

Developing Leadership Mass



Date: 04/27/2017 Presented by: Donna Seligman www.DAU.mil

NAL IN LAS

Objective Methodology

Conclusions

Emerging Leadership Program

	sitions of increasing responsibility which may include team leaders, supervisors, and managers. The program
engthens DAU core comp	
	FY16 Emerging Leader Program (ELP) Activity Completion Check
	Completion Date Activity (date)
 Interpersonal 	Accession Date Accession Accession
 Flexibility/Ada 	1. Myers-Briggs Type Indicator Assessment (MBTI) (DEC)
 Problem Solvi 	 Wyers-Briggs Type Indicator Assessment (WBTI) (DEC) Strength Deployment Inventory (DEC)
 Developing of 	
 Integrity & Ho 	3. DDI 360 Leadership Mirror (DEC) 4. Emotional Quotient Inventory (EQI) (DEC)
e program provídes two r	4. Emotional Quotient Inventory (EQ) (DEC) ELP Individual Development Plan
 Participants acquire t 	Establish and review IDP with supervisor tailored with ELP activities (FEB 28)
 Development of tear 	E-Learning Curriculum (one due per month, or sooner, but by JUN 30)
The program is a self	1. Leadership Essentials: Creating Your Own Leadership Development Plan
allow you to tailor th program requiremen	2. Internal Customer Service
program requirement	3. Problem Solving: The Fundamentals
Learning Curriculum, T	4. Decision Making: The Fundamentals
ompetencies. Completion	5. The Voice of Leadership: The Power of Leadership Messaging
	6. Working for Your Inner Boss: Personal Accountability
ther Program Componer	7. What is Emotional Intelligence
Assessment, In order	8. Managing Your Career: You and Your Boss
Assessment (self on)	9. Integrity in the Workplace
 Individual Develops 	
independent study a	Electives (complete either four e-Learning courses or one workshop) (JUL 30)
development once y	e-Learning courses
 DAU Workforce Dew Electives. In additio 	 Leadership Essentials: Leading with Emotional Intelligence
attending one of the	2. Leadership Essentials: Building Your Influence as a Leader
 Leadership/Manage 	3. Pursuing Successful Lifelong Learning
you will read and wri	4. Communicating with Professionalism and Etiquette
 Shadowing Assignn 	5. Developing your Reputation for Professionalism with Business Etiquette
management style ar	6. Diversity on the Job: Diversity and You
Discussion Group.	7. Presenting Your Case
 Final Project. Once reading, your final pr 	8. Using Emotional Intelligence on the Job
at least one example	 Osing Emotional Intelligence on the Job Conflict, Stress, and Time Management
leadership team as se	
Capstone Activity.	Workshops (Other if approved)
Capstone activity at I	Crucial Conversations, Crucial Confrontations, Crucial Accountability, Influencer, Working at the Speed of
and a completion or	Leadership/Management Reading (1-2 page Book Review) (due MAR 30)
igibility. The Emerging Le	Title:
we a "fully successful" or e	Shadowing Assignment (APR 30. Written portion due with Final Individual Paper SEP 9)
we a "fully successful" or e	Name:
omination Process. Empl	Attend Group Meetings / Telepresence Sessions
low and submit to their s	Kick-off
ordinator by the nominat	Mentoring
	360, MBTI II
 ELP Applicant Inform 	Leadership Panel
 One page applicant I 	Strategic Planning
 Statement of purpos 	Team Project/Monthly Progress Review(s)
 Endorsement by app 	Capstone
dividuals should be nomin	Mentor Assignment (MAY 30. Written portion due with Final Individual Paper SEP 9)
e program requirements.	Name:
	Team Activity Project (2-5 page summary report due SEP 9)
	Title:
	Final Individual Project (2-5 page summary report due SEP 9)
	Reviewed by:

Self Assessments: 360, MBTI, SDI, EQI

Findings

- Journaling
- e-learning
- Soft Skill Workshops
- Discussion Groups
- Reading and Book Reports
- Shadow Assignment
- Mentor Assignment
- Team Activity Presentation
- Final Individual Project

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Research Issue

Methodology

 After completing the Emerging Leader Program (ELP) at Defense Acquisition University (DAU) were graduates able to influence leadership with their new skill sets?

Findings

Conclusions

- Did graduates achieved advancement and/or leadership positions?
- What was the single most influential activity for ELP graduates that gave them the momentum to move forward as a future leader?



Background



Objective



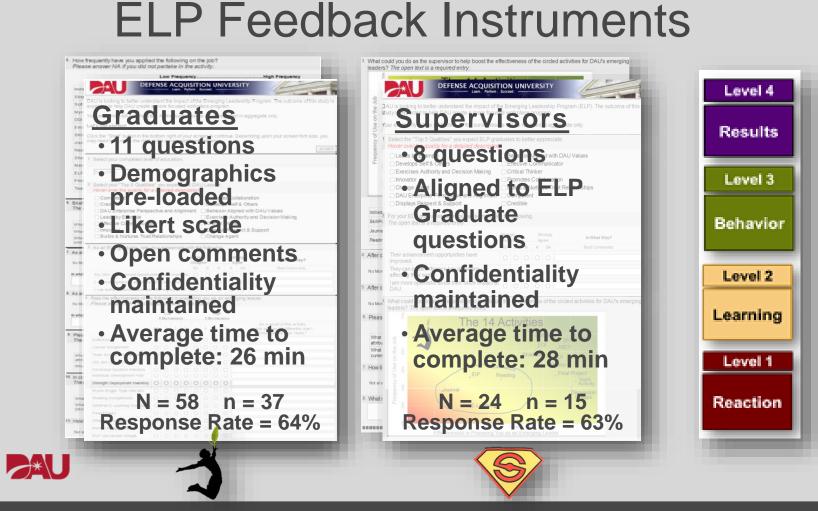
Methodology

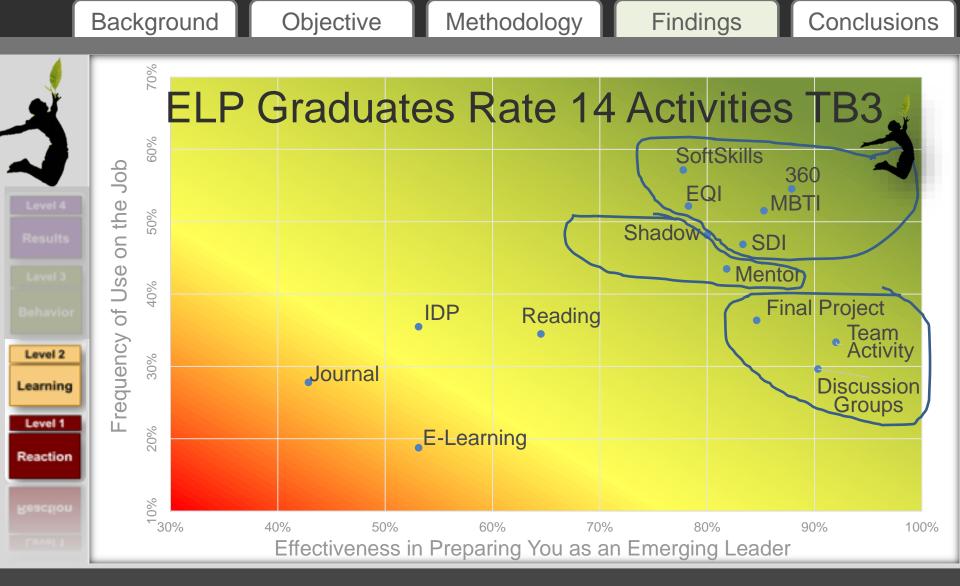
Objective

Findings

Conclusions

3





How can supervisors help to change behavior?

IDP

Level 3

Behavior

Level 2

Learning

Level 1

Reaction

- Show more interest through progress checks to keep development moving forward
- Encourage ELP participants to institute more stretch goals
- Emphasize the importance of the IDP an that this is a shared effort

SKILLPORT

- Reduce the number of Skillport classes required
- Assign subjects that will push them into uncomfortable areas stretch opportunities
- Provide dedicated time to work the activity(ies)

JOURNELING

- Not for everyone, introduce how it can be used and what can be gained. It's just a tool
- It can be too formal. Simplify and ask they keep log to help with annual review
- Review entries and provide observations with participant to quantify what they learned

READING

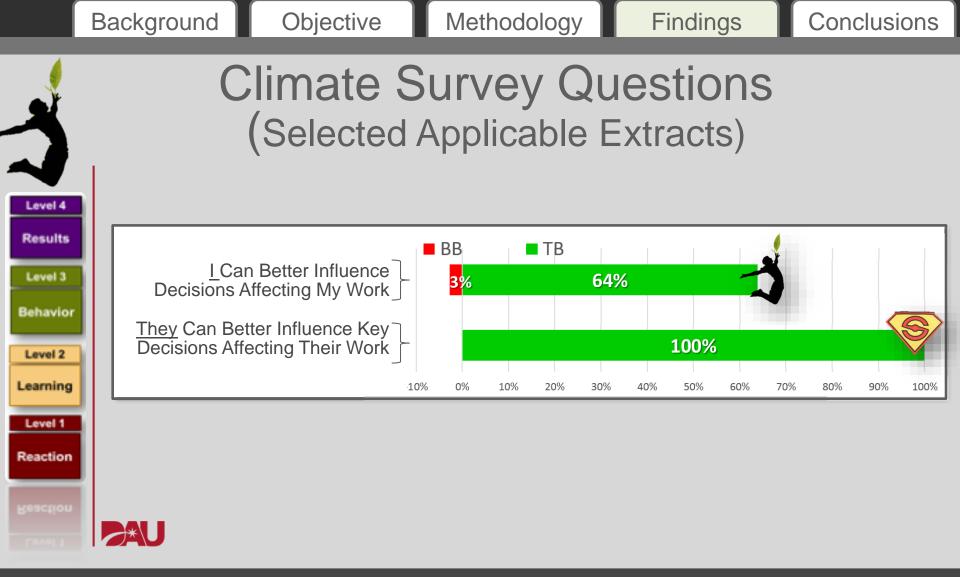
- Provide read ahead of what to look for and how the concepts could apply
- Offer suggested books that I have read and was influenced
- Read the same material so we can have a dialog about the key learning points





Background Objective Methodology Findings Conclusions **Climate Survey Questions** (Selected Applicable Extracts) BB TB Level 4 My DAU Advancement Opportunities Have Improved 25% 44% Results I Am More Optimistic About <u>My</u> Future with DAU 25% 36% Level 3 Behavior 50% 30% 10% 10% 30% 50% 70% 90% Level 2 BB TB Their DAU Advancement 50% Learning 29% Opportunities Have Improved Level 1 I Am More Optimistic About 93% Their Future with DAU Reaction 50% 30% 10% 10% 30% 50% 70% 90%







This model adapted from Rockwell, 2016

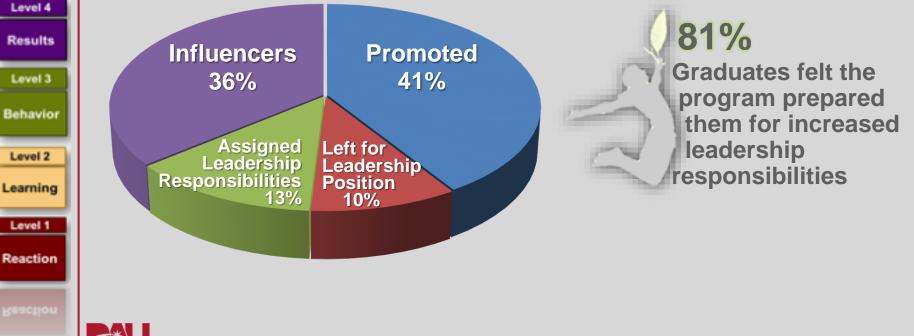
Objective

Methodology

Findings

Conclusions

Did graduates achieved advancement and/or leadership positions?

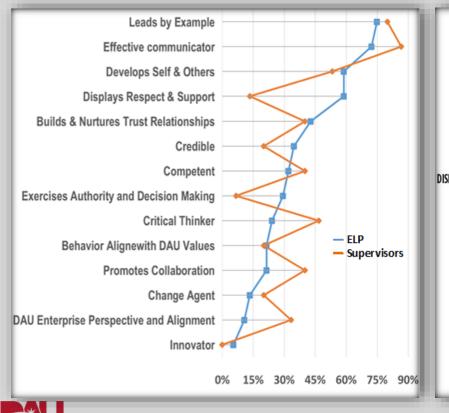


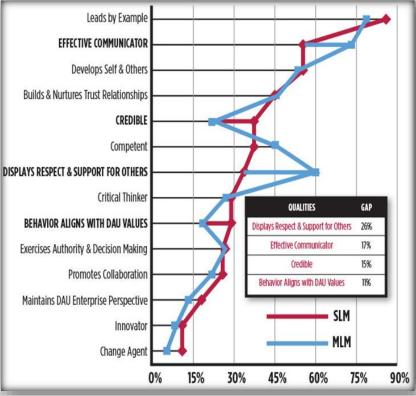
Methodology

Findings

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Influencers are Leaders too...





Recommendations

Objective

Background

• Determine the critical behaviors that will be required for your organization's emerging leaders and build a program around it.

Methodology

Findings

Conclusions

- Institute periodic self-assessments benchmarked against peer groups to confirm growth areas and uncover blind spots.
- Leverage cohort teams for collaborative contributions to innovative learning.
- Assign team leaders to group projects so they can exercise a wide range of leadership skills through experiential learning.
- Recognize the significance of developing "influencers" even though individuals may not be occupying formal leadership positions.
- Seek feedback from both the participants and their supervisors throughout the participants' development journey, and share the results in a timely manner
- Adjust program content as required to keep it relevant and robust