

CIAM and CMFA Course Overview



What Is CIAM?

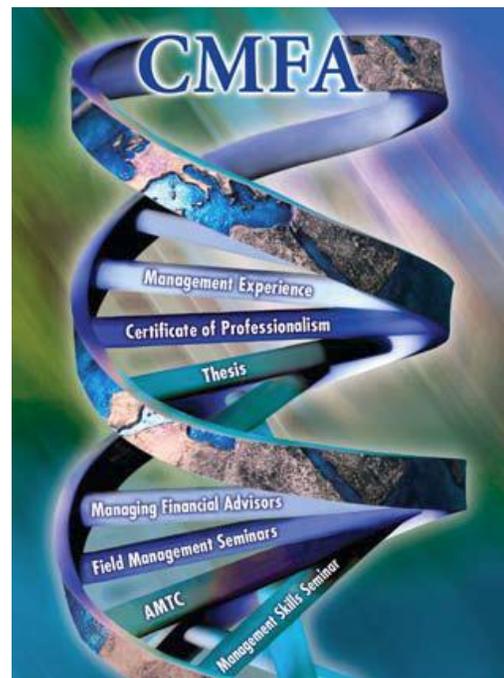
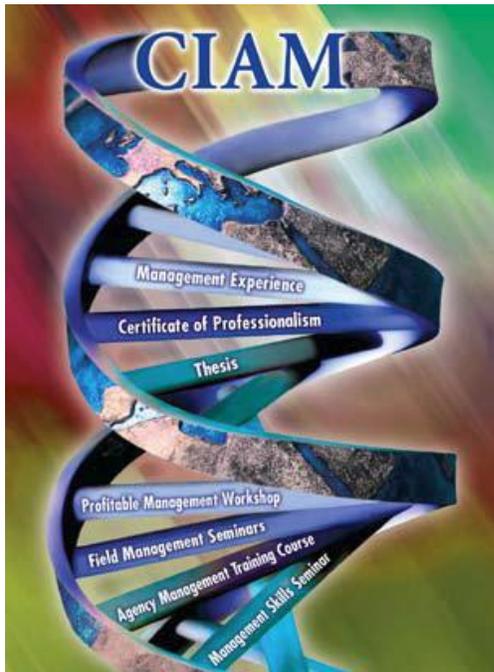
The Chartered Insurance Agency Manager (CIAM) designation is an international educational achievement for managers in the life insurance and financial services industry. Today, as never before, field managers must be fully equipped to meet the challenging demands of their role as leaders in the distribution of life insurance and financial services.

LIMRA created the CIAM designation to provide a track for professional development and a benchmark by which the manager can be measured and recognized. The candidate for CIAM makes a personal commitment to growth and development as a field manager.

Since CIAM is international in scope, the curriculum for each step reflects the unique stages of industry development in countries all over the world.

What Is CMFA?

The Certified Manager of Financial Advisors (CMFA) designation symbolizes management excellence and is the mark of quality, professional advice in financial services and asset accumulation. CMFA is an international designation, recognizing commitment to professional excellence. Managers are continually challenged by changes in the economy, staffing, profitability, activity management, products, and business transition. They must stay on the cutting edge of new developments to manage their enterprises effectively. The CMFA course of study makes this possible.



How Do I Qualify?

The CIAM and CMFA candidate must meet seven steps of qualification to attain the designation.

Step A Orientation to Management

(Usually completed between appointment and 1½ years) This step helps a newly appointed field manager understand the requirements of the field manager position, what its major components are, and how these responsibilities should be carried out. Step A requires successful completion of LIMRA's Management Skills Seminar (or completion of three of the six Marketing Management Series courses by seminar or self-study with projects submitted to LIMRA for approval).

Step B Basic Skill Development

(Usually completed between 1 and 1½ years) This step helps a field manager develop and enhance basic management skills in the critical areas of planning, recruiting, selection, training, and performance appraisal. Step B requires successful completion of the Agency Management Training Course (AMTC).

Step C Operational and Growth Skills

(Usually completed between 2 and 3½ years) This step helps a field manager grow in targeted areas such as recruiting, planning, market development, business management, and productivity improvement. Step C requires completion of three Field Management Seminars selected on the basis of individual need.

Step D Advanced Management Development

(Usually completed between 3 and 4½ years) This step helps a field manager develop long-term, strategic skills for continually increasing productivity and meeting objectives.

CIAM — Step D requires successful completion of LIMRA's Profitable Management Workshop (PMW) or Regional Officers School (ROS)

CMFA — Step D Requires successful completion of LIMRA's Managing Financial Advisors (MFA) course.

Step E Final Paper/Thesis

(Usually completed between 4 and 5 years) Candidates describe how they have applied their acquired skills, theories, and concepts in their career.

Step F Certificate of Professionalism

(Usually completed between 4½ and 5 years) The primary company verifies that the candidate has met the required standards for service, professional conduct, and ethical behavior.

Step G Eligible Service

(Five-plus years) The candidate must have at least five years as a field manager. Eligible service is defined as

1. Serving as an agency head, *or*
2. Spending at least 50 percent of the time in field management activities and supervising two or more agents recruited during the previous 12 months, *or*
3. Serving as a regional field officer (manager of agency managers).

Specific Description of Each Step

- A. Orientation to Management: This step can be achieved by **completing any one of the following programs:**
1. The LIMRA Management Skills Seminar (MSS) or
 2. At least three of the six units of LIMRA's Marketing Management Series (MMS)
- B. AMTC — Basic Skill Development: This step requires the **completion of the Agency Management Training Course (AMTC).**
- C. Operational and Growth Skills — Field Management Seminars: This step can be achieved by **completing at least three Field Management Seminars, comprising a total of three days of post-AMTC management training.**
- D. Advanced Management Development: This step can be achieved by **completing the following programs:**
- CIAM** — LIMRA's Profitable Management Workshop (PMW); or Regional Officers School (ROS)
- CMFA** — LIMRA's Managing Financial Advisors (MFA) course
- E. Final Paper/Thesis: This step requires the **completion of a paper on an approved subject** in which the field manager indicates how he or she has applied the skills and ideas from the programs included in steps A. through D. to effectively manage and grow in his or her area of field management responsibility. Specific details concerning paper length, topic approval, etc., are available from LIMRA.
- F. Certificate of Professionalism: this step requires the field manager to **obtain certification from his or her primary company** as to his or her satisfactory conduct and ethics during the period of "eligible service."
- G. Eligible Service: this step requires the **completion of a minimum of five years of experience as a field manager.** "Field manager" is defined as any position that involves the direct management of agents and/or other field managers.*
- Eligible service is defined as:
1. Being an agency head; or
 2. Supervising two or more agents recruited within the previous 12 months and spending at least 50 percent of total working time in field management activities; or
 3. Serving as a regional field officer (manager of agency managers)
- At least three years of the eligible service must be in G.1. or G.2.

What if I Already Have My CIAM or CMFA Designation

Managers who have attained either designation may qualify for the other designation by meeting the following requirements:

- A CIAM may qualify for the CMFA by completing Step D (the Managing Financial Advisors course) of the CMFA developmental track.
- A CMFA may qualify for the CIAM by completing Step D (the Profitable Management Workshop *or* the Regional Officers School) of the CIAM developmental track.

Management Skills Seminar

This 4½-day program is designed for first-line managers and general agents in their first two years and senior second-line unit managers and supervisors. The subject matter focuses on improving manager performance and developing critical management skills in planning, recruiting and selecting agents, performance appraisal, training, motivation, and time management.

Welcome and Introductions

This general session will review seminar mechanics, procedures and objectives. Participants will be asked to identify and rank those learning objectives that are most important to them. The management process will be discussed.

Management Job Activities

In this session, the participants will discuss the most important management tasks versus the tasks performed most frequently. "Management" will be defined with the concepts of current cost and capital investment as applied to management. The key elements of a sales representative's vs. manager's job will be discussed. Management job activities and critical manager knowledge, skill, and ability dimensions will also be discussed.

Current Costs and Capital Investment

The concept of "long term" investment will be introduced through the use of the "current cost" vs. "capital investment" concept.

Planning and Problem Solving

Participants will be able to identify/describe a planning process and successfully apply it in their agency. Objective setting and criteria for good/valid objectives will be discussed. A problem solving process will be introduced and related to supervision problems identified by participants in their seminar work.

Problem Solving Exercise

The participants will apply the processes learned in the prior session.

Market Penetration

Participants will focus on concepts associated with market penetration and target marketing. This will include market definition and relationship to agency marketing plan, description of types of markets, identification of key characteristics of a "good" market, natural market identification by sales representative and market information sources.

Defining What A Sales Representative Must Do

The importance of a clear job description will be introduced, emphasizing activity and standards.

Recruiting

This extended session will focus on recruiting. Participants will discuss the reasons for continuous and effective recruiting, identify recruiting sources, create a profile for the "ideal candidate," the name gathering process, and identify techniques to find candidates. The recruiting session will continue with a discussion of "controllable vs. noncontrollable" recruiting sources, nominator and direct contact recruiting and making the first contact with recruits. The participants will create and practice their own nominator presentation. Participants will discuss and analyze the characteristics of an ideal recruiting source and identify the advantages and disadvantages of each source. The session will conclude with an exchange of new recruiting ideas.

Manpower and Production Planning

Participants will be given information needed to plan and project production and manpower objectives. Manpower projections will be done by analyzing past agency performance. The importance of utilizing an orderly process will be stressed. The session will conclude the introduction of a recruiting action plan that ties the process together.

Selection Tools and Concepts

Participants will be asked to consider the "right kind of candidate" for their sales office. Selection techniques will be discussed and an effective selection process/flow chart will be reviewed. Precontract orientation and the career presentation will be discussed.

Interviewing Techniques

Basic interviewing principles will be stressed, types and purposes of interviews reviewed, and an instructor role play undertaken on interviewing do's and don'ts. Participants will also be involved in a number of selection interviews. Implementation of good interviewing rules will be stressed.

Coaching and Improving Performance

Participants will be introduced to a process for identifying the reasons for performance discrepancies (e.g., lack of skill or insufficient motivation). The participants will apply the process.

Communications Exercise

Utilizing a communications exercise, the participants discuss effective communication skills and ways to implement them.

Principles of Learning and Training

This session focuses on principles of adult learning. It describes how the principles are used in designing effective training materials. A role play with attendee participation emphasizes the principles.

Anytown Agency Objective Setting

Participants will receive an agency case study to analyze. Working in teams, the participants will create a three-year plan for manpower and production for the case study agency. Participants will use knowledge from previous sessions in this planning exercise.

Developing a Training Program

Participants will create a training program for one of their sales representatives. Using both a sample case study and the process of diagnosis, objective setting, methodology and evaluation, participants will apply this process to their own sales representative from the preseminar assignment. The result will be an individualized development program.

Motivation and Job Performance

This session will help participants motivate those who work for them. A job performance model will be utilized, and participants will discuss the importance of understanding what motivates someone. This will be followed by a workshop and exercise in motivation that illustrates the important role motivation plays in job performance. Participants will rank their personal "outcomes" or primary motivators. A discussion will follow on the use of the "outcomes process" in determining a sales representative's primary motivators. Supervisory implications will be identified.

Anytown Agency Simulation

Participants will run the case study agency for which they set objectives/goals the preceding day. Participants will be evaluated based upon the results of those objectives and whether or not the management principles that have been discussed throughout the seminar were applied. Quarterly agency results will be returned for future actions by the participants. A thorough understanding of the agency operating details will be essential to properly running the agency.

Anytown Agency Simulation Debrief

This session will have as its objective an analysis of the "objective setting" and "running of the agency" portions of the agency simulation. Participants will be asked to critique their efforts in this simulation exercise. This session will bring together all the critical elements/ingredients of agency management for participants to reevaluate in their own operations.

Controlling

As a result of this session, participants will be able to relate control to planning and problem solving. The key purposes of control and elements of controlling will be highlighted. Participants will be asked to share their sales office "control" functions. Discussion on controlling/evaluating results will occur.

Time Management

Participants will discuss and apply time management principles and evaluate their time allocation based on their preseminar assignment. Brainstorming of key "time robbers" and potential solutions to them will be identified. Managers will be encouraged to institute a time control system in their agencies concerning itself with standards, measurements, and evaluation.

Wrap-Up

The seminar concludes with a summary of how to apply and maximize the techniques and processes of the program. The objectives of the Management Skills Seminar are reviewed and postseminar projects are assigned. Participants are asked to evaluate the seminar relative to their initial learning objectives. Closing remarks emphasize the implementation of the processes, methods, tools and techniques developed at the seminar.

Agency Management Training Course

AMTC classes run for three hours and are organized into the following parts:

Topic	Suggested Time
• Skill reinforcement and discussion of assignments due, such as Action Project, reading, or competency checkups	30 minutes
• Presentation and discussion of today's ideas, methods, and skills	60 minutes
• Skill development through role modeling and role-play	75 minutes
• Assignment of Action Project or reading	15 minutes

Outlined below are the curriculum subjects covered in each of the AMTC class sessions.

SESSION	TITLE	DESCRIPTION
1	Orientation	An introduction to course content, procedures, and objectives, as well as confirming student's intentions to successfully fulfill course completion requirements
PLANNING		
2	Culture, Mission, Philosophy, and Planning	Identifying the unit/agency culture, developing a mission and philosophy, and implementing a planning process
3	Annual Planning and Individual Annual Reviews	How to create an overall annual plan directed toward achieving defined goals and objectives, and developing skill in helping agents review performance and plan future goals and objectives
RECRUITING		
4	Creating an Agent Referral System	How to develop a recruiting plan and implement the use of an agent referral system as a key recruiting skill
5	Recruiting Through Warm Nominators	How to use people students already know well to obtain the names of recruits

SESSION	TITLE	DESCRIPTION
6	Recruiting Through Cultivating Nominators and Personal Activity	Helps a manager develop people who are known casually into valued sources of recruits' names and identifies more opportunities for a manager to recruit through personal contact
7	First Contact With Recruits	Creates a recruiting system and demonstrates how to use the three methods of initiating contact with a candidate
8	Other Recruiting Methods	Discussion and explanation of how to recruit using other techniques such as advertising, employment agencies, seminars, campus recruiting, and recruiting specialists
SELECTION		
9	The Initial Office Visit	An overview of selection principles and procedures, as well as how to prepare for and conduct the first face-to-face meeting with a recruit
10	Next Steps: Communication of Test Results and the Major Selection Interview	How to present selection test results to a candidate, and a discussion of the purpose, value, definition, and preparation necessary to conduct the major evaluation interview
11	The Major Selection Interview (continued)	Develops interviewing skills by using structured interview guides and observing interviewing rules
12	Reference Checking and the Career Presentation	Gets recruits to give you the names of references who can provide valuable selection information and develops skill in interviewing those references. Develops an individualized career presentation and gains skill in making career presentations to the candidates.

SESSION	TITLE	DESCRIPTION
13	The Job Sample	Creates a job sample program to help a manager select agents, as well as develop skill in explaining and using the results from a job sample.
14	Finalizing Mutual Commitments and Skill Reinforcement	Uses the discussion with a “Very Important Person” as a way to describe the agent’s job and to enhance the mutual selection process. Also, reach a selection decision, discuss it with a candidate, and prepare to assimilate the person into the agency. Last, an opportunity to review skill development so far in the AMTC and receive additional help in improving one’s planning, recruiting, and selection skills.
TRAINING		
15	Training for Results	Explain the meaning and purpose of PESOS and applying it to meeting a manager’s training objectives. Also, focus on how to write training objectives and develop programs that meet these objectives.
16	Drill, Rehearsal, and Role-Play	How to use role-play effectively as a training technique and develop skill in conducting role-play training sessions
17	Training Through Fieldwork	Develop skill in using fieldwork as a training technique (for example, how to preview a call, demonstrate or coach, and review the call)
18	Agency Meetings, Conferences, and Clinics	Distinguishes between these three approaches to training and developing skill in using each as a way to achieve training objectives

SESSION	TITLE	DESCRIPTION
PERFORMANCE MANAGEMENT		
19	Creating and Activity Management System	An overview of performance management principles and methods, plus how to analyze records of agent's activity as a step in the performance management process
20	Using Your Activity Management System	Develops the skills of planning for and conducting activity review meetings with agents
21	Problem-Solving Meetings	A discussion of performance deficiencies resulting from personal and/or motivational problems faced by agents. In addition, development of skill in how to conduct meetings designed to help agents handle these problems
22	Planning and Implementing Individual Improvement	A presentation and discussion of how to diagnose performance deficiencies and use the performance management process to tailor-make a development program for each agent
23	Planning The Future	Implementation of AMTC principles and processes for the future growth of the manager and his/her managerial unit

To achieve the objectives implied in the above descriptions of each class session, the AMTC uses discussion, reading assignments, action projects, planning projects, videos, audios, and role-play.

Field Management Seminar (FMS)

What is the FMS?

- ◆ The insurance industry's answer to the continuing needs of field managers. It's sponsored by LIMRA.
- ◆ An opportunity for field managers to sharpen and refine their management skills through intensive, peer-oriented training consisting of discussions, workshops, and audio and video presentations
- ◆ One full day devoted to a topic of major concern to all field managers.

Who should enroll?

- ◆ All field managers qualify to attend the FMS
- ◆ A special invitation is extended to agency marketing directors and marketing specialists

What are the benefits of the FMS?

Managers who enroll in the FMS have the opportunity to:

- ◆ Develop new field management skills
- ◆ Polish and refresh unused skills
- ◆ Interact locally with peers who are interested in the common goal of management skills development
- ◆ Use practical tools and techniques in the same way as they would use them in the field
- ◆ Be involved in a continuing management development program

When, where, and how is the FMS organized?

- ◆ The seminar may be held anytime with day, time, and class site determined by the company and/or local class organizers
- ◆ Classes are organized in many locations. Each company/local organization appoints an FMS chairperson who is responsible for such activities as enrolling students, recommending a class moderator, and arranging for classroom facilities
- ◆ Moderators are primarily responsible for class functioning once the seminar is under way

How does the FMS fit into my company's management development program?

- ◆ The FMS is intended to augment your company's efforts, not to replace them

- ◆ Follow-up and reinforcement by your company's field officers and training director is part of the benefit of the seminar
- ◆ Students are exposed to standardized field management principles that work for all distribution systems
- ◆ Students are asked to critically evaluate the forms, procedures, processes, systems, etc., that they now use to manage. Based on this analysis, students may adapt the seminar materials and/or create new ones so they are better able to manage their unit/agency
- ◆ The end product of the seminar is the completion of postseminar projects encompassing one or more of the areas of planning, recruiting, selection, training, and performance management. These projects focus on implementation of the skills covered in the seminar
- ◆ Your company may elect to sponsor the FMS through its management development system. Contact your home/head office for further information on this option

FMS Topics

Brilliant Performance From the Start

- ◆ Creating and managing a new agent activity system
- ◆ Creating management systems focused on enhancing high agent productivity
- ◆ Developing systems for tracking agent activity
- ◆ Determining which activity management techniques work for each manager and creating a plan to use them more effectively
- ◆ Developing and enhancing skills in helping plateaued agents get back on track

Role Models for Management Success

- ◆ Discussing and analyzing the processes used by successful practitioners for setting and communicating realistic expectations for new agents
- ◆ Examining the elements of effective, new agent supervision systems vis a vis attendees' current systems to determine ways of increasing their effectiveness
- ◆ Exploring the manager's role in increasing the productivity of experienced agents
- ◆ Discussing the impact of goal-setting and a culture of productivity on increased agent productivity
- ◆ Examining strategies for merging field organizations with different cultures into one organization with a common sense of purpose, a common mission, and a commitment to team goals
- ◆ Discussing ways of assessing agency team/leadership team strengths and weaknesses and determining the characteristics needed by new team members
- ◆ Discussing the importance of ongoing team-building and exploring successful management techniques for ensuring continuing synergy
- ◆ Discussing effective marketing techniques and strategies that can help agency management build a positive image in the marketplace

The Power Launch: Selecting and Coaching New Peak Performers

- ◆ Selecting the coachable agent and discussing the importance of how managers recruit
- ◆ Reviewing the latest selection research and determining what changes managers must make to their current selection processes to select peak performers
- ◆ Discussing the importance of using the selection process to create and build a relationship with potential new agents
- ◆ Creating and implementing a "fast start" environment to coach new agents
- ◆ Using the new agent business plan to launch productive new agents
- ◆ Discussing ways that a manager can help new agents to develop habits for success
- ◆ Managing performance for the agents' long-term productivity, including goal-setting and systems for tracking and managing activity

Profitable Management Workshop (CIAM Only)

This 4½ day program is an advanced course for managers who have completed AMTC or a LIMRA basic management training course. Further skill building in planning, leadership, team building, problem solving, and performance management are some of the major topics that will be addressed.

Welcome and Introductions

Sets student expectations for the program. Students explore the objectives for the PMW, review their role in the learning experience, and share their top concerns. Students get a chance to meet each other, including those at their team table.

Industry in Transition

After reviewing some research statistics on what is happening in the industry and analyzing trends, students accept the fact that things will not stay the same and that the industry is undergoing significant changes. This is a starting point for the remainder of the PMW, which shows them how to meet the new challenges.

Business Situation Analysis

Strategic planning for the agency is discussed, along with the importance of planning 3 years in advance. Students, along with their team, review pre-workshop materials that help analyze current agency staff, markets and products. Students discuss their agency's philosophy, mission and vision and determine if their current organization is in alignment with them.

Agency Mission and Philosophy

A more in-depth look is made into the agency philosophy and mission with the intent of possibly modifying it by week's end. The agency's philosophy and mission is compared to that of the company's. Students do a "Philosophy of Life" exercise and a SWOT analysis of their agency to determine strengths, weaknesses, opportunities and threats.

What Will Your Agency Look Like in 3 Years

This session provides a look into the future. Students do a visioning exercise and learn how to effectively communicate their agency vision to others. Having diagnosed the current agency situation in the last session, the students now set objectives of what they want their agency to look like in 3 years.

Developing Job and Function Descriptions

Not only will companies and agencies be different in the future, but jobs within the agency will change, too. The students begin to think about how different their agent's, unit manager's, functional manager's and administrative staff's jobs will change to meet the new challenges. Finally, students will build a job description for a selected "new" position of the future.

Group Simulation Exercise

This session emphasizes the importance of teamwork. Students participate in an exercise that tests their ability to survive over almost insurmountable odds. Using scoring grids, students can see the difference in results between individual effort and team effort.

Group Development Principles

Students are introduced to a cyclical process through which teams go in their formation – from initial creation strategies through the final stages where they reach peak performance. These stages are related back to the previous session, and students will identify those they experienced during the simulation exercise.

Group Development and Agency Team Building

Capitalizing on all that has been learned about group development in the previous sessions, students now focus on how they can affect group development in their own agencies and build effective teams. Students analyze their own effectiveness as a team builder and then analyze how the needs of the team members in their agencies affect team performance.

Leadership Principles and Using Leadership Principles

The importance of leadership is covered in detail in this session. Students learn various styles of leadership and then complete and score a questionnaire which helps them determine their own leadership styles. Situational leadership emphasizes the importance of identifying which styles to use in which situations, and students are shown how to do it.

The Centralia Challenge I

This is the first of four sessions dealing with Centralia that helps bring together all the elements of the Profitable Management Workshop and enables students to use what they learn. The Centralia Challenge puts the student in a "corporate" frame of mind". Students assume the roles of home office decision-makers assigned to "turn around" a company in decline in the mythical country of Centralia.

Marketing

This session begins by defining marketing and having students analyze some of the great companies in the world known for marketing. Using a sample agency and an outline for creating a marketing plan, students learn how to identify markets and develop plans to penetrate them.

Recruiting Principles for Organizational Growth

Students begin to think of themselves as the CEO of their agency and understand that recruiting the right people will continue to make their organizations grow and be more dynamic. They are reminded that jobs in their agencies may look quite different in the future and a new recruiting paradigm must replace the old ways of past recruiting. Through team exercises, students discuss ways to build manpower in the agency to at least double its current size.

Selection Principles and Process Development

An effective and consistently used selection system is the second part of the equation to grow the type of agency discussed in the previous session. Students analyze their current selection system and determine ways to make it more effective and efficient in light of the new jobs that will be required in the agency of the future.

Getting the Right Start

Once new personnel are selected, the next steps are extremely important and will determine success or failure. Students learn the importance of the orientation and setting expectations early in the career. Setting minimum standards is discussed and students learn how to manage activities rather than results. A key factor to early success is mentoring and students learn how to develop a mentoring program in their agencies.

The Centralia Challenge II

Work on the Centralia project continues. On Day 2, students analyzed the company situation in Centralia. Today, students begin to determine the goals to be reached.

Performance Analysis and Management

This session helps managers diagnose why people do not meet performance standards. A decision-tree checklist is used to analyze the nature of performance problems. Since performance problems involve people, students are taught proper interviewing techniques so that the exact reason for the performance discrepancy can be determined. Role-play enables students to practice the interviewing techniques.

Business Management: Time, Money, and Resources

Future agency managers must be good business managers. This session deals with three elements of good business management – time control, agency financial responsibility, and managing the agency’s resources. Students analyze their time expenditure and determine ways to better spend this valuable resource. Students learn how to perform cost-benefit analyses to make the

best decisions regarding expenditures. Finally, students learn to develop their most valuable asset, their people. The focus is on building a developmental plan for unit managers.

Change Management

By this time in the PMW, students are well aware that changes must and will occur. The subject of change is addressed in this session and how people react to change. Students learn how their agents, administrative staff and unit or functional managers are affected by change and learn management techniques to facilitate change within their agencies.

The Centralia Challenge III

In this session, students will determine exactly how they plan to put the ailing company in Centralia back on a successful track. They will make plans concerning markets, manpower, products, distribution system, and home office systems to carry out their objectives. Each team will prepare a presentation to the “Board of Directors” to be delivered on Day 5.

The Centralia Challenge IV

Each team gives a 15-minute presentation to the Board of Directors outlining their plans to move the Centralia company in a positive direction. Various delivery methods may be used including PowerPoint, flip chart, hard copy report, etc. Other students, company personnel and the PMW instructor act as the members of the Board and ask questions of each team to test theory, logic and practicality of their proposals. Placing the advanced manager students in home office positions forces them to think about the broad company picture rather than their own individual agency.

Back to the Future

Students are reminded that after this day, they will go back into their agencies. But they should not go back to their *past*, they should go “back to their *future*”. A company official conducts this session discussing the future of the company and the role that these managers will play. A question and answer period is included.

Leading Into the Future

This is the closing session of the Profitable Management Workshop. Students are assigned post-workshop projects to help them implement in their agencies what they have learned in the school. The school objectives and expectations are reviewed. The CIAM designation is discussed and students will learn what remaining steps are necessary to attain this mark. The school closes with hearing a motivating discussion, Encouraging The Heart.

Regional Officers School (CIAM Only)

This 4 ½ day educational program is intended for head office executives often referred to as Field officers, who supervise the company's field managers and serve as a "linking pin" between the head office and the field.

School Opening

Students get an overview of the school reviewing objectives, daily schedule, and expectations. The students will learn more about their LIMRA instructor and have the opportunity to get to know their fellow students.

State of the Industry

Drawing upon LIMRA's research, students explore the latest statistics of the industry (country specific) and analyze the trends that will affect the way they do business in the future. Students will see that there are opportunities even in events over which they have no control, like government regulation and pressures from competitors.

Marketing Operations Planning

Students discuss different forms of planning, from a basic everyday planning process to the more advanced strategic planning, determining differences and when to use the various forms. The importance of the region's mission, vision, and philosophy are discussed and how they have a bearing on the entire regional operation. Students learn the use of the SWOT analysis by analyzing an example of the process.

Analysis of the Regional Officer's Marketing Operation

Using the information brought to the school, students will work in teams to analyze their own regions. They will be able to determine their region's internal strengths and weaknesses. Further analysis will reveal opportunities and threats external to the region that will figure prominently into the region's future plans.

Solving Problems

What happens when something goes wrong? And something will usually go wrong that could prevent the regional officer from achieving his or her plans. Students learn a problem-solving process that works! They will also learn some common pitfalls that prevent accurate problem-solving and what to do about them. Students are taken through examples, which help them clearly understand the process.

Individual Problem Analysis

Working in teams again, the students will develop skills by using the problem-solving process. Using information on real-life problems brought to the school, students will analyze the situation to determine what is causing the problem. Students can then determine the best solution using specific criteria learned in the school for making the right choice.

Leadership

Students learn about situational leadership and how important good leadership is in running a successful regional marketing operation. Students complete a questionnaire that will help them determine their primary and secondary leadership styles. It also identifies their strengths as leaders and in which areas they may need to improve. They will determine how to use various leadership styles in situations with field people at specific developmental levels.

The Regional Officer's Leadership Style

Having determined their leadership styles, students will get practice in using the various styles. Through case study and role-play, students will gain more understanding of when and how to use the styles and the importance of being able to determine the appropriate style for the situation.

Team Survival

Using a simulation exercise, students are stranded in a life or death situation. Only through good decision-making and teamwork will they survive. This exercise is extremely important in helping students understand the value of teamwork in their regions.

Building a Marketing Operation Team

Students learn how to create teamwork in their regions and how to encourage teamwork in all of the agencies in their region. A review of the distinct four stages of development that all teams go through help students understand where in the cycle many of their agencies are and how they can help get them to the highest performance stage.

Change Management

Change affects us all and students will learn what impact change has on their regions and the people within their regions. Students will learn the five major challenges of change, why people resist change, and what control they have over the events of change.

Concepts of Marketing

Almost all the great corporations of our time are described as such because they are great "marketing" companies. Students will learn how to make their regions great marketing operations by emulating what great marketing companies do. Students learn how important marketing is and how to institute the idea of target marketing in the agencies of their region.

Recruiting in Your Operation

No region will survive long without bringing new blood into the operation. But no longer can we simply bring in bodies; we must bring in quality people who will stay with the company and perform to our standards. Students get a new perspective on recruiting in this session and will learn how to be more involved in the process their agency managers use to bring people into the company.

Selection in Your Operation

Hand-in-hand with recruiting quality people comes selecting only those worthy of joining your regional operation. Students continue the discussion of the "hiring" process with this session, concentrating on the principles of selecting only the best candidates. A proven successful selection process will be learned and hands-on tools will be introduced.

Training in Your Operation

Continuing the ROS's look into what happens in the field of every region; students now turn their attention to how the good-quality recruits are being developed. Even if the quality of the recruit is improved and the hired candidate is better because of selection, the region can still fail because of inadequate training. The students learn what control they have over the skill development in their agencies. Students learn the difference between training agents and just educating them, which most agency managers do.

Performance Management in Your Operation

Once the agent is trained, ongoing supervision and the management of performance is needed to uphold high standards. Students learn the importance of setting standards and expectations and managing to them. They learn the difference between managing results and managing activities. Students learn a technique of coaching in the field, which can be used effectively on field visits.

Field Management Skills

Students will now focus on the all-important role that the agency manager plays in the success of the region. The student will learn the specific skills that every agency manager needs for peak performance. Using extensive examples and creative tools, the students will learn how to diagnose the skill development needs of the agency managers and create a plan to provide those skills.

The Centralia Challenge I

Centralia is a hypothetical country created for the ROS students. A financial services company began operations there a few years ago and results were very positive. Lately, though, the company is having many problems. The head office management of the company has been terminated and the students of the ROS are being sent to Centralia to determine what is wrong and develop a plan to bring the company back to profitability. Working in

teams, the students will begin that process in this open-ended session by analyzing the company.

Motivation

Students learn what motivation is and how they can affect the motivation of their people. They will learn a Formula which will show the components of job performance and what control they have over those components. Students learn the 12 factors that most people desire from their jobs and how different people will be motivated by different factors. Students are able to determine how they themselves rank the 12 factors of motivation.

Motivation Applied

Building upon what was learned in the previous session; students learn practical ways of using information gained from the field force. They will learn how to interview agency managers to determine their motivational factors, how to create an atmosphere of success in their region, and how to demonstrate to field people that this career can give them the things they desire. Students also learn the limitations of motivation and how to be sensitive in their dealings with people in the field.

Field Visits and Coaching

Students will be introduced to a variety of new tools that will help them make more effective field visits. The philosophy of field visits will be discussed and students will learn how to establish objectives for the visit, what to do while visiting an agency, and how to effectively follow up the visit. The coaching technique learned on Day 3 will be revisited and students will learn how to apply the coaching techniques in real regional situations.

Field Visit Role-Play

Through role-play, students will actually build skill in the art of making field visits and dealing with agency managers. Three different scenarios will be dealt with which are quite realistic. Students will play the role of the regional officer and the agency manager while the class is called upon to give valuable feedback. This feedback, while especially helpful to the students doing the role play, helps everyone develop the skills to be more effective on a field visit.

Creating Action Plans for Improvement

Students are introduced to the concept of action planning. They learn how to formulate specific objective and develop a plan to accomplish the objective. Determining specific activities with start and end dates are part of the plan. Assigning responsibilities and holding people accountable are part of the plan. Students will be able to build a plan to solve their region's problems. They will be able to incorporate in the plan all the things learned thus far in the ROS.

The Centralia Challenge II

Continuing with the teamwork the students began on Day 3, they now construct their plan to revitalize the ailing company in the country of Centralia. Students must also put together a presentation of their plans to the Board of Directors, which will be presented on Day 5.

The Centralia Challenge Reports

Each team stands at the front of the classroom to give their Report to the Board of Directors outlining their analysis of the problems of the company in Centralia and their plans to bring the company back to profitability. The rest of the class and the LIMRA instructor act as the Board and will ask tough questions of each team as they report. This vital learning experience in the ROS helps students to think like their superiors in their own head office, to design plans to overcome disastrous situations should they present themselves in their own region, and to discern how to use the various skills developed in the ROS.

Business Management

The regional officer is first and foremost the manager of an enterprise and must have special business management skills to succeed. This session gives the student knowledge and skills in two important areas of business management: time management and financial management. Students will analyze the way they spend their own time and develop techniques to use their time more wisely. Then, students will study four key ways to affect the bottom line in their region. Finally, students will learn how to do cost-benefit analyses to be more effective in the way money is spent in the region.

Your Personal Development Plan

Students will review an example of a plan for the professional development of a regional officer. They will be provided with the outline of the plan to be able to develop one for themselves. It provides for an analysis of their personal skill needs and the determination of how to attain those skills.

School Close

Students will revisit the ROS objectives to make sure all were accomplished during this four-and-a-half-day experience. They will be assigned post-school projects that will enable them to transfer newfound skills from the classroom to their regions.

Managing Financial Advisors (CMFA Only)

This four day program is designed for Managers of Financial Advisors/Planners. The course provides managers with the background, skills, and techniques necessary to manage and develop financial advisors. It also helps advisors to become client-centered, build a marketing plan, and utilize fact-finding skills.

The Need for Financial Planning

This session will set student expectations for the program. Students will explore the objectives for the course, review their role in the learning experience, and share their top concerns. Students will also explore the tremendous need today for expertise in financial planning.

Our Changing Industry

After reviewing some statistics on what is happening in the industry and analyzing trends, students will understand that the industry is undergoing significant changes. This will be a starting point for the remainder of the course, and will show them how to meet the new challenges.

Philosophy, Mission, and Vision — Business Situation Analysis (SWOT)

This session will take an in-depth look at agency philosophy, mission, and vision and what effect they have on all agency systems. Students will create their own and compare them to the company's.

Long-Term Goals for a Full Financial Service Agency

This session will provide a look into the future. Students will do a visioning exercise and learn how to effectively communicate their agency vision to others. Having diagnosed the current agency situation in the last session, the students will now set objectives of what they want their agency to look like in three years.

Job and Function Descriptions

Not only will companies and agencies be different in the future, but jobs within the agency will change as well. The students will begin to think about how their advisors', unit managers', functional managers', and administrative staff's jobs will change to meet the new challenges. Students will discuss the difference between an agent and a financial advisor.

Advisor Practice Management

Students will learn how they can help their advisors be better businesspeople. Advisor business management, time control, and organization will be discussed. Goal setting for advisors is a major topic in which managers can help advisors analyze performance ratios and set plans and activities to accomplish short- and long-range goals.

Steps in the Advisory Process

To manage financial advisors effectively, it is important that managers fully understand the advisor's job and what makes an advisor successful. This will be the first of several sessions in the course that will take the students inside the financial advisor's job. They will learn the process that advisors must follow to deliver full financial services to clients.

Recruiting — Best Practices

Students will learn the unique skills required to recruit financial advisors. They will understand that recruiting the right people will make their organizations grow and be more dynamic. They also will be reminded that jobs in their agencies may look quite different in the future and that a new recruiting paradigm must replace the old ways of recruiting. New ways to recruit will be discussed, along with more traditional methods.

Selection — Best Practices

An effective and consistently used selection system will be the second part of the equation to grow the type of agency discussed in the previous session. Students will analyze their current selection system and determine ways to make it more effective and efficient in light of the new jobs that will be required in the agency of the future.

Retention — Best Practices

Retention issues are a common problem for managers. This will examine how developing financial planning agents will improve retention figures. The single most important factor leading to successful retention of agents is the leader! This session will examine the importance of students' role as a leader.

Company Panel — Recruiting and Selection

The Importance of Fact Finding

Students will be introduced to the most important tool in the financial advisor's arsenal — the Fact Find. The need for fact finding will be discussed, and each section of the Fact Find will be discussed in detail.

Determining Client Needs

Life stages of clients will be discussed, and students will learn how financial advisors can help meet clients' needs by identifying their life stage. Students will learn how using the Fact Find can help determine client needs for life coverage, general insurance, health coverage, savings, and retirement. Students will learn how financial advisors can encourage the client to make a commitment to taking care of his or her needs.

Risk Management

As financial advisors are in the process of offering advice to clients it is important that they understand and apply the principles of risk management. The definition of risk management is "the degree of comfort or discomfort one feels when making a planning or financial decision." This comfort or discomfort varies from person to person. Some customers enjoy the risk and thrive in a volatile investment and planning environment while others need more security.

Ethics Practice

As the industry becomes more complex, and as regulations require fit and proper advisor standards, it becomes increasingly important for advisors to adhere to a high standard of conduct. Students will learn what future regulation will look like regarding compliance. Case studies will be discussed that illustrate the importance of ethics in our business.

Preparation of Advice

After determining a client's needs, the financial advisor must then design a solution to those needs. Students will learn how the financial advisors in their agencies assess the investment risk and commitment identified by the client to make the right decisions. Students will study a sample recommendation document.

The Recommendation Interview

Students will learn the skills that financial advisors need to effectively meet with a client and review the advice that has been prepared. They will learn how advisors must motivate clients to recommit to the needs they have and to the desire to take care of those needs. Students will also learn how advisors can use transactional analysis to help move the client to take action.

Obstacles to Acceptance

This session identifies the reasons that people might not accept the recommendations that financial advisors plan for them. Students will learn how their advisors can distinguish between real objections and stalls, and how advisors can effectively handle both.

Discovering Your Personality and Style

This session will deal with personality styles. Students will be given the opportunity to determine their own personality style and will learn how to determine and work best with their prospect's personality style.

Introduction to Estate Planning

One of the areas important to the client and the agent is estate planning. Our clients are interested in creating and conserving their estates. The manager must have a general understanding of estate planning.

Working With Other Financial Professionals

Attorneys, accountants, brokers, and bankers are some of the professionals financial advisors need to work with to effectively help their clients. Students will discuss the advantages and disadvantages of working with these professionals and how they can build relationships with them to help all advisors in their agencies.

Products to Meet Needs: Risk Products

Life insurance, health insurance, disability insurance, general insurance, pensions, and savings vehicles are all products that most financial advisors offer or will provide in the future to meet their clients' needs. These products will be discussed to ensure that all students have a basic understanding of them and how they can satisfy client needs.

Introduction to Education Planning

One of the areas important to the customer and the agent is education planning. In this highly competitive world, children must be well-educated; therefore, parents must plan for the costs to pay for this higher education. The manager must have a general understanding of education planning.

Leadership

This session will look at why leadership is important in the development of financial planners. It is critical that managers lead by example. This session will examine the important qualities that effective leaders must possess. Leaders set realistic goals, demand excellence, and act with urgency. Therefore they bestow praise, hoard blame, and share camaraderie. Leaders are successful because they lead through their behaviors - not through their words alone.

Situational Leadership

This session will cover in detail the importance of leadership. Students will learn various styles of leadership and then complete and score a questionnaire that helps them determine their own leadership styles. Situational leadership emphasizes the importance of identifying which styles to use in which situations and students will be shown how to do it.

Using Situational Leadership

Using case studies, students will practice identifying leadership styles. Using role play, students will build skills in choosing the proper leadership style for a particular situation that could present itself in their agency.

Team Project: Undergoing Change to Financial Services

In this team exercise students will study the history and current environment of a typical risk-based insurance-only company that has an objective of being a full financial services company in five years. The teams will analyze the company and make plans for how it can achieve that vision.

Introduction to Retirement Planning

One of the areas important to the client and the agent is retirement planning. People are living longer and expecting more choices when they retire. This is a dramatically increasing sales opportunity. The manager must have a general understanding of retirement planning.

Products to Meet Needs II: Investment Products

One of the areas important to the client and the agent is investment planning. Our customers have many more choices of where they can invest. Many traditional and nontraditional financial organizations offer investment opportunities, and agents must differentiate themselves from the competition. The manager must have a general understanding of investment planning.

Business Management: Change Management

By this time in the course, students will be well aware that changes must and will occur. This session will address the subject of change and how people react to it. Students will learn how their advisors, administrative staff, and unit or functional managers are affected by change and will learn management techniques to facilitate change within their agencies.

The Company Perspective

This session will be conducted by an official of your company. He or she will discuss the future of financial services and the advisor distribution system in your company and country. The speaker will discuss how important the students are to the company's future and what role they will play in it.

Keeping the Sales in Financial Advice

This session will close the course. It will emphasize that advisors should not think of their job as merely that of advising. If they do, they will not succeed. Advisors must motivate their clients to accept their recommendations, and advisors must sell. That is a win-win proposition. The course objectives will be revisited and students will be asked to assess the course. Postcourse projects will be assigned and future developmental opportunities will be discussed.



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