Texas Rural Water Association’s Leadership Development Program (“Emerging Leaders Program” or ELP) aims to enhance individual leadership skills and prepare participants to be active and engaged community leaders and advocates for rural water issues.

• Developing a leadership program was a strategic goal adopted by TRWA’s board in 2016. The goals of the program are to:
  • Identify, develop and engage emerging leaders in the Texas water industry and in TRWA
  • Develop resources for grassroots advocacy, fundraising (PAC, Foundation) and industry promotion
  • Achieve heightened engagement and commitment to the industry and to the Association
• TRWA worked with an outside consultant with experience developing and implementing leadership programs for organizations
Program Overview

• Program timeline – 9 months (May – February)
  • Biennial program, starting in odd number years – first class was 2017-18

• Culminates with graduation at TRWA’s Annual Convention, RuralWaterCon

• Curriculum elements include:
  • In-person trainings
  • Assessment tools
  • Webinars
  • Online discussions
  • Coaching sessions
  • Independent local projects
Program Overview: Core Competencies

These core competencies define the competent leader and are the targets the Emerging Leaders program aims to further develop:

**Personal Leadership**: The ability to align personal and organizational conduct with ethical and professional standards that include commitment to lifelong learning and improvement.

**People Leadership**: The ability to communicate clearly and concisely to establish and maintain relationships, and facilitate constructive interactions with individuals and groups.
Program Overview: Core Competencies

**Results Leadership**: The ability to apply business principles and best practice tools of accountability and stewardship in leading others to achieve goals efficiently and effectively.

**Change Leadership**: The ability to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization’s strategic ends.

**Industry Leadership**: The ability to communicate an understanding of the water and wastewater industry to engage and build relationships within the industry and the larger community of stakeholders, including political leaders.
Program Overview: Focus Areas

Curriculum Focus Areas

- Fundraising and Financial Management
- Management
- Advocacy and Grassroots Engagement
- Water Policy and Regulatory Relationships
- Public Relations, including Community Outreach and Media Relations
Program Overview: Unit Development

- Program is broken up into seven six-week units
- Each unit focuses on one Curriculum Area and one Core Competency
- Every unit includes one forum discussion and one coaching session
Program Overview: Six-week units

- **Intro**
  - Getting Started – Self Assessments

- **Unit 1**
  - Orientation & Training – Intro
  - Assignments: IDP + Presentation Topic, CS1, FD1

- **Unit 2**
  - Fundraising and Financial Management
  - Industry Leadership
  - Assignments: CS2, FD2, Webinar #1

- **Unit 3**
  - Advocacy and Grassroots Engagement
  - Change Leadership
  - Assignments: CS3, FD3, Webinar #2

- **Unit 4**
  - Public Relations, Community Outreach and Media Relations
  - Results Leadership
  - Assignments: CS4, FD4; Training + Project Presentation

- **Unit 5**
  - Water Policy and Regulatory Relationships
  - People Leadership
  - Assignments: CS5, FD5

- **Unit 6**
  - Management
  - Personal Leadership
  - Assignments: CS6, FD6, Webinar #3

- **Unit 7**
  - Future Directions
  - Industry Leadership
  - Assignments: CS7, FD7, Final Survey, Quench Article
Coach/Participant Matching

- Upon program acceptance, participants are matched with coaches who are experienced industry leaders (many were TRWA board members).

- Matching was based on participants’ overall goals and areas for improvements and geographic proximity where possible.

- For the next class, participants will be provided with short bios for each potential coach which will list their experience, strengths and location.

- Participants will rank their top 3 Coach selections and the ELP committee will strive to match participants and coaches accordingly.
Emerging Leaders Program
Program Requirements
Participants are given multiple opportunities to accrue leadership development credit hours toward completion of the program.

There are 100 possible credit hours; participants need 80 credit hours to graduate.

Leadership development credit hours are divided into two categories:

- Required Credits
- Additional Credits
Program Requirements - Accountability

• Required Leadership Development Credit Hours
  • Self-Assessment – up to 5 credits
  • June Orientation and Training – 14 credits
  • Individual Development Plan – up to 5 credits
  • Individual Projects – up to 16 credits
  • November Training – 14 credits

• Subtotal: 54 possible credits
Program Requirements - Accountability

• Additional Leadership Development Credit Hours
  • Webinars – 4 credits each; up to 12 credits total
  • Coaching Sessions with participation summary – 2 credits each; up to 14 credits total
  • Online forum with participation activity – 2 credits each; up to 14 credits total
  • Author article for Quench – 6 credits

• Total: 100 possible credits
Emerging Leaders Program
Curriculum Elements
Program Overview: Curriculum Elements

**Self-Assessment (5 Points):** For each core competency, a rubric is created and filled out by the participant. This questionnaire is replicated and included in the post-graduate survey to help track growth.

<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>Competency Level</th>
<th>Novice</th>
<th>Competent</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflect on how own values and principles influence behavior and impact on others</td>
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<td>2. Seek feedback from others on strengths and limitations and modify behavior accordingly</td>
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<td>3. Remain calm and focused under pressure</td>
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<td>4. Plan workload and deliver on commitments to consistently high standards</td>
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<td>5. Actively seek opportunities to learn and develop</td>
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<td>6. Time and personal schedule management</td>
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<td>2</td>
<td>3</td>
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<td>7. Speak out when seeing that ethics or values are being compromised</td>
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<td>2</td>
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<tr>
<td>8. Works hard to &quot;walk the talk&quot; and avoids saying one thing and doing another.</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>9. Trusted by others to use good judgment when making decisions</td>
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<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>10. Not afraid to say, ‘I don’t know’ or ‘I made a mistake’</td>
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<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Definition</th>
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Program Overview: Curriculum Elements

In-person trainings: opportunities for participants to interact with one another, their coaches and industry leaders.

June Orientation & Training (14 points)

• Program Overview
• Binder Distribution with all the materials for the year
• Icebreakers for the Participants to get to know each other
• Leadership Training (our consultant/professional trainer conducted this in 2017)
• Separate orientation for coaches describing their role and the importance of it to the Program
• Coach/Participant Meet-up
• Online Portal Training
Program Overview: Curriculum Elements

Individual Development Plan (5 Points): – helps establish overall goals and clarify needs for the coach and ELP committee.

The IDP asks the following questions:

1. **Development Area**: What participant would like to improve
2. **Motivation Factor**: Why this is important to the participant
3. **Learning Activities**: What the participant will focus on
4. **Resources Needed**: Who can help the participant succeed
5. **Implementation**: Asks participant to list strategies, tactics and target dates
1. Development Area: What I would like to work on.
   a. Becoming a stronger leader
   b. Gain more technical knowledge of the water industry
   c. Increase my ability to inspire and motivate others to complete tasks and work as a team to accomplish goals

2. Motivation Factor: Why this is important.
   a. Creates a more productive workplace
   b. Provides guidance
   c. Creates confidence
   d. Builds morale

3. Learning Activities: What I am going to do.
   a. Be more assertive
   b. Observe others in effective leadership roles
   c. Reflect on my own leadership and make adjustment necessary to improve
   d. Accept criticism and be willing to acknowledge and change accordingly
   e. Ask for feedback
Program Overview: Curriculum Elements

**Independent projects (16 points)**

This element was ranked the most demanding by participants, but all considered the demands “manageable.” Most participants ranked this curriculum element as strengthening their development goals outlined in their IDP.

- All participants are required to complete an individual project within their district as part of the program requirements
- Participants are encouraged to consult with coaches and other program participants and recruit help from within district to implement project
- Projects are to be completed by October 31
- Participants give a presentation about their project (~10 minutes) at in-person training in November
- **Encouraged to submit an article about their project for Quench magazine (6 points)**
Program Overview: Curriculum Elements

Class of 2018 Projects

**Grassroots:** Meeting with Local Politician/ State Rep., Organized District Meetings, Organized Manager Meeting

**Fundraising:** Salvage Your Scrap fundraisers (also community outreach)

**Community Outreach:** High School Career Day/Tour, Commissioner’s Court Presentations, Independence Day Festival
Program Overview: Curriculum Elements

Coaching sessions

• Participants receive a coaching prompt before beginning each unit
• Meet with coach monthly via phone, skype, facetime, in-person, etc.
• Session focuses on career topics, core competencies and development progress
• Purpose of session is to help:
  • Identify and accomplish personal and professional goals
  • Achieve development objectives
  • Provide clarity and additional resources
• Participants return the completed prompt with a summary and feedback

From Participant Survey:
“How valuable has your coach been throughout the program?”
Coaching Session Prompt

July Participant

This is the first of a series of monthly Coaching Reminders you will receive in the coming months as you and your Coach work together.

First Meeting Goals
There are four primary goals for this first exchange.
1. You and your Coach getting to know and feeling comfortable with each other.
2. Discuss the mechanics of the coaching process
3. Set clear expectations
4. Share with your Coach information on your Individual Development Plan
   a. Why are those goals important to you?
   b. What barriers to success do you anticipate?
   c. Discuss with your Coach the kind of support you’d like to have.

Suggested Topics
Topics you might discuss are:
- Getting to know each other
  - Tell your Coach about your career experience and the types of work you have been involved in.
  - Your Coach may ask what you like best about your current responsibilities. What have been some of your career challenges?
  - Ask your Coach to share similar information with you.
- Program Goals
  - Discuss why you’re in the program and how you hope to grow.
  - Share your self-assessment and your Individual Development Plan
- Discuss any ideas you have at this point for your project.
- Coaching Logistics
  - Discuss details of where and when you will meet. Will it be “first Monday of each month” or similar arrangements.
- Ground rules
  - Discuss confidentiality matters. What if any information can be shared with others, like your supervisor?
  - What about cancelling a meeting, how much in advance? What about additional sessions? Other expectations

Reading
Be prepared to discuss the attached article, Be Exceptional. Your Coach will have read the same article and he/she will be expecting to discuss it with you.

Next Steps
1. Before adjourning, be sure to set a date and time for the next meeting.
2. Tell the Coach what specifically you plan to focus on before the next coaching meeting.
Online Forum Discussions (2 Points per Unit)

• We created an online forum, moderated by TRWA, where participants can interact and share ideas and successes.

• Once per unit, TRWA will use the forum for an activity (examples include: discussion prompts, articles, videos, quizzes, etc.)
Forum Prompt Example:

3/7/2018 at 3:30:18 PM GMT

L. Zent
Posts: 2

Forum Assignment #7: Future Direction & Industry Leadership

As we’re coming to the close of our leadership development program, we encourage all of you to continue to seek out growth and development opportunities in leadership. For this last assignment, here’s an article about podcasts on leadership. Please listen to at least one of the episodes of one of these podcasts (or another leadership related podcast of your choice) and review it for your fellow classmates. Is this a podcast that you got something out of? If so, what did you learn that you found helpful? Do you recommend others listening to this podcast on their way to work, etc.?

Podcast article link: https://www.inc.com/lolly-daskal/12-podcasts-that-will-make-you-into-better-leaders.html

Additionally, we will be asking you to complete an end of program survey this month. Please keep a lookout for that.

Last edited Wednesday, March 7, 2018
Forum Responses:

3/12/2018 at 12:50:18 AM GMT

I listened to the Go-Giver podcast by Bob Burg. In this episode Bob was interviewing Annie Duke about her book "Thinking in Bets". The podcast dug into several of the principals covered in Annie's book. Annie and Bob discussed the several examples of using the cost benefit analysis to make decisions. They also discussed why you should disconnect the outcomes of a decision from the quality of that decision. Thinking in Bets teaches you how you can make better decisions if you think of decisions like they are bets. I enjoyed listening to this podcast. I found their discussion on making decisions where you do not have all the information very helpful. I learned the power of saying "I'm not sure", and how a lot of good can come from asking ourselves 'wanna bet?' I think listening to podcasts like these would definitely benefit all of us, and help us to become better decision makers.

K. Eppier
Posts: 7

3/22/2018 at 2:56:48 PM GMT

I listened to the podcast The Top 10 Mistakes Derailing Your Goals by Michael Hyatt. It discussed how people are always so eager to set goals at the beginning of the year but never actually accomplish them. He stated statistics showing how 25 percent of people abandon their resolutions in the first week and 60 percent within 6 months. Also the average person makes the same new year's resolution 10 different times without success. He talks about how goals are actually the solution we need to make meaningful progress in the areas that matter the most to us and the 10 most common mistakes that sabotage our success. The first mistake is you focus on only one area of your life and "Life is more than Work!" The key is all parts are interrelated so when you realize this it helps all aspects of your life. I found this podcast very helpful. I found myself falling into some of the pitfalls they discussed that prevent me from achieving goals I want to accomplish in all parts of my life. I plan on using their strategies to help me in all of my goal planning and hopefully make me a better goal achiever.

R. Webb
Posts: 7

3/22/2018 at 3:51:13 PM GMT

I chose to listen to several podcasts but the one that resonated with me was the "Dose of Leadership Podcast" with Richard Rierson. Richard's guest was Margie and Maddy Warrel and the topic was, "How Our Young Daughters Can Embrace Courage & Their Inner Leader". Margie talks a lot on women empowerment and encouraging them to be brave leaders, but more than that she had a great message for any gender. She hit some really good key points that I took away from this podcast. I am just going to kind of list them out for you. "Risk Taking - the most worthwhile things in life are the most challenging, you can do anything if you are willing to put in the work. "Authentically be who you are and gender isn't an issue", "Bad leaders are trying to be someone they aren't", "If you stay where this is no risk of failing then there is no chance for growth", "expect a lot of set backs and rejections, but learn how to handle them". I really loved that Richard mentions that most people in superior positions that he interviews he asks them, "Did you ever expect that you would be doing this?" and their response is always "I had no idea that I would be doing this", which tells me that those people were willing to go through doors that they were uncertain of the outcome. I really really like this podcast. I've included the link for anyone that would like to listen to it. Again, this is not really gender specific, even with the given title.

http://www.doseofleadership.com/
Program Overview: Curriculum Elements

Webinars (4 points per webinar – 3 total)

• Webinars are scheduled in advance and information needed for participants are included in unit intro emails and periodic reminders

• Webinars are hosted by TRWA staff and industry partners

• TRWA staff monitors webinars and collects attendance

• **Webinar topics included**: Grassroots/Fundraising, Public Relations and Outreach & Finance
Program Overview: Curriculum Elements

November Training (14 points) – In Conjunction with Fall Management Conference: Project Presentations and In-person Training
Emerging Leaders Program
Committee Work & Logistics
Program Logistics

Leadership Committee

This committee consists of 5 TRWA team-members and was organized to launch the program development and oversees all ELP processes and communication.

- Organize board proposals, consult with professionals to design, finalize and organize all program elements
- Secure coaches, set timeline, organize trainings
- Design, review and score applications for admission into the program
- Produce program materials and organize a Master Binder that includes all materials
- Maintain communication with coaches and participants to ensure all assignments are completed correctly in a timely manner
- Administer surveys and use feedback to improve the program

The board also has a Leadership Committee that sets goals for the programs and works with staff.
Program Logistics

Scoring
Participants scores are tracked in a spreadsheet that is updated on the deadline of each unit. Participants can contact the committee at any time to check their score.

<table>
<thead>
<tr>
<th>June</th>
<th>July</th>
<th>Aug 7th - Sept 12</th>
<th>Sept 13 - Oct</th>
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<tbody>
<tr>
<td>Self Assessment (5/1)</td>
<td>Orientation (1/L)</td>
<td>Total</td>
<td>CS #1 (2)</td>
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<tr>
<td>5</td>
<td>14</td>
<td>19</td>
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</table>
Program Promotion

Leadership Committee + Communications Department

Fall preceding launch: budget development, promotional information at conferences, sponsorship security

Winter preceding launch: *Quench* article feature stories, applications live on website; marketing though eBlasts, print materials, social media and blog posts

Spring preceding launch: Final push at Convention; digital deadline reminders, secure coaches
Program Launch

Mid-April: applications due (to be reviewed by ELP committee)

One week after application deadline: acceptance/rejection notices; Self-assessments and IDP outline are sent to accepted participants

Mid-May: IDPs and self-assessments due

June: Orientation and Training
Emerging Leaders Program
Participant Feedback
2018 Graduating Class
Participant Feedback

How likely would you be to recommend the Emerging Leader Program?

- Very Likely
- Likely

After participating in this program, which of the following best represents your engagement level within the water industry? (grassroots advocacy, industry promotion, etc)

- Significantly more engaged
- More engaged
Continued Engagement

Emerging Leaders Alumni Program

• 86% of graduates are excited to attend Alumni Networking Events

• 71% of graduates plan to continue their local project (annually or more frequently)

• 71% of graduates are willing to help promote the program (online, at events, etc.)

• 42% of graduates would like to present at future training sessions

• 29% of graduates would like to get involved with TRWA at the grassroots level (PAC fundraising, legislation, membership engagement, etc.)

• 42% of graduates are interested in serving as a Board Director or future ELP Coach
Thank You.

- Lara Zent
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- Lara.Zent@TRWA.org
- www.TRWA.org