The Emerging Leader Program (ELP)
Program Overview

The Emerging Leaders Program (ELP) is a 10-month, synchronous, online program for high-potential, non-supervisory employees considering a career path into leadership. The program is also relevant for supervisors who are new to the leadership role.

It's very common to see individuals placed into roles they are not prepared for. The cost of a bad placement is often obscured, but the end result can be seen by higher turnover rates, lower engagement scores, increased toxicity in the culture, poor performance, and failed outcomes. In this section, we'll discuss three key aspects of the ELP:

- Program objectives
- Curriculum
- Program Details and ROI

PROGRAM OBJECTIVES

One universal challenge for organizations, especially medium and smaller-sized organizations, has to do with developing their novice leaders. The cost in terms of time and resources is typically too steep for smaller organizations. Without the resources to establish a formal and robust leadership development structure, companies are often pressed to give 'something' to the new supervisor and call it development (even though they may not know what that is). Being able to offer a standardized, consistent, and high-quality program is almost impossible for smaller companies.

The main goal of the ELP is to provide organizations with a turnkey solution for their new supervisors. As most organizations can identify their high-potentials, they often don't have a venue to harness and develop them. The ELP represents a *standardized* introduction to the leadership role. Organizations can utilize the series as an internal cohort model or participate in a consortium, with participants from several organizations. Both models have their advantages. The series can also be customized with topics *specific* to the messaging an organization would want to imprint upon their new supervisors.

Another challenge that often impedes high-potential employee development is the fact that we're often more geographically spread out than before. Organizations often have a large employee group, but because they are dispersed, the cost of in-person training is too extensive to consider. Add COVID to the mix, where employees are working more and more from home, and it becomes clear that in-person classes don't always make sense.

The goals of this program are to:

1) Offer a high-quality, standardized leadership development program for high-potential, non-supervisory employees considering a path to leadership and new leaders.
2) Give organizations a mechanism to provide a scalable and time-relevant learning program
3) Demonstrate ROI through personal growth, leadership readiness, and cost effectiveness

CURRICULUM

1. ***Introduction to Leadership*** – The first session is a brief overview of the program, activities and expectations, and roles of key stakeholders. Assessments used in the program will be introduced with the 360 getting assigned early (so that we can discuss in session three). Content will touch on the history of leadership and begin a dialogue around the learner's personal understanding and views of leadership. An essay assignment will be made for the next session. Learners will also identify possible Mentors for their learning in this series (a 6-month role).

2. ***Leadership Communication*** – In leadership communication, we explore language as the currency of leaders, why it is so critical to effective leadership, what good communication looks, and the ways communication typically falls short of what the receiver needs. Topics covered include verbal and non-verbal communication, storytelling, e-mail etiquette, public speaking, humor,

3. ***The Hogan Personality Assessment Battery*** – In this module, will learn about the three Hogan personality assessments: The Hogan Personality Inventory, The Hogan Development Survey, and the Hogan Motives, Values, and Preferences Inventory. These assessments help the high-potential learners to better understand not only their personalities, the behaviors that show up to others that can *derail* their career aspirations. The third assessment is helpful to surface activities that motivate us, things that we value, and whether we are living our best life.

   Learners will also start thinking about their Individual Development Plans (IDPs). This is viewed as a fluid document, but taking the feedback from the Hogans, we'll start to establish learning priorities that represent the greatest opportunity for improvement. We'll also talk about the Mentoring relationship, specifically the learners' role as protégé's and how to get the most from that relationship.

4. ***Understanding Teams and Leadership Styles*** – This session is designed to explore the dynamics of teams. What is a team? What makes an effective and high-performing team? How do teams generally and predictably progress through stages? What dysfunctions destroy teams? This session will draw upon the work of Tuckman and Lencioni. Learners will also complete an assessment that shows how they interact with teams.

5. ***Managing Conflict*** – In this module, we'll turn our attention to conflict, a topic that most leaders unfortunately avoid to their detriment. We'll explore the five major conflict styles that most people use (collaborating, competing, avoiding, accommodating, and compromising). This session is intended to examine not only the 'inevitability' of conflict, but the learner's reaction and response to conflict.

6. ***Emotional and Social Intelligence*** – the session will explore the importance of emotional intelligence, what it is, how it impacts leadership effectiveness, etc. The conversation will look at the various ways EI plays a role in one's leadership effectiveness. Exploring diversity, resilience, persistence, optimism, emotional control, and other emotions, -the learner's ability to 'manage' these emotions is at the center. Learners will review their Bar-On EQi assessment and incorporate the results into their IDPs.

7. ***Diversity, Equity, Inclusion, and Belonging (DEIB)*** – In this lesson, we explore the meaning of DEIB in the workplace. It is no longer acceptable to treat people differently. It is wrong legally and socially, but it is devastating to a team or organization's culture. This workshop is designed to provide a new perspective of the difficult journeys of those who fall out of what we view as 'the norm'.

8. ***Performance Management -*** This session is designed to address the leader's role in assessing performance, giving feedback, and discussing the development of their employee. While every organization may have a nuanced approach to performance management, specifically the performance conversation, there are some basic principles to understand. In this session, we'll explore goal writing and giving feedback.

   The content in this workshop is especially relevant to those considering a move into leadership. Until a high-potential, non-supervisory employee is actually *in* the leadership role, they really don't think about what that change actually means, -how it changes relationships.

9. ***Time Management and Flow*** – This session addresses how new leaders must gain a new competency around the way time is managed. Everyone is busy these days, but the big mistake new leaders make is that they continue to do the things that got them noticed or set them apart from the pack. Learning how to delegate and work though others is a key competency.

   The second part of this session will explore the topic of *flow.* In our context, we're talking about each person's awareness of when they are in their best psychological state for learning and performing. An assignment will be made to examine and identify flow.

[FOR MENTORS ONLY] ***Virtual session for Mentors*** *(90 minutes)* – Once the Mentors have been identified and have agreed to join the process, the facilitator will set up a one-hour virtual session with the Mentors. In this session, Mentors will gain an understanding of the Mentoring role within the context of this program. They will learn about the various assessments and how they are to be understood. Lastly, we'll teach the Mentors about the Socratic method and *how* to have an effective conversation with their protégé.

PROGRAM DETAILS and ROI

In this section, we'll explore the structure of the ELP. These are lessons learned over numerous leadership program iterations over the years that give the learning the best opportunity.

- Attendance and Participation
- Cohort size
- Technical requirements
- Time commitment
- Costs per person

Attendance

Here are some guidelines that will help the define attendance requirements for graduation:

- Throughout the 9 learning events, the ELP learner must attend at least 8 of the 9 offered.
- If a learner needs to miss an event altogether, there is an opportunity to attend the event the next time the series runs at no cost.
- Attendance will be taken and reported back to the organization.

Cohort Size. The average cohort group will be 10-13 learners. The intention is to keep the cohort groups relatively smaller in order to facilitate more participation and dialogue.

Materials. Materials will be available to the learners electronically and can be printed out as needed. Assessments will be accessible online.

Technical Requirements. As long as the learner can access the internet and has microphone, they should be able to participate.

Time Commitment. Sessions are generally 3.0 - 3.5 hours in length and are scheduled every 3-4 weeks.

- The Mentoring session (for Mentors) will run approximately 90 minutes.
- Mentoring conversations are semi-structured. In most relationships, they occur bi-weekly and last about one hour each, but that is ultimately left to the partners themselves.
- Extracurricular activities are designed to be aligned to the learner's regular workflow. The assessments will take about 1-1.5 hours to complete.

Costs per Learner. The 10-month series is **$4000 per learner**. This includes the 9 instructor-led training sessions, assessments, and the two (2) 1-2 hour coaching debriefs.