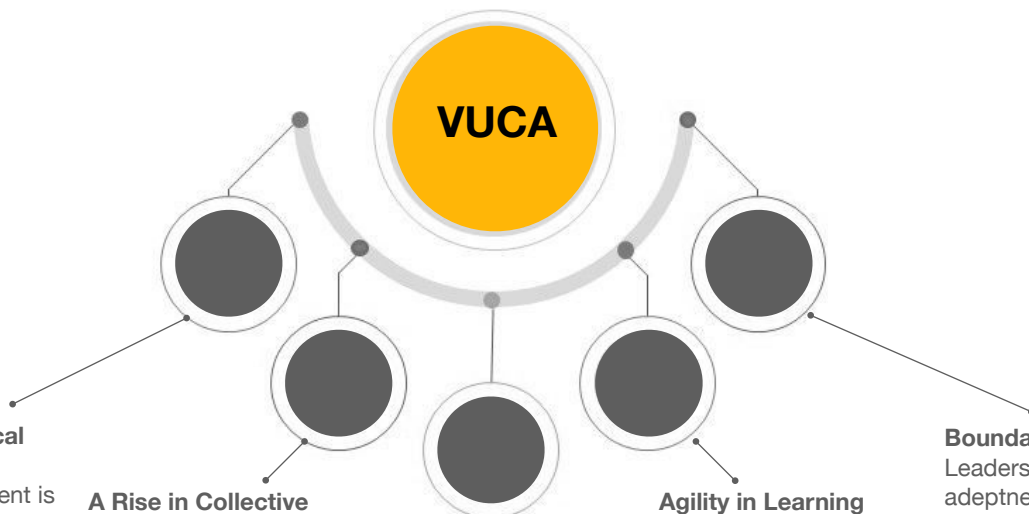


Development for Emerging and Established Leaders



Trends in Leadership Development for a Volatile, Uncertain, Complex, and Ambiguous Environment



A Focus on Vertical Development

Vertical Development is in contrast to the learning of Horizontal Development where new skills, abilities and behaviors is emphasized and is at its highest use when a problem is clearly defined and there are known techniques for solving it. Rather, Vertical Development refers to the “stages” that people progress through in how they “make sense” of their world. While one is not better than the other, both forms of development are needed as people at higher stages of development perform better in complex environments.

A Rise in Collective Leadership and Decline of the Heroic Leader

The complexity of the environment will present “adaptive challenges” where it is not possible for any one individual to know the solution or define the problem. Instead, adaptive challenges call for collaboration between various stakeholders who each hold a different aspect of the reality and whom must themselves adapt and grow if the problem is to be solved. Here, leaders embrace partnerships with employees working together to develop and achieve goals, and allowing employees to take a more independent approach in completing their work.

Transfer of Developmental Ownership to the Individual

The need for physical well-being and relationship concerns are satiated when met (the more we get-the less we want) whereas the need for growth is not (the more we get-the more we want). The implication is that by encouraging a person’s vertical development, leaders will foster the experience of development by nurturing the individual’s sense of autonomy over their own growth. This could mean that rather than directing people into programs, leaders will facilitate people, processes, systems, and structures that connect networks of people to each other.

Agility in Learning

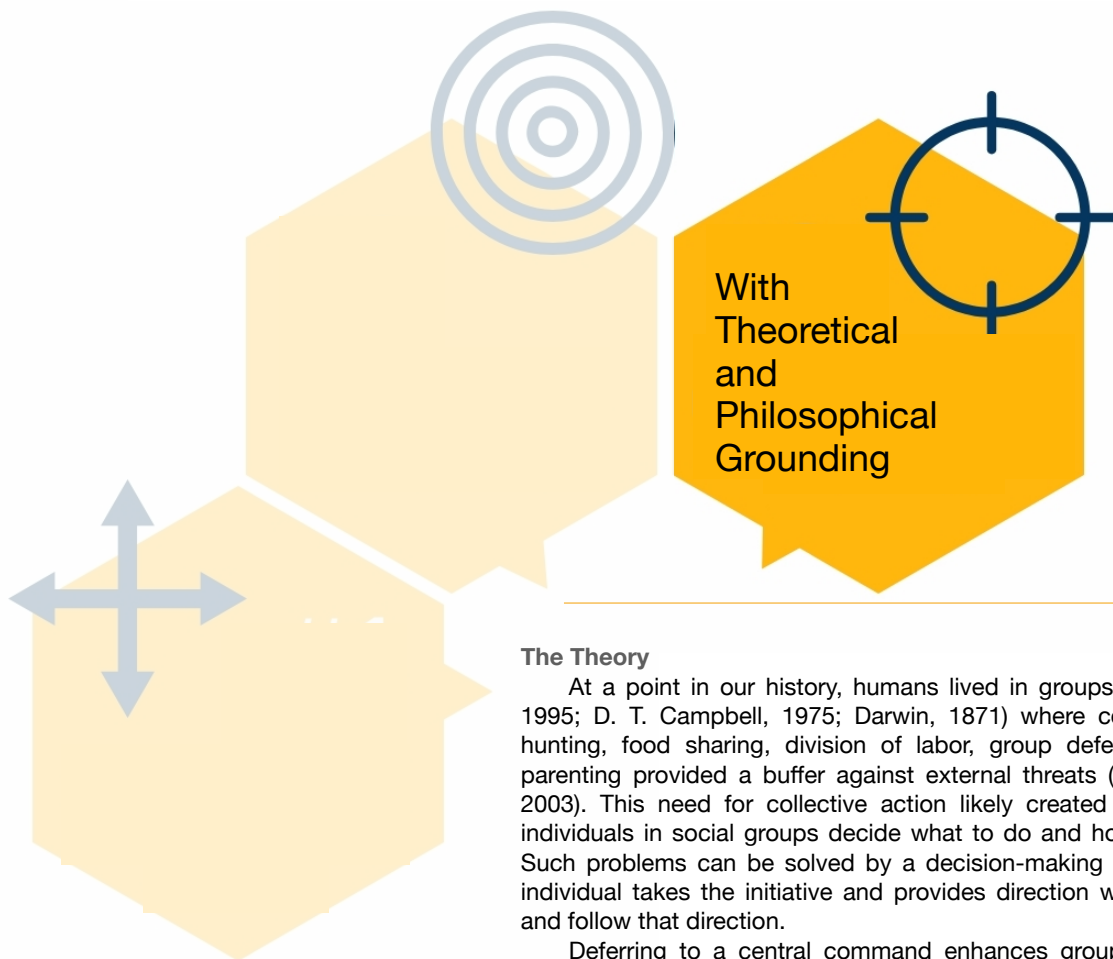
Complexity and volatility will require Agility in Learning and its adaptive competencies of self-awareness, comfort with ambiguity, and strategic thinking. These support agile innovation where leaders seek and embrace new and challenging situations, make sense of situations through experimentation and learn from mistakes. This means expressing curiosity, tolerating ambiguity, showing persistence, and staying in a constant learning mode. The result is an ability to reflect on and internalize experience, and then apply these learnings to new projects, problems, and experiences.

Boundary Spanning

Leadership will require adeptness at spanning common organizational boundaries, whether among peers (*horizontal*); between levels of the org chart (*vertical*); with external groups such as customers or the supply chain (*stakeholder*); across age, gender, culture, ideology, etc. (*demographic*); and across regions (*geographic*). Boundary spanning is by definition leaders working with people from differing positions, backgrounds, and locations that enables exploration of new frontiers for solving pressing problems, driving innovation, and leading change.



The Lens of Leader Development



The Theory

At a point in our history, humans lived in groups (Baumeister & Leary, 1995; D. T. Campbell, 1975; Darwin, 1871) where collective foraging and hunting, food sharing, division of labor, group defenses, and communal parenting provided a buffer against external threats (Kenrick, Li, & Butner, 2003). This need for collective action likely created the question of how individuals in social groups decide what to do and how and when to do it. Such problems can be solved by a decision-making process in which one individual takes the initiative and provides direction while others acquiesce and follow that direction.

Deferring to a central command enhances group performance during intergroup conflict (Keegan, 1994; Sherif, 1966), creating a role for leadership. Thus, leadership probably has a long and evolved history. It may have emerged as a solution to specific group coordination challenges— group movement, intra-group conflict, and intergroup competition are prime candidates. Arguably, individual fitness would be enhanced by living in groups with effective leadership.

Vugt, Hogan, and Kaiser (abridged)

The Philosophy

Effective leadership is most visible through team creation that enables achievement of objectives, the contribution of individuals, as well as their security and development. In this understanding, leaders are most effective when holding the group as equal or of greater importance than themselves, and allow for group members to achieve status.



The Lens of Leader Development



Three Levels of Knowing

These are **Directions of Understanding**, **Directions of Learning**, and **Directions of Experience/Application**. Our comprehension of knowledge is in the general understandings associated with an endeavor or field, whereas that of learning concerns the specific knowledge necessary to perform in a particular endeavor. Directions of Experience/Application are in the application of opportunities and challenges inherent within an endeavor or field through which engagement, using understanding and learning, produces meaning.

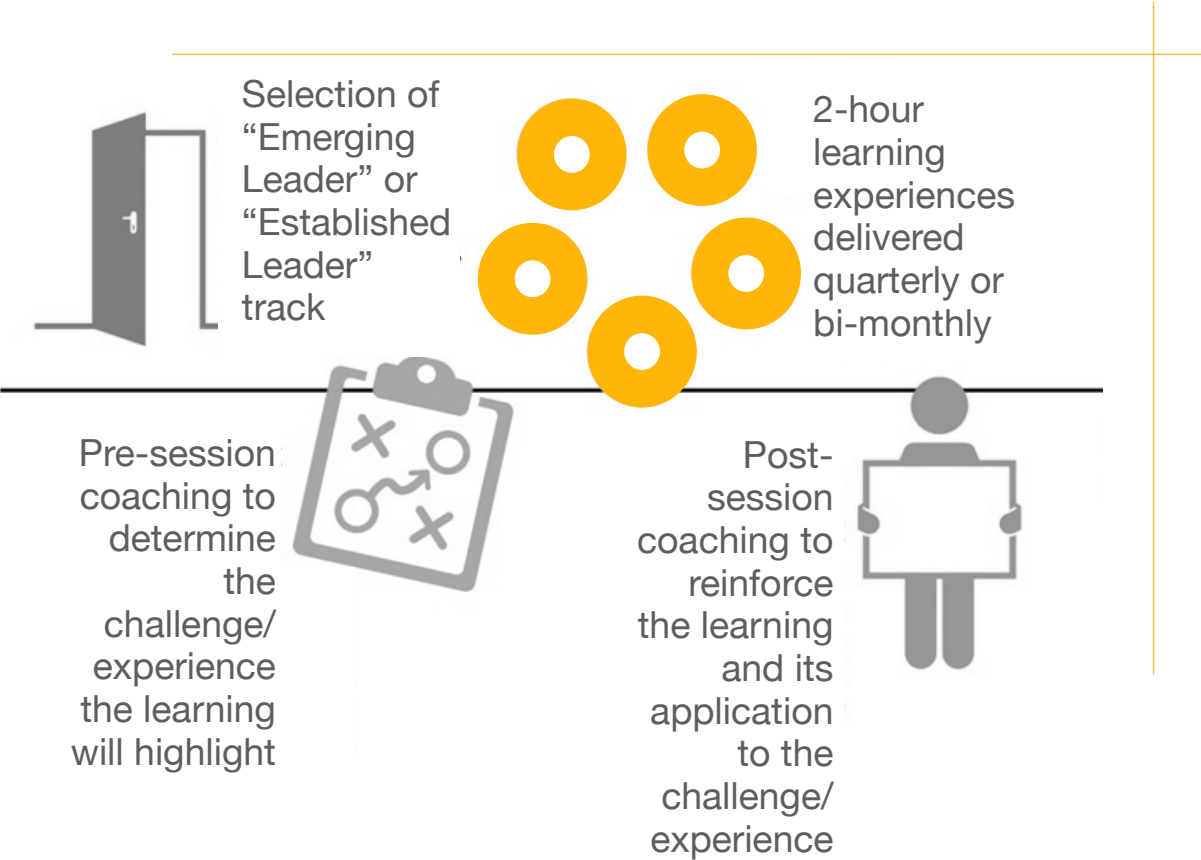
Learning of this sort first explores the larger domains of understanding and locates within them the specific knowledge required to successfully participate in task objectives. In a further recognition that learning is a combination of knowledge and experience, targeted challenge and growth opportunities are selected with the learner whereby what has been taught can be applied.



The Lens of Leader Development

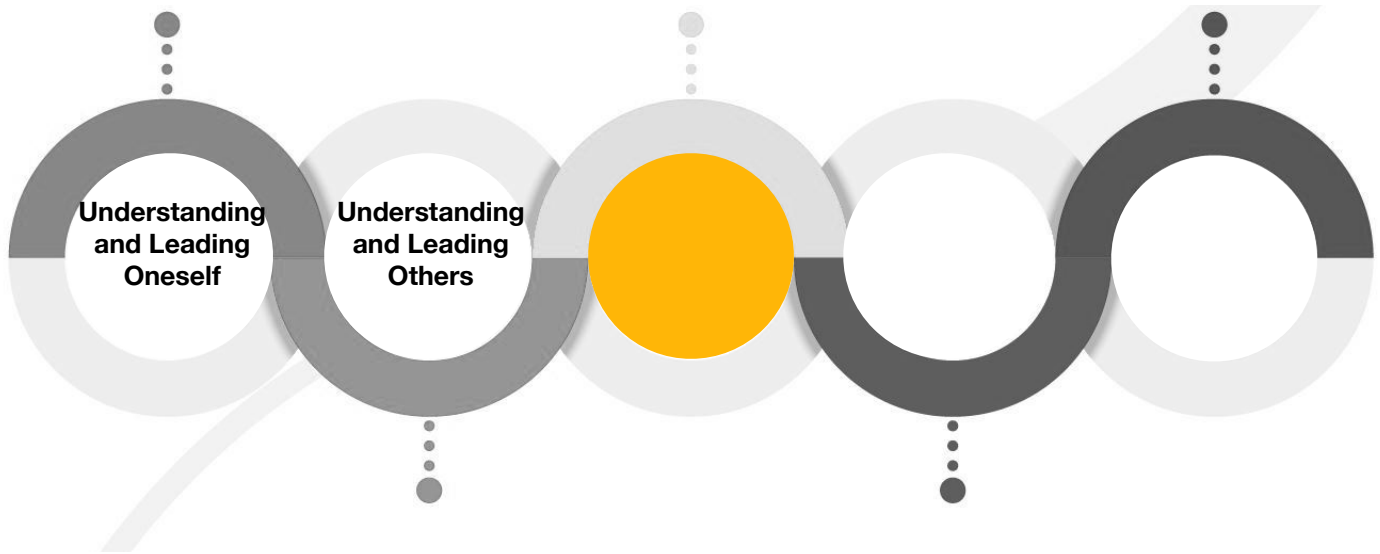


A Path for Leader Development



Emerging Leaders

Directions of Understanding



Directions of Learning (Bi-Monthly)

Year 1

- Personality and Leadership
- Communication, Leadership, and Teams
- Character and Leadership
- Lifelong Learning and Leadership
- Emotions and Leadership

Year 2

- Understanding and Working with People
- How Context Shapes Perception
- How Influence Shapes Leadership
- Finding Your Growth Edge
- Building Trust and Connection with People

The Four Leader Competencies & Directions of Learning

| | |
|--------------------------------------|---|
| Personality and Leadership | Understanding and Working with People |
| Communication, Leadership, and Teams | How Context Shapes Perception |
| Character and Leadership | How Influence Shapes Leadership |
| Lifelong Learning and Leadership | Finding Your Growth Edge |
| Emotions and Leadership | Building Trust and Connection with People |

Year 1 Leading Oneself

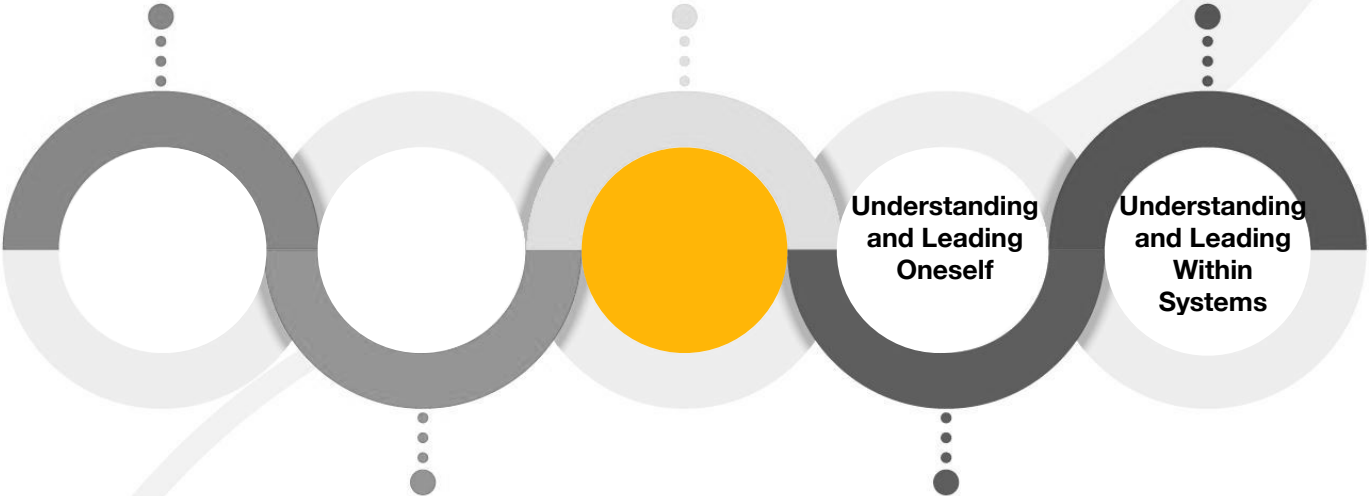
Year 2 Leading Others

- Self-Awareness ●
- Communication ●
- Influence ●
- Learning Agility ●



Established Leaders

Directions of Understanding



The Four Leader Competencies & Directions of Learning

| | |
|--------------------------------|-------------------------------------|
| Emotional Intelligence | Flexibility, Insight, and Awareness |
| Essential Communication Skills | Effective Listening |
| Influence without Authority | Leading and Managing in Crisis |
| How to Grow as a Leader | Perspective and Conflict Resolution |

Year 1 Leading Oneself

Year 2 Leading within Systems

- Self-Awareness
- Communication
- Influence
- Learning Agility

Directions of Learning (Quarterly)

Year 1

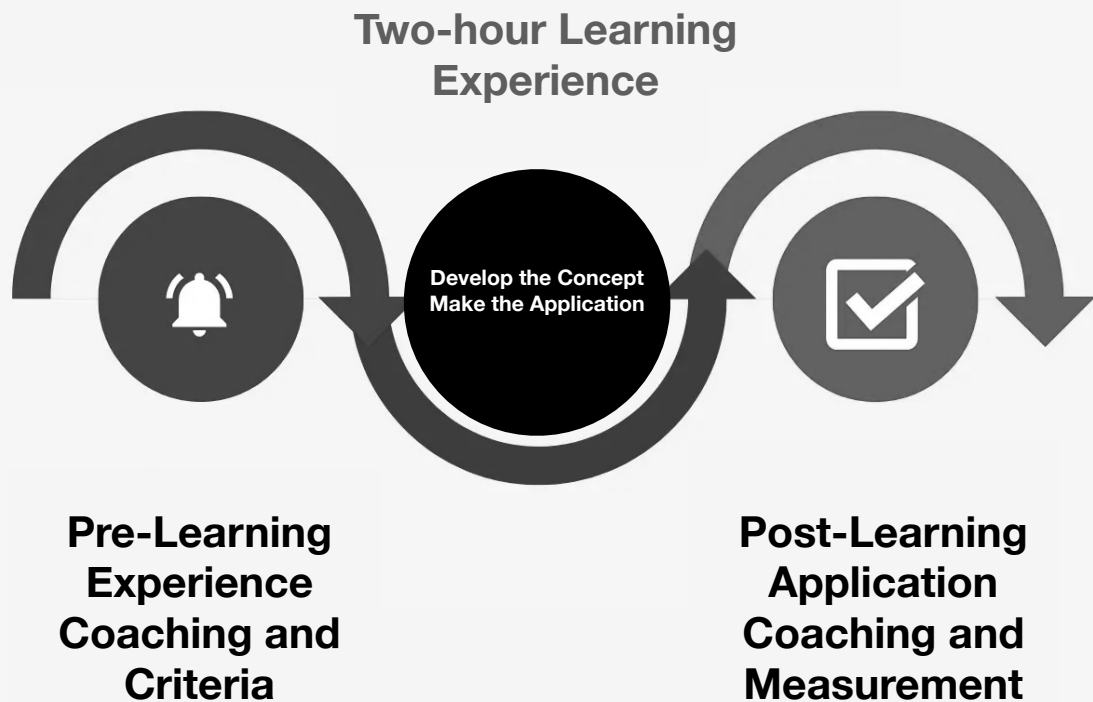
- Emotional Intelligence
- Essential Communication Skills
- Influence without Authority
- How to Grow as a Leader

Year 2

- Flexibility, Insight, and Awareness
- Effective Listening
- Leading and Managing in Crisis
- Perspective and Conflict Resolution



Directions of Experience/Application-How it Works



Delivering the Experience Achieving the Application

The Goal: Increased capacity and skills for leadership.

The Objectives:

Pre-Learning Experience Coaching and Criteria

- Coach the participant to discover their growth challenge and establish the criteria of its being accomplished within the offered learning experience (30 min).
- Collaborate with supervisor for accountability (email).

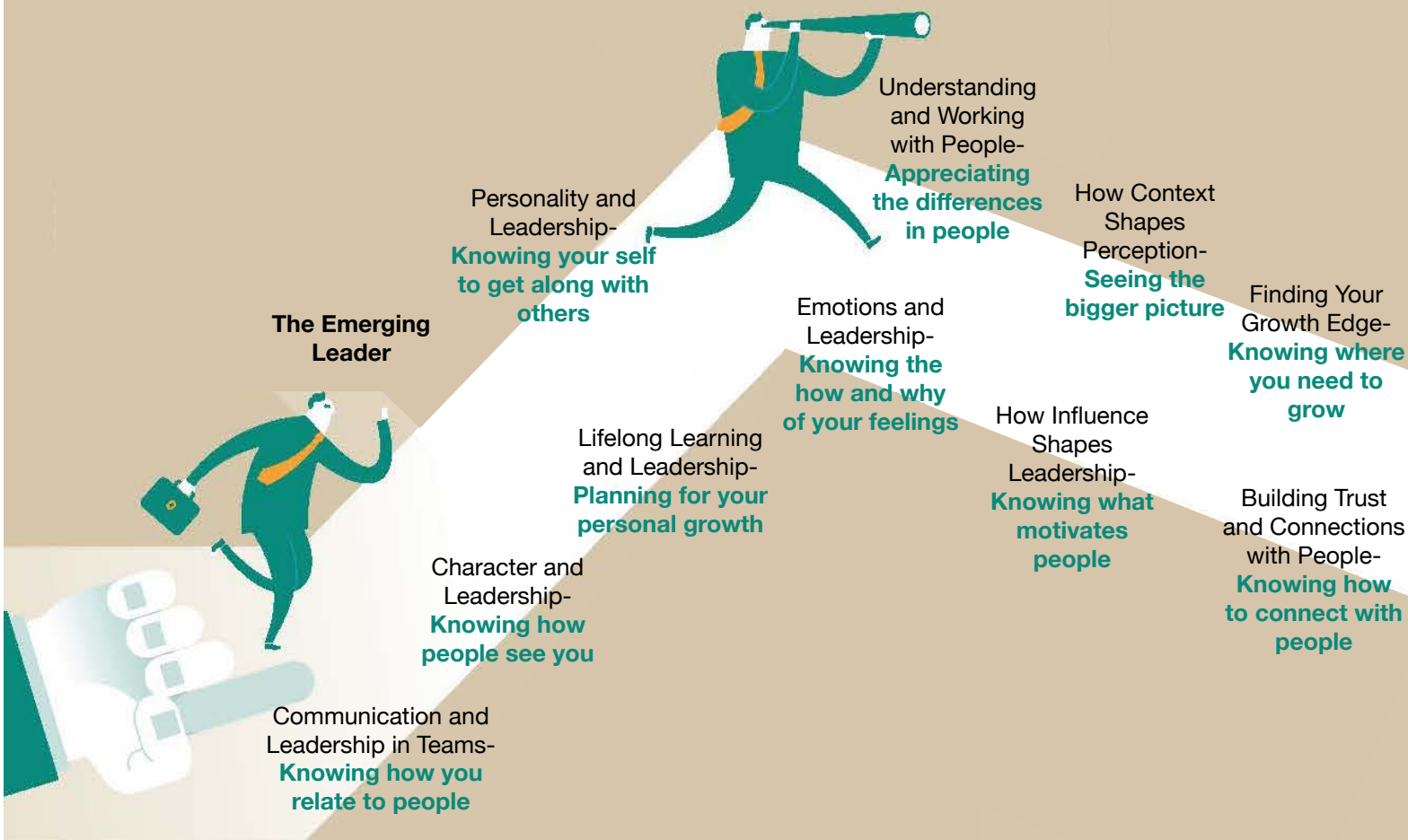
Post-Learning Application Coaching and Measurement

- Coach the participant to accomplish their growth challenge (60 min).



Putting it all Together

A path to Leader Development



Emotional Intelligence-
Knowing your feelings and those of others

The Established Leader

Essential Communication Skills-
Knowing the importance of listening and the power of words

Influence without Authority-
Knowing how to lead through presence rather than position

How to Grow as a Leader-
Understanding your need for development and the stages of growth

Insight Flexibility and Awareness-
Knowing what's really going on and how and when to shift and experiment

Effective Listening-
Learning the skills to listen deeply to what is and isn't said

Leading and Managing through Crisis-
Knowing how to manage oneself, manage the team, and lead in crisis

Perspective and Conflict Resolution-
Learning to see the whole, resolve anxiety, and defuse crisis



Learning Experience Descriptions

Emerging Leaders Year 1 Understanding and Leading Oneself

Personality and Leadership

Leaders are tasked with persuading individuals within a group to “set aside, for a period of time, their individual concerns and to pursue a common goal that is important for the responsibilities and welfare of the group” (Hogan, 1994). Leader personality is a necessary consideration in this task and by recognizing the role of personality and its traits of dependability, openness to experience, extraversion, agreeableness, and emotional stability, we will examine the Five Factor Model of personality for its relation to successful leadership.

Communication and Leadership in Teams

“In most cases, 20% to 35% of value-added collaborations come from only 3% to 5% of employees (HBR).” This void in collaboration, the essence of team function, is a breakdown in turn-taking where colleagues speak as equals and in its place, the presence of a leader who often carries 80% or more of the conversation (Dillon 2016). This learning explores the concept of psychological safety whereby “equal speaking” is encouraged.

Character and Leadership

Leaders with character achieve results that transcend everyday organizational imperatives and outcomes. A study of world leaders over the past 150 years asserts that managers who possess strong character will create a better world for everyone, while leadership generally is vital to the social, moral, economic, and political fabrics of society (Cooper, et al, 2007). To aid this understanding, we will examine character through the facets of Universalism, Transformation, and Benevolence considering the elements of respectfulness, fairness, cooperation, compassion, humility, courage, passion, wisdom, competence, self-discipline, loyalty, selflessness, integrity, and honesty.

Lifelong Learning and Leadership

Learning agility is the ability held by an individual to adapt to unfamiliar situations, learn quickly, and in a mostly self-managed way. People who are high on the learning agility scale are top performers during times of uncertainty. They can self-direct, and are okay with the discomfort of unfamiliarity. People with high levels of learning agility can approach unfamiliar situations by quickly connecting past experiences with present problems to make sense of them and find solutions (Synapse, 2021). This learning considers the nine elements of learning agility: Flexibility (open to new concepts), Speed (taking quick action), Experimenting (trying new ways of doing things), Performance Risk-Taking (seeking out challenges), Interpersonal Risk-Taking (not afraid of constructive conflict), Collaborating (open to ideas from others), Information Gathering (takes the initiative to seek the information they need), Feedback Seeking (appreciates the opportunity to improve), and Reflecting (thinks about how they can apply improvements to future challenges).

Emotions and Leadership

In addition to technical skill, leaders must be adept in emotional intelligence. EI is the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. This learning considers the essential elements of emotional intelligence as self-awareness, self-management, social awareness, and relationship management and their role in the workplace.



Learning Experience Descriptions

Emerging Leaders Year 2 Understanding and Leading Others

Understanding and Working with People

The ability to relate to people as people first, to see relational content, and from a place of integrity develop empathy for those being led is an essential leadership skill in the new decade. Our work will review basic motivation, consideration of the person as fully worthy and deserving in their own right, and dealing with relational modeling where the needs of the individual are projected onto the organization as well as those who lead.

How Context Shapes Perception

This learning uses a seven-factor model including attitude, mood, motive, self-concept, interest, cognitive structure as patterns of thinking, and expectations to examine the effects of attitude upon perception. In the understanding that perception is created, ever malleable, and subject to the individual's sense-making, we will examine the challenges and opportunities perception creates for communication.

How Influence Shapes Your Leadership

Leadership is influence and its application what enables a given people or group to achieve that most important to them. As such, leadership values influence as a force for action that shapes opinion and behavior positively. We will discuss leadership of this type as having these essential characteristics: it must be positive, it must be both individual and collective, and it must be both direct and indirect (Wilde & Messina, 2021).

Finding Your Growth Edge

This learning takes into consideration that to lead well, leaders must cultivate five understandings: to continually grow in their awareness of self and others, demonstrate maturity through acceptance and ownership of their weaknesses, develop perspective that transcends their own goals, needs, and desires, reframe reality in ways that are insightful to themselves and those they lead, and possess the courage to embrace new understandings leading to change within themselves, followers, and the organization.

Building Trust and Connections with People

Building trust and connection with and among followers is a key leadership activity and communicated through words and actions. Following the thinking of Gottman, this learning considers that for meaningful communication to develop among people, trust must be present. Within the acrostic of ATTUNE we will review the critical elements of awareness, turning toward, tolerance, understanding, non-defensive responding, and empathy.



Learning Experience Descriptions

Established Leaders Year 1 Understanding and Leading Oneself

VUCA (volatile, uncertain, complex, and ambiguous) and generational expectations have changed the landscape of leadership from command and control to listen and collaborate. This doesn't negate the acceptance or need for leadership but recasts the level of confidence and understanding a leader must have. To this end, it is increasingly essential that leaders be aware of their own self so as to best create fully functioning teams and enable the exchange of ideas and collaboration.

Emotional Intelligence

In addition to technical skill, leaders must be adept in emotional intelligence. EI is the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. This learning considers the essential elements of emotional intelligence as self-awareness, self-management, social awareness, and relationship management and their role in the workplace.

Essential Communication Skills

At all levels of an organization, communication is the key to maintaining strong working relationships. Open lines of communication build trust between employees which can ultimately lead to increased productivity and a boost in morale (Stobierski, 2019). We will examine communications through the lens of active listening, awareness of communication styles, persuasion, and their respective elements.

Influence without Authority

Individuals with leadership ability, no matter their position or personality profile, shared a single trait in common: the ability to influence their own nervous systems, and by extension the nervous systems of others. Authority, then, tends to accrue to people with the ability to influence themselves and others (Hallet). The fundamental difference between authority and influence lies in the models each uses to accomplish goals. Influence operates through the Be-Do-Have model, while Authority typically operates under the Have-Do-Be (Covey) model. This learning will discuss inherent influence, the models of Covey, and their application to leadership as well as the two approaches to long-term effectiveness, and in the types of organizational cultures they produce.

How to Grow as a Leader

This learning explores the opportunities for Vertical development through examining the elements of heat-experiences (first time experience, results matter, chance of success/failure, people are watching, and discomfort), colliding perspectives (frame-breaking experiences, deep listening, polarity thinking), and elevated sense making (time for reflection, mapping development, and coaching/mentoring).



Learning Experience Descriptions

Established Leaders Year 2 Understanding and Leading within Systems

System leadership, whether the whole of the entity, a division, or unit, is to take into account the entirety of inputs, outputs, processes, feedback, and environment. In the current volatile, uncertain, complex, and ambiguous (VUCA) theatre, leadership of these requires flexibility, awareness, and listening in conjunction with intuition and collaboration guided by perspective with a tolerance for difference and a willingness to resolve conflict.

Understanding and Leading within Systems through Flexibility, Insight, and Awareness

Through developing an understanding of systems and their boundaries, we'll investigate the ways flexibility, insight, and awareness enable us to shift our views and to experiment. These include adapting to the changing external pressures facing the organization; adjusting our management style to accommodate change and accepting it as positive; revising our plans as necessary; and considering the concerns of others (Center for Creative Leadership, 2020). Insight and Awareness deal with becoming aware of the undercurrents in a situation and among people, then showing comfort with ambiguity and dissent (Fox, 2021). We will address these challenges by considering the extent of our own mental and emotional flexibility as well as the dispositions we portray.

Understanding and Leading within Systems through Effective Listening

Our communications are in patterns of speaking and listening, such that one defines the other. These follow closely the expectations of the organization toward employees and staff, in effect, creating an architecture of speaking (Macnamara, 2015) that all learn and must follow to participate in the organizational dialogue. This learning studies these elements in an architecture of listening using feedback mechanisms and behavioral insights to improve system-wide listening.

Understanding and Leading through Crisis within Systems

Crisis in the present environment is no longer the exception to which we respond but increasingly defines leadership activity. When leading through a crisis, most leaders are forced to think and behave in ways that feel unfamiliar as they craft a plan and adapt it as new evidence and factors present themselves (Center for Creative Leadership, 2020). All the while, effective leaders are able to remain calm and maintain a sense of perspective as they interact with direct reports and others in the organization in collective pursuit of a common goal (Klann, 2003). This course examines crisis leadership and management as managing oneself, managing the team, and with the team, leading in crisis.

Understanding and Leading within Systems through Perspective and Conflict Resolution

Leading within systems is to possess the perspective to appreciate the interactions among the various levels of the organization (Leischow and Milstein, 2006) while understanding the broader context and the inevitableness of conflict. Resolving conflict requires that leaders are “able to relate to the people around them in ways that can impact and indirectly affect the larger emotional and organizational systems in which they are embedded” (McKenna & Yost, 2004) while differentiating themselves from the anxiety others experience. This learning investigates conflict and leader differentiation as a solution.



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