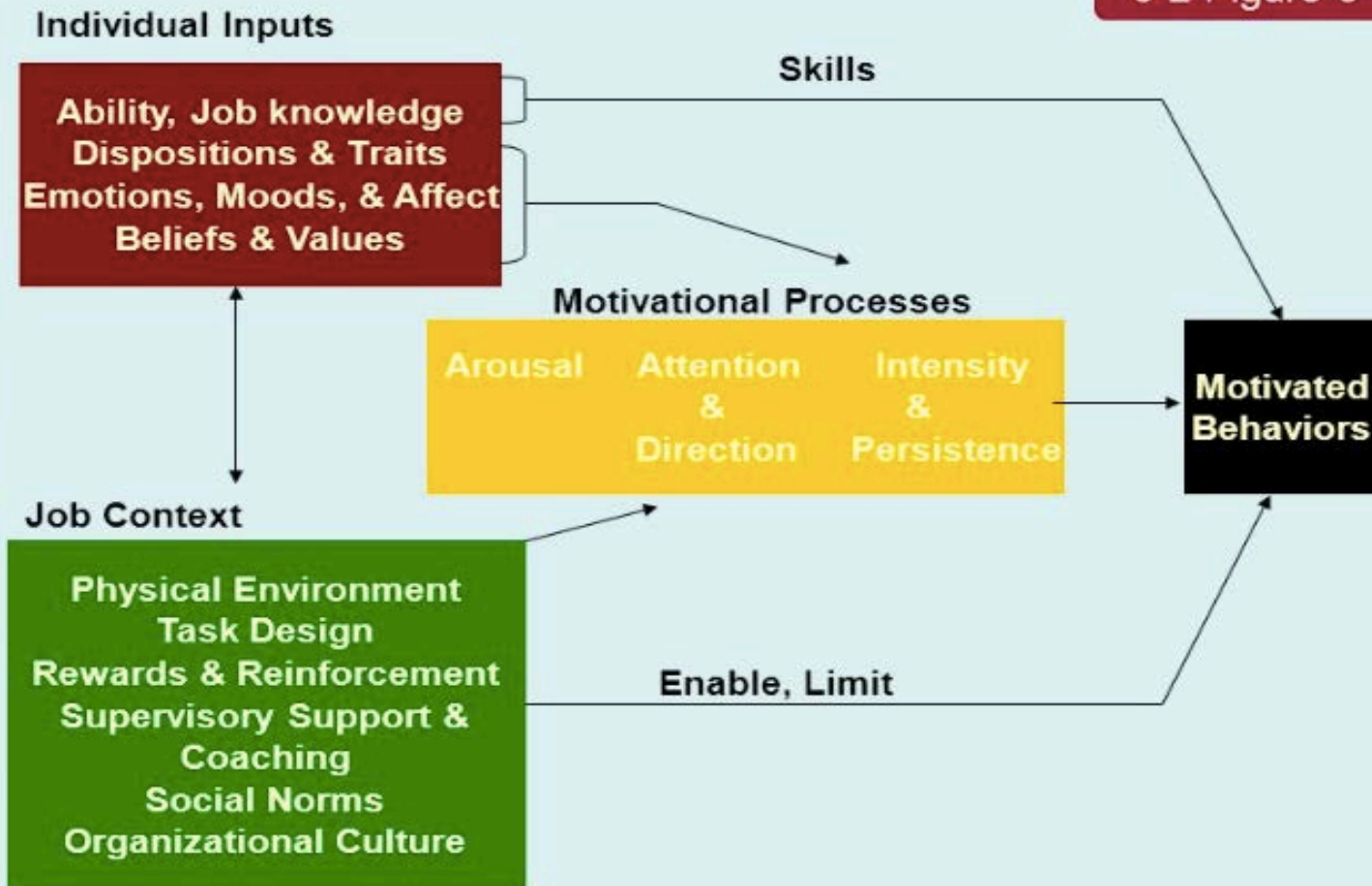
SHIFT



MOVING FROM THEORY TO REFLECTIVE "DOING" ...

A Job Performance Model of Motivation

6-2 Figure 6-1



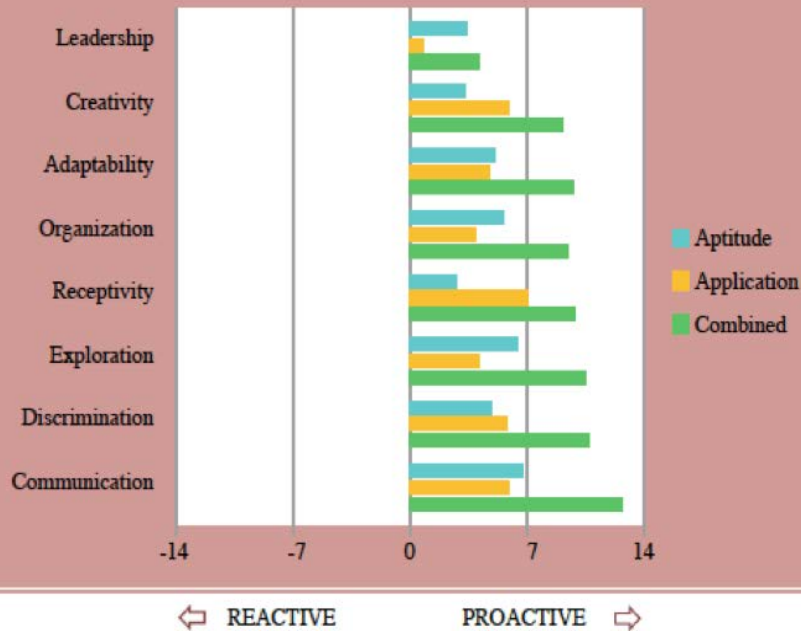
What Do You **FEEL** Now?



POST SIMULATION LEARNING & COMPETENCY CONSCIOUSNESS

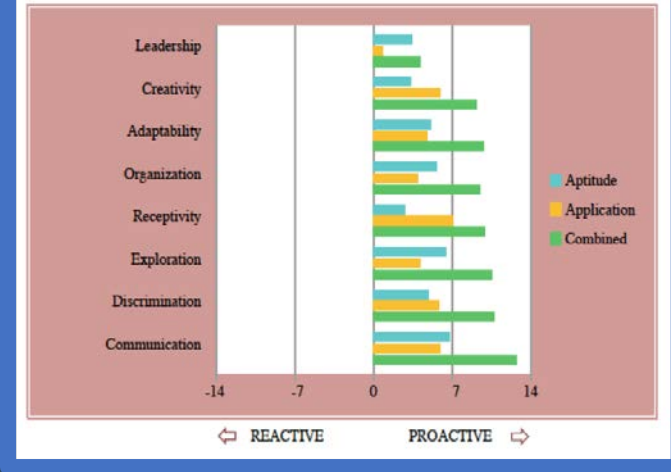
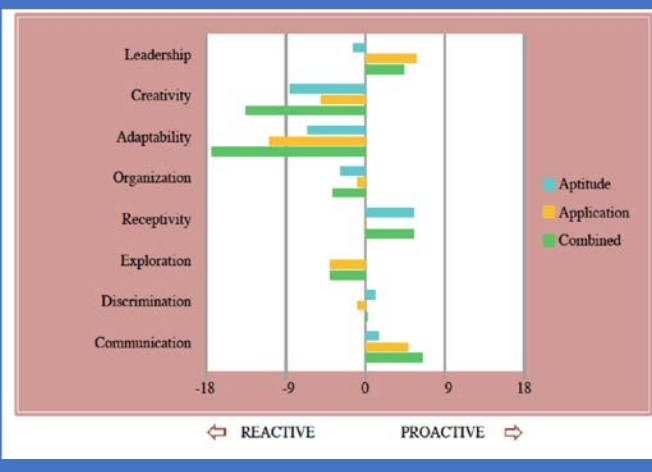
FEI introduces the Integral Psychological Profile (IPsP™) Assessment.

The IPsP™ measures eight core competencies: leadership, creativity, adaptability, organization, receptivity, exploration, discrimination and communication. It can help you in defining and/or refining your career objectives, selecting a course of study, developing a personal strategy for self-development and understanding your specific problem-solving style. It can also be used for analyzing a team's strengths and weaknesses as part of a group study, as a placement tool for better job satisfaction, as a training tool for enhancing competencies and as a recruitment tool across all management levels and functions.



Maritime Academy's post





The course will take teams of participants through six simulation rounds, each representing a fiscal quarter, that present real-world business challenges in role-play scenarios with faculty. Navigating the interrelationships of core competencies including leadership, exploration, adaptability, organization, receptivity, creativity, discrimination, and communication, participants will improve decision making and leadership outcomes that will translate into their real-life work.

Interspersed with the simulation rounds will be plenaries, team and universe debriefs, a world operations review and risk assessment, and shared learnings. Participants will also benefit from guest speakers throughout the week and opportunities to network with other top-tier and emerging leaders from a range of organizations - public and private, national and global.

Participating organizations can expect their leaders to emerge from the course with the skill set to:

- Make decisions under uncertainty (limited and uncertain information, time pressure, divergent opinions, scarce resources) from a system's perspective;
- Develop, coach and motivate team members;
- Understand the uncertainty and change in global, regulatory, competitive and customer landscapes;
- Act as a valued business partner to all functions and deal with their inter-dependencies;
- Have technical proficiency of all aspects of operating, investment and financial decisions;
- Understand competencies - when to be receptive, communicative, exploratory, or adaptable when in key management and leadership roles; and
- Create long term growth from a responsible mindset in meeting commitments, accountability and prudent risk taking.

Leadership Master Class

FEI's Leadership Master Class is the first story-based learning program designed for financial executives. The online program reflects the findings of the [Morgan McKinley The Modern Day CFO Report](#), which noted that 80 percent of respondents agreed that soft-skills and leadership are essential to success in a senior finance position. The same report also showed that 93 percent of respondents believe that senior finance positions have evolved over the past five years, and that 36 percent of respondents believe that one of those key changes is that senior finance professionals need to play a greater role in providing leadership for the whole business.

The course consists of several online modules that take the learner through a story-based curriculum covering the leadership skills executives need to succeed in the C-suite. The program consists of 1.5 hours of coursework divided into nine modules. Progress is measured through assessment questions.

Modules cover topics including:

- **Attributes of Leadership**
- **Mindset Matters**
- **Values-Driven Leadership**
- **Deepening Leader Engagement**
- **The Human Side of the Enterprise**
- **Personal Connectedness and the Technology Mix**



Financial Leadership & Decision Making Amid Complexity

An experiential leadership immersion and simulation program

December 5-8, 2017

Deloitte • 100 Kimball Drive • Parsippany, NJ

Financial Executives International (FEI) and TRI Corporation present *Financial Leadership & Decision Making Amid Complexity*, a simulation-driven course delivered in an action-packed team style across the span of three and one-half days. Organizations can use the course to increase the cross-functional acumen of emerging and valued financial leaders.

The course will take teams of participants through six simulation rounds, each representing a fiscal quarter, that present real-world business challenges in role-play scenarios with faculty. Navigating the interrelationships of core competencies including leadership, exploration, adaptability, organization, receptivity, creativity, discrimination, and communication, participants will improve decision making and leadership outcomes that will translate into their real-life work.

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Course Faculty

- **Thomas Conine, Jr., Ph.D.** | President, TRI Corporation | Professor of Finance, Fairfield University
- **Deb Gerstenfeld** | Consultant | TRI Corporation
- **Mike Guarnieri, CPA** | Consultant | TRI Corporation
- **Carlo Peratoner** | CEO and Co-Owner | TRI Corporation
- **Dennis Rebelo, Ph.D.** | CLO, FEI | Professor, Leadership, Technology & Management, Roger Williams University

Financial Leadership & Decision Making Amid Complexity

Carlo Peratoner has established TRI Corporation as one of the world's leading executive education providers. Prior to joining TRI Corporation, he was Founder and Owner of Client Relationship Systems, Inc. (CRS), which offered consulting and information systems technologies focused on helping small and medium businesses retain existing clients and acquire new clients. Services ranged from network design and hardware integration to the development and deployment of complex client management solutions based on Microsoft technologies.



Carlo Peratoner
CEO and Co-Owner
TRI Corporation

Financial Leadership & Decision Making Amid Complexity

Thomas Conine, Ph.D. is the President and co-owner of TRI Corporation, specialists in executive education. He is a professor of finance at Dolan School of Business of Fairfield University. Conine's corporate teaching and consulting has spanned North and South America, Western and Eastern Europe, Africa, Australia, Middle East, Russia and Asia, including the People's Republic of China and India. Conine has published numerous articles in magazines and other practitioner journals on a variety of financial topics. His academic articles have appeared in leading journals devoted to business.



Thomas Conine, Jr., Ph.D.
President,
TRI Corporation
Professor of Finance
Fairfield University

Financial Leadership & Decision Making Amid Complexity

Mike Guarnieri has held a variety of financial and operations roles during his 23 year career at GE and GE Capital, most recently as Global Learning Leader-Finance, responsible for training of all finance professionals. Prior to joining TRI Corporation, he was a learning leader at GE and among his responsibilities was training and development for GE's highly-acclaimed Financial Management Program (FMP). During his GE career, he was an audit and risk manager, Quality Leader (a certified Master Black Belt in Six Sigma) and learning manager.



Mike Guarnieri, CPA
Consultant
TRI Corporation



Deb Gerstenfeld
Consultant
TRI Corporation

Financial Leadership & Decision Making Amid Complexity

Deb Gerstenfeld's work experiences have included analysis and compilation of financial statement data, forecasting, variance analysis, DCF modeling and expense analysis. She also managed the development of a business' new ledger system, established financial procedures for a new business and was responsible for its day-to-day finance and accounting activities. She also served as the Program Manager for the Financial Management Program (FMP), coordinating all policies and curriculum for GE's training program worldwide.



Dennis Rebelo Ph.D.
Chief Learning Officer, FEI
Professor of Leadership,
Technology & Management
Roger Williams University

Financial Leadership & Decision Making Amid Complexity

Dennis Rebelo, Ph.D. has held several chief learning roles for established and hyper-growth organizations, and fuels educational development by understanding the unique path of individual learners, while balancing the role of the learner's organizational identity and corporate ethos within the learning experience. In overseeing curriculum development and instructor training for distance-based learning applications, he ensures technological approaches to learning closely mirror conditions seen, felt and reported in live high touch scenarios where face-to-face communications drives instruction.

FEI Member - Discounted Rate
\$5,450

Nonmember
\$6,450

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www.financialexecutives.org/complexity

Registration includes continental breakfast & lunch each day, plus dinner working dinners on two evenings.

DR. DENNIS REBELO

Chief Learning Officer



Direct Email: drdennis@financialexecutives.org

