



Ascend 2

Analysis Report



Ascend 2 will develop behaviors and skills tied to the Manager Commitments for mid-level leaders. Such skills include communication, collaboration, strategic thinking, coaching, delegating, influencing, driving accountability, and people-focused leadership. The goal is to coach mid-level managers on behavioral anchors and application, not just knowledge, so the skills tied to the Manager Commitments can be measured and tracked. This training will help ensure alignment and proficiency to the Manager Commitments for mid-level leadership positions as there is a need for demonstrated mastery, and most of the company reports to this leadership level.

Analysis Methodology

- 1) Meetings and communication with project managers, stakeholders, population level itself, executive recruiters, HRBPs, and SMEs.
- 2) Review of existing training material, analysis, and documentation for Ascend 1.
- 3) Collaborate closely with Ascend 3 designers and project managers during their analysis to ensure alignment, as we are delivering programs to the same audience and have overlapping business needs.
- 4) Work with talent assessment strategy program manager (Alicia Phebus) to align SHL competencies with Manager Commitments.
- 5) Alignment with Final Core Competency model for the Manager Commitments ( Core Competency Model (Final Draft)).
- 6) Examining of data available on population (engagement, location, tenure, departmental representation, performance, and talent ratings).
- 7) Use of the Ascend 1 analysis and other information gained from that development. Additional supplemental analysis based on conversations with LEAD management on the purpose of the Ascend 2 program.
- 8) Review of other programs, leadership development research, and competency programs external to DISH.

Assumptions, Risks, Limitations



Assumptions

- Learners will take initiative to complete this training
- Learners have completed the necessary training prerequisites; have foundational knowledge on concepts discussed (Ascend 1)
- Learners have reliable technology and internet access
- Access to finalized competency model

Risk

- Certain Manager Commitments could have less interest among participants, risking too low of enrollment for a class
- Misalignment on foundational knowledge, practices, and methods of working because of leaders coming from different locations
- Duplication of content from other Ascend programs
- Learners will be available to complete training
- Learners will have access in other time-zones/locations across the world

Limitation

- There are 10 Manager Commitments that need to be mastered and need quality training for each, making it unlikely that the whole program can be completed all at once in a relatively short range of time
- Unlikely that every behavioral component of the MCs could be included in the program (still gaps in knowledge/ability to apply)
- ~51% of mid-level managers are outside of Colorado
- Tracking learner growth from this program can be challenging to measure, as they're turning knowledge into behavior change

Risk and Constraints

At this point in the project known risks include:

Risk or Constraint	Category	Issue	Plan to Address
Support	Motivation	Lack of support for learners from trainers, team leads, managers, and supervisors.	Rely upon leadership to convey messaging the importance of providing support and follow up to

		Lack of support for trainers from technology support, guest speakers, mentors.	ensure support is taking place
SME availability	Resources, time	Because of conflicting priorities and time constraints from their regular duties, SMEs may not be able to devote the time needed or obtain the materials requested to the project	Have multiple SMEs assigned to a single topic. Having the lead SMEs address the issue and find workable solutions
Accessibility	Technology	Learners unable to access systems because systems are down or no internet connection Slow network connections at some locations Lack of on-site technical support at some locations	Work with IT to make this a priority item when tickets come in for training sessions. Will reply of Project champion to resolve escalated issues
Learner Motivation	Motivation	Getting learner buy in because of conflicting priorities, economy, confidence in learning/technology social support, gender, age, lack of experience in using programs	Ensure trainers have the skills and expertise to deal with this issue
Scope-Creep	Resources	With many voices in the project, temptation to add and rework items perpetually	Strong project management with focus on Performance Objectives

Audience Analysis

Overall Population:

Learner profile could potentially be all managers of managers. This includes both Sr. Managers (or equivalent) and Directors. Total population is generally between ~650-700 people. Within the overall population (as of 2/13/23), we have 152 Directors (~22%), 529 Sr. Managers (75%), and 25 PRSL (3%). Overall engagement of this population is fairly consistent across both levels with recent eSat scores at 76 or 77.

The departments with the largest representation in this population are Wireless/Retail Wireless (28%), DT (15%), and IT (12%) which is consistent with the leader representation at other leader levels. Combined, these three major departments contain over 50% of the population (52.2%).

Locations vary more for this level of leader than higher levels of leadership with only 59% located in the Denver-metro area and the rest dispersed across the nation and world. This lends weight to the decision that this program must primarily be designed for a virtual implementation with the opportunity to provide in-person offerings in the future.

In terms of performance and talent, this program is targeting those who have established themselves in their role and are looking to enhance their performance (suggested as an action to take after they have been in role 1 year or completed and applied their action plan from Ascend 1). Examining the talent at both the Sr. Manager and Director level, this leaves a large enough population to support running this program.

Segmenting the Population:

To more accurately assess our target population we should consider:

- Ascend 1 is suggested during the first year of this leadership level and is 11 weeks in duration.
- Ascend 2 is recommended before attending Ascend 3 and is likely to be between six months and one year in duration (depending on developmental need).
- Ascend 2 and 3 could be taken concurrently - however, ideally participants would finish Ascend 2, apply the learning, and realize behavioral change before starting Ascend 3.

- If additional prerequisites are enforced (Foundations 1 and 2) - roughly 28% (only 200) members of the overall population would be eligible for the program.

Our target audience is managers of managers who have been in-role for at least a year (allowing them to complete and apply lessons from the other programs in the pathway) or those who have completed Ascend 1.

Skills Needed at this Level:

Considering content for this program requires both the research about what good looks like at this level and acknowledging the other pieces of the Ascend pathway. The following chart summarizes the outline of the Ascend pathway:

	Target Audience	Goal	Content
Ascend 1	Managers of managers with less than a year of tenure	Developing foundational skills for the manager of manager level	Communication: Owning the message, Tactical to strategic leadership (networking, influencing, managing up), Accountability, CFRs, Team Climate
Ascend 2	Managers of Managers who have a year of tenure in role	Additional development to enhance behavioral demonstration of MCs	Highest Priority content: Set Clear Strategy and Goals, Collaborate Effectively Throughout DISH, Provide Excellent Communication, The DISH Way, Create an Inclusive Team Environment
Ascend 3	Managers of managers who have completed Ascend 1 and 2	Deepen skills that need to be developed at this level. Transition potentially theoretical concepts into what they look like in practice at DISH.	Strategic Thinking, Communication and Collaboration, Developing teams, Leading change, and DISH-specific skills.
Climb	High-potential Managers of managers with the aspiration and ability to promote to the executive level.	Prepare high potential managers of managers for the executive reality.	Influence, Strategic Thinking, Living our Culture, Innovation and Agility, Decision Making, Diversity, Equity, and Inclusion, Emotional Intelligence, Leading Change

Content:

Analysis gained during a targeted Leadership Development Focus Group comprised of previous CLIMB participants showed that leaders across the business see **communication, formulating strategies and concepts, and leadership** as key areas for development within the Sr. Manager/Director population. During this process, leaders were asked to review [these competencies](#) and consider:

1. How critical are these competencies for leaders at DISH?
2. How might you organize these competencies?
3. How proficient are leaders at DISH in these competencies?

They were then asked to engage in a “forced” competency sort (requiring leaders to make decisions about where to place each competency, potentially making trades or deciding one competency is more essential than another). This process helps to eliminate personal experience, observation, and bias from the data pool. Using coordinates on the scatter plot (highlighting the quadrant Essential X Needs Development) and informal data gathered during our conversations, these key competencies were identified as important and needing development:

- **Strategic Thinking: Set Clear Strategy and Goals**
 - A) Works strategically to realize organizational goals
 - B) Sets and develops strategies
 - C) Identifies and develops positive and compelling visions of the organization's future potential
 - D) Takes account of a wide range of issues across, and related to, the organization
- **Influence:**
 - A) Makes a strong personal impression on others
 - B) Gains clear agreement and commitment from others by persuading, convincing and negotiating
 - C) Promotes ideas on behalf of self or others
 - D) Makes effective use of political processes to influence and persuade others
- **Communication: Collaborate Effectively Throughout DISH & Provide Excellent Communication**
 - A) Speaks clearly and fluently
 - B) Expresses opinions, information and key points of an argument clearly
 - C) Makes presentations and undertakes public speaking with skill and confidence
 - D) Responds quickly to the needs of an audience and to their reactions and feedback
 - E) Projects credibility
- **Leadership: The DISH Way & Create an Inclusive Team Environment**
 - A) Provides others with a clear direction
 - B) Sets appropriate standards of behavior
 - C) Delegates work appropriately and fairly

- D) Motivates and empowers others
- E) Provides staff with development opportunities and coaching
- F) Recruit staff of a high caliber
- Decision Making:
 - A) Makes prompt, clear decision which may involve tough choices or considered risks
 - B) Takes responsibility for actions, projects and people
 - C) Takes initiative, acts with confidence and works under own direction
 - D) Initiates and generates activity
- Building Relationships:
 - A) Establishing good relationships with customers and staff
 - B) Builds wide and effective networks of contacts inside and outside the organization
 - C) Relates well to people at all levels
 - D) Manages conflict
 - E) Uses humor appropriately to enhance relationships with others
- Collaboration:
 - A) Demonstrates an interest in and understanding of others
 - B) Adapts to the team and builds team spirit
 - C) Recognizes and rewards the contribution of others
 - D) Listens, consults others and communicates proactively
 - E) Supports and cares for others
 - F) Develops and openly communicates self-insight such as an awareness of own strengths and weaknesses
- Commercial Thinking:
 - A) Keeps up to date with competitor information and market trends
 - B) Identifies business opportunities for the organization
 - C) Demonstrates financial awareness
 - D) Controls costs and thinks in terms of profit, loss and added value

Conclusion:

Leaders identified that communication was the biggest challenge and area of opportunity, stating that a lack of communication, clarity of messages, being willing to have the tough conversations, emotional intelligence, and failing to create a culture of vulnerability/risk-taking all contributed to the development need.

The Ascend 2 program fills a unique need to support managers in fulfilling our Manager Commitments. Leaders identified that Communication (Collaborate Effectively Throughout DISH & Provide Excellent Communication), Leadership (The DISH Way & Create an Inclusive Team Environment), and Strategic Thinking (Set Clear Strategy and Goals) were key focus areas. This program will target these focus areas (and others within the Manager Commitments) by providing

mid-level leaders a learning path that highlights their opportunities for growth and personalizes their learning experience.

Skills Needed at this Level:  **Core Competency Model (Final Draft)**

Work Environment and Limitations

The mid-level managers come from various departments, and a majority are located outside of Colorado. From a cost standpoint, it is most effective to deliver this training virtually. Therefore, location and time zones should be taken into consideration if classes are delivered virtually via instructors.

Technology Access


Learners should have access to a laptop, reliable internet, G-Suite, and a headset. There could be a need to access SuccessFactors, as well.

Prerequisites

- Foundations 1 (HR Policy Manager Basics)
- Foundations 2 (Leading in Our Culture)
- Ascend 1 (Developing Strategic Leadership)

Current Knowledge & Future Knowledge

Current Knowledge & Skills	Future Knowledge & Skills
Foundational knowledge of Manager Commitments and recognize general skills tied to Manager Commitments	Mid-manager level-specific skills and knowledge tied to the Manager Commitments
Aligning to DISH policies and expectations in performing their role	Clear expectations on how to carry out the Manager Commitments at mid-manager level
Strategic leaderships skills from Ascend 1	Accurately and continually assess their alignment to the Manager Commitments
	Strategic Thinking (including managing complexity, organizational savvy, planning and



	organizing, decision making, and acting systemically, commercial thinking)
	Communication (Influence, persuading, presenting and communicating information; Collaboration, relating and networking; owning tough messages, ambassadorship people-centric communication)
	Leading change: Adapting to it/coping with it, Resiliency, learning agility

Preceding Document	Follow On Document
Project Charter [Link to Project Charter]	Design Document [Link to Design Document]

