COURSE SYLLABUS

From Peer to Leader: Successfully Navigating the Transition Course

Master the transition from peer to leader by building new relationships, setting boundaries, and fostering team success.

> Group classes (Live Online) and onsite training are available for this course. For more information, email onsite@graduateschool.edu or visit: https://sdfm.graduateschool.edu/courses/from-peer-to-leader-successfully-navigating-the-transition



CustomerRelations@graduateschool.edu • (888) 744-4723

Course Outline

Module 1: Transition to Supervision

- Shift from doing tasks to getting results through others; take on hiring, appraisal, and policy responsibilities.
- Reframe relationships—new peers in management, more interaction with senior leaders, and supervising former peers.
- Adopt a broader perspective on management, work, decisions, policy, power, trust, and relationships.

Module 2: Managerial Roles

- Review Mintzberg's 10 managerial roles grouped as Interpersonal, Informational, and Decisional.
- Analyze how environment, job, person, and situation shape which roles you emphasize.
- Self-assess strengths across the role set to guide your development plan.

Module 3: Building Relationships

- Focus on three relationship levels: employees/former peers (influencing), new peer supervisors (collaborating), and superiors (supporting).
- Compare push vs. pull influence approaches and when each is effective.
- Balance short-term compliance with long-term commitment.

Module 4: Techniques for Building Relationships with Former Peers

- Acknowledge your new role; set fair standards and clear "rules of engagement"; avoid favoritism and over-correction.
- Invite input and feedback; provide candid, professional coaching and recognition.
- Reset boundaries respectfully while maintaining goodwill; use your manager as a resource.
- Align assignments to strengths and create visible wins to build trust.

Module 5: Motivation and Personality

- Anticipate reactions of former peers (resentment, curiosity, ambivalence) and likely behaviors (test, resist, boost, leave).
- Reflect on your own tendencies (over- or under-asserting authority; failing to delegate/communicate) and consequences.
- Tailor your approach to individual differences to sustain relationships and performance.

Module 6: McClelland's Three Key Motivators

- Define and recognize Affiliation, Achievement, and Power as dominant drivers of behavior.
- Identify your primary motive and those of team members to match assignments, coaching, and rewards.
- Use guided exercises to connect motives to day-to-day leadership choices.

Module 7: Sources of Power

- Differentiate formal power (legitimate, coercive, reward) and informal power (expert, referent).
- Assess which power bases you currently rely on and how they affect credibility and influence.
- Blend authority with trust to earn commitment, not just compliance.

Module 8: Dealing with Personal Change

- Recognize the personal loss and emotional reactions triggered by role changes.
- Navigate four common stages: Confusion/Denial → Anger/Blame → Exploration/Acceptance → Commitment.
- Apply practical strategies to manage your reactions and model resilience.

Module 9: The Transition Process

- Apply Bridges' model: Endings, Neutral Zone, Beginnings, and what each phase requires from leaders.
- Plan specific actions—acknowledge losses, normalize uncertainty, and launch new starts that rebuild productivity.

Module 10: Three Levels of Resistance

- Diagnose Level 1 (information), Level 2 (emotional/physiological), and Level 3 (trust/values/history) resistance.
- Spot behaviors like quick criticism, malicious compliance, deflection, silence, and in-your-face pushback.
- Avoid ineffective responses (overpowering, manipulation, "force of reason," ignoring, trading favors, or giving in too soon).

Module 11: Managing Performance and Evaluations

- Deliver surprise-free appraisals: address issues early, stay professional, and separate friendship from evaluation.
- Calibrate to avoid undue leniency or severity; focus on present performance and documented expectations.
- Address poor performance while appealing to professionalism and mission.