Transforming High Potential into High Performance

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Executive Summary

High-potential development is a critical talent management priority for many organizations, and doing it well is a practice of high-performance organizations. A review of outcomes reveals that organizations are not getting their return on their efforts to transform high potential into high performance. This is true for three of the more common reasons business and HR executives implement high-potential programs.

<table>
<thead>
<tr>
<th>Top 3 HiPo Program Priorities</th>
<th>% Satisfied</th>
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<tbody>
<tr>
<td>1. Strengthen talent pipelines</td>
<td>50</td>
</tr>
<tr>
<td>2. Retain talent rated as high-potential</td>
<td>50</td>
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<tr>
<td>3. Accelerate business change</td>
<td>Minority</td>
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Reflection on our 40 years of leadership development experience and a close review of recent HiPo research reveal four priorities for optimizing the return on investment in HiPo development.

Four Prescriptions for Optimizing the Outcomes of HiPo Programs

1. Clarify the stretch that is being asked of HiPos—in what they will do and how they will do it.
2. Match the people with the right traits—skills and abilities—with the right learning experiences.
3. Help participants overcome challenging skill application situations with mentorship from senior leaders and expert facilitation.
4. Build an ecosystem of reinforcing connections that facilitate HiPo career advancement.
Developing high-potentials (HiPos) is a vital element of "finding and developing the best talent," one of the top five strategic priorities organizations are pursuing, according to AchieveForum industry research.¹,²

Business unit leaders and HR executives invest in HiPo development for several reasons, but three are especially prevalent:

1. **Strengthen talent pipelines.** Executives seek to address anticipated vacancies and unplanned turnover in important roles by identifying and grooming internal talent who show potential for advancing into bigger roles—a more efficient strategy than hiring managers from the outside.

2. **Retain top talent.** HiPos tend to exit organizations experiencing change at higher rates than other talent, and executives invest in the career development of HiPos to retain them.

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To achieve these three goals, HiPo programs incorporate many, if not all, of the following elements:

- Assessment feedback
- Career mapping, developmental plans, and goal setting
- Mentoring from more senior leaders
- Action learning involving others that is facilitated by coaches—internal or external based on level of leader
- Insight into a company’s strategic situation, strategic plans and priorities
- Coaching from colleagues and from executive coaches about how to increase leader effectiveness given one’s profile of strengths and development needs
- Job rotations
- Formal training in business and interpersonal/leadership skills

As we demonstrate below, organizations have achieved modest success in achieving these goals. Organizations are less successful than hoped in transforming HiPo into high performance. AchieveForum recommends taking four actions to optimize the return on investment in HiPo development.

A Four-Point Prescription

To meet the challenge of increasing the return on HiPo development, business and HR leaders need to follow a four-point prescription. Taking action on this prescription converts high potential:
Across the globe, leaders recognize that they must strengthen their HiPo programs. About half of global HR professionals have confidence in their current programs and the same portion of business unit leaders and HR executives believe that their programs are achieving targeted outcomes. Significant opportunities to improve achievements of HiPo programs exist for each of the three goals outlined above.

**HiPo Program Goal 1. Strengthening Talent Pipelines**

As many as 50% of high programs fail to strengthen pipelines and most HR leaders do not think talent pipelines are adequate. We see echoes of this leader’s experience in efforts to document what happens to HiPos following an investment in their development. In a global study, one in six employees entering a high-potential development initiative went on to succeed in a senior role, while only 50 percent of employees that had performed well in the role they had were likely to become effective once promoted. While HiPo programs win positive ratings from people who participate in them, limited follow-through weakens business outcomes as an estimated 5% of HiPo programs receive the appropriate follow-through.

**HiPo Program Goal 2. Retaining Top Talent**

Organizations implement a variety of programs to retain people rated as high potential but these efforts are only somewhat effective.

HiPo programs need to do a better job of addressing the top drivers of high potential engagement. Namely, they need to increase access to senior mentors who are credible and trusted, feature involvement in strategic business change and facilitate career advancement. Follow-up once again turns out to be a key success factor.

**HiPo Program Goal 3. Accelerating the Implementation of Planned Strategy and Culture Shifts**

In a recent study, researchers discovered that leveraging HiPo development alone to achieve strategic change goals does not often produce the intended outcomes. Attention must also to be given to aligning the work environment to targeted shifts.
When making successful shifts in strategy and culture, organizations do two things. First, they build readiness up and down as well as across an organization. Second, they implement strategies that support the trial-and-error process of learning to apply new approaches to leadership. Leveraging HiPos as vanguards of change require that these two preconditions are in place.

**A CALL TO ACTION**

In the information reviewed above, we see a call to action for executives and HR to work together to improve the outcomes derived from investments made in HiPo development. Answering the call successfully comes down to working through three important design and implementation considerations. We address these topics in detail below.

1. **How can HiPo programs better match HiPo needs for development?**
   - For different levels of leader?
     - For first-level leaders
     - For mid-level leaders
     - For senior-level leaders
   - Tightly-calibrated to business challenges that lie ahead?
   - Well-tuned to the HiPo traits that matter?

2. **How can communication about HiPo programs better convey to HiPos and the broader organization the goals of the program, the plans for achieving them, and support needed from stakeholders?**

3. **How can post-program follow-up better secure the goals HiPo programs are designed to achieve?**

Responding to the call to action involves making good design and implementation decisions based on two inputs: (1) a review "lessons learned" from experience, and (2) knowledge of planned strategy and cultural shifts. When insight about the strengths of HiPo programs and their common pitfalls are plied with an understanding of an organization’s unique requirements, business unit leaders and HR executives optimize outcomes that inspire the development of HiPo programs. This exercise should be undertaken with the observation that companies who do high potential development well do not do vastly different things—they do more of them and do them more consistently.

The section below presents a summary of "lessons learned" of the key elements of HiPo programs and provides recommendations for improving HiPo development based on these insights. The first section looks at the key leadership transitions that HiPos make—into first-level leadership, into mid-level leadership, and into senior-level leadership.
LESSONS LEARNED: LEADERSHIP TRANSITIONS

HiPo programs facilitate the transition of leaders into roles of greater scope and complexity. The table below synthesizes research on the learning priorities associated with transitioning into first-, mid-, and senior-level roles.

Synthesized from several sources including\textsuperscript{12,13} and others.

Effective HiPo programs accelerate the speed with which leaders climb the learning curves associated with applying existing strengths and applying new skills to meet future requirements. The need to make efficient investments in talent that can make these transitions with a focused investment prompts business unit leaders and HR executives to begin by identifying leaders who have the capacity to learn quickly and make these transitions successfully.
Addressing the failure to successfully identify people with attributes needed to succeed in roles of broader scope and complexity is costly to businesses, and is the first improvement we need to make in HiPo development. This brings us to the question, “What attributes define HiPos?”

**HiPo Attributes**

Research studies have identified a common set of HiPo attributes. Beyond mastery of relevant functional skills, HiPos are distinguished by certain traits:

**Traits Commonly Associated with HiPo Talent**

- Strong drive for results\(^{15}\), including the courage and ability to take calculated risks\(^{16}\)
- Strong conceptual and analytical skills, including strategic thinking\(^{17,18}\)
- High learning agility\(^{19,20,21}\)
- Strong interpersonal skills and emotional intelligence\(^{14,16,22}\) especially self-awareness\(^{23}\)
- Strong collaboration skills\(^{15}\)
- Culture fit\(^{15,24}\) especially in light of where an organization needs to evolve its leadership cultures to meet the challenges that lie ahead
- Readiness meaning a person’s ability and motivation to transition into bigger roles (personal life circumstances, career stage, and other considerations influence a person’s capacity to profit from and apply the lessons from a development experience)\(^{25}\)

When companies select and groom people with traits associated with adaptability, innovation, and agility, business outcomes are enhanced\(^{26}\).

Having clarified the attributes that are core to HiPo talent, we turn to the question: “How are people with these traits best identified?”

**Identifying Potential**

Not surprisingly, there is a lot of room for improvement in this aspect of HiPo program design. In a recent study, 29 percent of HR leaders reported being “very satisfied” or “satisfied” with their organization’s current process for identifying high-potential employees\(^{15}\).
CURRENT ASSESSMENT PRACTICES

The vast majority (86 percent) of organizations have a “mostly informal” or “combination of systematic and formal” process to identify high-potential employees\(^5,27\). Successful organizations use two primary methods for identifying people with HiPo traits: 9 Box and Formal Assessments.

1. The 9 Box: The Performance and Potential Grid

The 9 Box framework helps people managers sort out HiPos from other key talent segments—solid performers for example—by evaluating two factors: 1) performance, and 2) potential. In its simplest form, a 9 box grid is comprised of a vertical and a horizontal dimension with each containing three ratings from low to high.

1. Performance. High performance means having a track record of consistently meeting or exceeding work goals. HiPos tend to be high performers.

   There is an exception to this rule, though. HiPo achievement sometimes dips when they are given significant stretch assignments like starting new ventures\(^15\). The ability to step into roles outside one’s comfort zone and to learn from setbacks and failures is a key attribute of HiPo learning agility\(^15,17\).

2. HiPos have the potential to perform bigger roles. In some organizations, HiPos are defined as having the ability to jump up to the next immediate role, while in others they are defined as having the capability to advance to two or more leadership levels. Accordingly, HiPos can represent a range of 3 to 15 percent of an organization’s talent at each leadership level\(^2,7\). HiPos represent approximately 30 percent of high performers\(^29\).

HiPo TO DO WHAT EXACTLY?

As documented earlier, each leadership transition is associated with specific learning challenges. While these data provide general guidance, it is important to clarify the challenges HiPos will face and will be expected to manage in a given organization.

As we illustrated earlier, most organizations are focused on customer-centric innovation and operational efficiency but with differing levels of emphasis. Each of these three strategic focal points have different implications for leadership generally and HiPo development in particular. In these times of disruptive change, the best HiPo programs evaluate leaders for their potential to learn how to meet tomorrow’s challenges and equip them with the capabilities that transform potential into performance.
The typical 9 Box process companies use tends to reflect how roles are understood today. They do not often begin by answering the question: “What capabilities will future leaders need to meet tomorrow’s challenges?” According to many commentators, the ability to manage people across geographies and cultures, digital fluency, and strategic agility will be more important in the future. A simple outline for making the 9 Box future focused is illustrated in the cut-out “Aligning Talent Development with Business Strategy”.

Aligning Talent Development with Business Strategy

- Clarify the strategic priorities of the business
- Determine the capabilities and competencies that will be needed to meet these future challenges
- Identify the target levels of the competencies (or skills) that are needed to meet these challenges
- Evaluate talent against these criteria to define strategic talent gaps
- Develop and implement a talent plan to close critical talent gaps
- Reevaluate talent against these criteria in future cycles to track progress and make adjustments

OTHER ASSESSMENT METHODS

Best practice HiPo programs use formal assessment to validate 9 Box ratings. This additional insight adds validity to and refines the HiPo development agenda. As noted earlier, only half of organizations have a systematic approach in place to identify high-potential staff, and only a third use valid assessment methods to back up their choices\(^5,15\). Normed or validated assessments, structured behavioral event interviews, and multi-rater surveys comprise these more rigorous assessments and provide critical evidence-based input on whether an individual leader has the capabilities needed to stretch into roles of greater scope and complexity. The addition of formal assessments also adds credibility to a process that is often viewed as highly political\(^5\).

A Special Challenge: Assessing HiPos Globally

Today, many organizations span global boundaries. Thus, creating a global framework is a critical feature of HiPo development. To meet the challenge of global assessment, tools need to be selected with care to ensure they are culturally sensitive to differences that exist across the globe. In studies of global 360 surveys, different combinations of traits assessed by standard 360’s were correlated with high performance\(^31,32\). Similarly, in research studies on the assessment of personality variables that impact leadership performance, researchers have uncovered important global variations\(^33,34\).
Data on cultural differences remind us that operationalizing such a framework on a global basis needs to reflect local requirements: one size does not fit all. To address global HiPos, a few simple actions can be taken:

- Select tools that have global norms and are translated into the appropriate languages.
- Do internal benchmarking with a sample group of HiPos in relevant global locations and link assessment results to performance measures.

**COMPELLING COMMUNICATION**

Once leaders and HR professionals have used their company’s talent management process to develop a list of HiPos who are well-matched to the challenges that lie ahead, communication is the next step. This brings us to messaging and message delivery.

**Tell or Not Tell?**

Making the decision whether to tell HiPos of their status is a common issue in HiPo development. There are tradeoffs to make. When asked whether they tell employees they have been identified as having high potential, 58 percent of respondents to the UNC Kenan-Flagler Leadership Survey indicated that they do. The Center for Creative Leadership found that when high potentials knew their status, only 14 percent said they were looking for other employment, whereas only one-third of those who were not informed of their status were looking for another job. This 19-point spread indicates that telling HiPos of their status is desirable but is not necessarily automatic.

The bigger priority is that once HiPos have been informed, organizations need to take swift action. A lack of action following notification can weaken engagement and decrease morale. The notification of one’s status as a HiPo should include both development activities and related career actions.

**What to Tell: An Anointing? A Test? An Investment in the Future?**

In many cases—especially when increasing HiPo retention is important—HiPo programs are developed as a form of recognition. They send a message, “You are really valued here.” In other cases, HiPo programs are primarily focused on filling gaps in replacement charts for senior leadership roles. In these cases, HiPo programs are also framed as a test.
Programs that test leadership ability present leaders with significant work challenges that they need to achieve beyond their day jobs. These special projects or assignments require significant leaps in conceptual, analytical, and business change leadership skills. Meeting the challenge of such assignments is often taken as a sign that desired traits are present at sufficient levels that one can be considered for advancement into bigger roles.

The challenge of this approach is that not all of those who are tested succeed. Thus, clarifying what happens if one does not succeed at the test is an important communication priority. Often this communication includes assurances that this person remains key to the business. However, the exodus of candidates who did not get the “big job” is not uncommon. This is one of the trade-offs of HiPo programs that function as tests for a person’s abilities to stretch into bigger roles.

**Getting Buy-In of Other Stakeholders: A Requirement of Communication Effectiveness**

For HiPo employee development programs to work, it is important that there is broad commitment.

"If you are not following through on development plans on moving HiPos into new roles it's just another task with limited value."

- Talent Manager Leader

If communication is done poorly, a HiPo program can be misunderstood, or worse, create a level of resentment between the “haves” and “have nots” or more appropriately the “are’s” and “are not’s.” Disengaging solid performers, the biggest segment of talent in an organization, is a problematic unintended consequence to avoid in HiPo program communication.

**HiPo LEARNING EXPERIENCES BY LEVEL**

Having selected the right candidates and communicated program goals, the next step is designing the learning experience. Well-designed programs support each level of leader in unique ways.
First-Level Leaders to Mid-Level Leaders

Mid-level leaders are, as Osterman described them in his 2009 book *The Truth about Middle Managers* are, “organizational transmission belts” that reconcile the strategic vision of senior-level leaders with on-the-ground realities, and turn big picture visions into action. Preparing first-level leaders for mid-level leader roles means building proficiency in skills associated with leading across boundaries and leading without formal authority.

Mid-level leaders also initiate improvements in the functions they lead. Thus, HiPo programs for this level trains participants in how to determine opportunities for stronger functional performance, win support for planned changes, and implement them successfully. Problem solving, improving business processes, and coaching skills empower participants with the capabilities needed to make functional improvements.

One of the challenges mid-level leaders face when assuming the role is that their managerial purview includes departments for which they may have less technical expertise than the supervisors of those functions. Learning how to lead and coach others with credibility when you are not the technical expert is a common learning priority for this level.

Mid-Level Leaders to Senior-Level Leaders

Senior-level leaders develop and drive the implementation of strategy. They integrate vigilance about important customer, consumer, supplier, regulatory, and economic trends with deep insight into how an organization can be stretched to profit from these trends. Strategic vision and strategic execution are front and center on the senior leader agenda. Thus, aligning people and teams up and down and across the organization is foundational to senior-level success.

HiPo programs for senior-level roles equip HiPo participants with skills that support winning and maintaining strategic alignment.

Programs that promote the transition to mid-level leaders feature a number of learning activities:

1. Mentorship by an executive to increase the ability to negotiate the formal and informal dynamics of an organization
2. Insight into a company’s strategic situation including key trends in the external environment and insights about how the organization plans to address these trends
3. Action learning with other HiPo mid-level leaders on strategic projects
   - Expert facilitation of these exercises is a key success factor in these exercises; facilitation enhances the process of applying new ideas to work

4. Deep insight into personal strengths and development needs, especially how one functions under pressure as it increases as the role expands

5. Targeted skill development of interpersonal leadership skills including managing vision and purpose, communicating vision, promoting collaboration across organizational boundaries, conflict resolution, and management

Senior-Level Leaders to Senior-Most Executives

Strategy management, financial analysis, portfolio management, board management, and organizational design are among the top skills of senior-most executives. Fundamental to these programs is developing the ability to create a strategic vision, engage others in evolving shared vision for results, and empowering successful execution across and up and down organizational hierarchies.

Executive coaching is a critical feature of senior-leader HiPo development. As people with large amounts of power, senior leaders tend to lose the capacity to listen and be open to influence from more junior managers. As a result, executive coaches for executives focuses on optimizing strengths, coping with limitations, and maintaining open communication channels with team members in support of strategy agility and effective strategy execution.

A NEW TOPIC AND EMERGING TOPIC IN HiPo DEVELOPMENT: EMERGING LEADERS

A relatively new focus of HiPo development is the transition of individual contributors into first-level leadership. A 2013 Aon Hewitt study reported that 15 percent of companies developed HiPos at this level.

AchieveForum experience suggests that interest in developing this segment is growing. The greying of the workforce and fears about the baby boomer retirement bubble is prompting many organizations to focus on individual contributors who have potential for supervisory roles or lower level mid-management jobs.
The transition into first-level leadership roles represents a greater opportunity to solve a perennial problem in leadership development summarized by this talent management leader.

"We tend to place people who excel as individual contributors into people management jobs. They know the work but most of the time we have no idea whether they have the motivation to manage and lead others. We try to correct for this mistake with middle management development but this does not work especially well. Beginning leadership pipeline development with first-level leadership would have a big impact on the quality of leadership pipelines. We have to figure out how to do this."

Leader of talent management for a large retailing business

First-level leadership development priorities include:

- Doing effective performance management including goal setting, giving performance feedback, providing recognition, conducting performance review and development planning sessions, and coaching others
- Leading effective teams
- Motivating frontline staff in a way that motivates even when staff is not deeply dedicated to the work they do and tend to have a wide range of motivational needs
- Problem solving

Doing action learning projects on people management for people who are learning to manage others and yet do not have direct reports is an important challenge to overcome for emerging leader development.

A number of organizations have creatively addressed the challenge. Examples include:

- Organizing the professional development of a work team of which they are member.
- Being assigned as a lead worker. Lead workers help peers solve technical issues, but do not have formal authority over others.
- Linking talent to leadership roles in not-for-profits that are affiliated with community relations initiatives.

"Day-to-day, hour-by-hour, first-level leaders are there to interact with the workforce and make decisions, remove obstacles, and provide solutions for those things adversely impacting production output, speed, quality, and cost; and do it in a way that strengthens employee relations, desire to do a great job, and, ultimately, retention."
THE OTHER HiPos: TOP TALENT

Some HiPo programs aid top talent in executing their current leadership roles with greater effectiveness. These programs are really focused on high performers, a key but different segment from HiPos. These programs strengthen the “in role” leadership performance of this important talent segment.

In recent surveys, AchieveForum has asked talent development and learning leaders to identify the competency development priorities they are pursuing for talent at each level of leader.

Top 5 List of Competency Development Priorities: ’16 to ’17

<table>
<thead>
<tr>
<th>First Level</th>
<th>Middle Level</th>
<th>Senior Level</th>
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<tbody>
<tr>
<td>1 Coaching Others</td>
<td>Leading Change</td>
<td>Leading Change</td>
</tr>
<tr>
<td>2 Performance Management</td>
<td>Coaching Others</td>
<td>Creating Strategic Alignment</td>
</tr>
<tr>
<td>3 Leading Change</td>
<td>Strategic Thinking</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td>4 Building Effective Teams</td>
<td>Developing Talent</td>
<td>Creating Strategic Alignment</td>
</tr>
<tr>
<td>5 Developing Talent</td>
<td>Performance Management</td>
<td>Managing Vision &amp; Purpose</td>
</tr>
</tbody>
</table>

Same 5 with some re-sorting

Some re-sorting: performance management drops out - developing talent drops in

Same 5 with some re-sorting
AchieveForum completed two pulses: one in 2016 and 2017. Across both surveys, there are some changes in relative priorities, but there is a lot of stability in the results. Of particular note, coaching others, developing talent, and leading change are common themes for first- and mid-level leaders. For senior-level leaders, vision and strategy are top themes.

Top talent programs have the goal of increasing effectiveness of people in roles that they already occupy and may have occupied for multiple years. As people tend to receive limited performance feedback from their managers, the multi-leaders surveys used in top talent programs are important. These surveys need to identify skill development priorities in an actionable and compelling fashion.

The best of these surveys evaluate specific skills that are featured in skills-based training. While this seems obvious, this has not been common. Historically, multi-rater surveys have been developed by different firms than those that do leadership training. As a result, survey feedback has suffered from a lack of alignment between the concepts featured in survey results and in concepts featured in training. AchieveForum multi-rater surveys are designed to optimize tight linkage between survey feedback and training.

SUCCESS FACTORS IN PROGRAM DESIGN: OVERCOMING COMMON STUMBLING BLOCKS

Avoiding four of the most common stumbling blocks to HiPo development will lead to better outcomes in HiPo program implementation.

1. Failing to engage with senior-level leaders weaken critical alignments

Approximately 72 percent of HR professionals think that communication with executives about the link between the program designs and business outcomes is their biggest challenge. By contrast, defining strategic priorities (15 percent) and designing programs (13 percent) are relatively smaller challenges according to a recent AchieveForum poll. Leveraging program design and implementation partners in conversations with executives is big step in securing better outcomes from investments in HiPo development. Leveraging the perspective of consultants is a common success factor in winning executive buy-in.
2. Tendency of managers of HiPos to focus narrowly on their interests at expense of the benefits of talent mobility

Leaders tend to focus on their own units rather than the whole organization. Hanging on to critical talent is a legitimate concern. This me-first view often hinders the quality of HiPo learning experiences. Engaging executives about the business case for HiPo development provides the rationale for what can be a challenging sacrifice for leaders to make in "do-more-with-less" work environments. Problem solving how to offset the loss of access to HiPo time that will be deployed on action learning, rotations and other investments is an important step to take with leaders of HiPo talent.

3. Failure to integrate leadership development activities with company values, business principles, and the other elements of the talent management system

Hiring methods, promotion practices, performance management systems, and compensation/benefits programs have a big influence on the impact of HiPo development programs. Devoting time to building these alignments is a critical investment in the follow-through that determines ultimate success.38

4. Lack of follow-up suppresses accountability in participants and leaders

Beyond accelerating the ability of HiPo to overcome the skill application challenges they face, ensuring that career moves occur is an important follow-up activity. Thus, evaluating the impact of these programs on: 1) skills that increase promotion readiness and mobility, 2) the executive ratings of promotion readiness they assign in talent reviews, and 3) successful performance in new roles are important follow-up activities. Reviewing the impact on HiPo programs on these indicators helps keep key stakeholders focused on the steps that optimize HiPo development.
SUMMARY

HiPo programs are a key element of “finding and developing the best talent.” Working through three design and development considerations with an eye on avoiding common pitfalls leads to high-impact HiPo development.

To meet this challenge, organizations should:

- Clarify the stretch.
  - Outline what you would like HiPos to do differently following the HiPo program. This clarity drives the design and delivery decisions that optimize outcomes. This clarity is too often missing.

- Match capabilities with a learning experience.
  - Carefully match people with desired traits with learning experience that prepares them for the challenges ahead. Failure to effectively match capabilities with experience means that program participants are likely to struggle when they move into roles of greater scope and complexity.

- Help participants overcome challenging skill application situations with expert support.
  - Deploy coaching/facilitation and access to credible and trusted mentors to help participants profit from the trial-and-error process of thinking and doing differently.

- Build an ecosystem of reinforcing connections.
  - Outline clear “what’s next” activities that leverage the benefits of a HiPo learning experience and convert learning into performance. Outline job experiences, career rotations, and other career advancement support that ultimately drive outcomes.

We close with the words of an executive who successfully made the journey from a HiPo middle manager to leading a line of business for a top financial services firm.

"I had great mentors who focused on developing my skills and my career. They made sure I got opportunities. I got some great roles. Joe (name changed) mentored me most and was a great model of leadership. I learned a lot from his example. I also got the chance to participate in the corporate program (HiPo program for vice president candidates). I made some connections and saw that the company was investing in me. I also got detailed feedback from assessments and had a (executive) coach work with me to translate the feedback into action steps and hold me accountable. As I transitioned into my first executive role, I learned that I had to rely less on my analytical skills—a strength of mine—if I was to be an effective executive leader. I had to learn to delegate. I have learned as an executive that delegating is about teaching and learning. Sometimes the work I delegate is less well done than I would have done it. In those moments, I teach. Sometimes the work that comes back is better than I would have done it. Then, I learn."
ENDNOTES


3. CEB, 2017, Most HiPo Programs Do Not Yield Visible Results


8. CEB Blog (2014): "High Potential Employees: 55% Set to Leave"


29. HR Review Citation of 2013 CEB study


AchieveForum partners with clients to design and execute leadership development solutions that drive business results. Bringing together the global leadership capabilities of AchieveGlobal and The Forum Corporation, AchieveForum’s legacy includes hundreds of clients across more than 50 countries and the capabilities to address the most pressing leadership development challenges.

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