COURSE SYLLABUS

From Peer to Leader: Successfully Navigating the Transition Course (Self-Paced)

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://www.graduateschool.edu/courses/from-peer-to-leader-successfully-navigating-the-transition-course-self-paced



support@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.