

GUIDE

Inclusive Talent Lifecycle: Talent Development

We empower the world's
most inclusive workplaces.

Trusted Partner to Organizational Change Agents

ASSESSMENT AND STRATEGY

**Uncover the Real
Levers to Unlock
DEI Progress**

Unfiltered insight into the employee experience powered by innovative technology and over 40 years of DEI data and insights

RESEARCH AND ADVISORY SERVICES

**Set Strong Foundations
and Build Actionable
Roadmaps**

Expert guidance rooted in research and benchmarking to support your strategic talent priorities

LEARNING AND DEVELOPMENT

**Transform Your
Culture by Enabling
DEI at Scale**

Impactful workshops and events that build core leadership competencies at every level

We partner with **450+** corporations, government entities, and nonprofits **globally**.

We guide **~50% of the Fortune 100** and **~25% of the Fortune 500** on their DEI journey.

Introduction

Inclusive talent development is crucial to creating a sense of belonging in the workplace. Organizations should approach inclusive talent development in two different phases; One, onboarding and two, ongoing development after employees have been immersed in the company culture. Both are areas where direct managers have the chance to be stewards of DEI in your company.

One of the greatest retention risks occurs in the onboarding period following hiring, with nearly half of new hires leaving their employer within the first year. Your onboarding experience sets the tone for a candidate's future at the company, particularly for diverse candidates who are entering a workforce where they are likely to be in the minority. Commit time and resources to provide an inclusive onboarding experience that immerses new employees in the company's culture and brand, and helps them establish the relationships and social capital needed to become productive team members.

Phase One: Onboarding

The first opportunity for direct managers to introduce employees to the career pathing process at your organization. This phase lasts for the first nine months of an employee's tenure. Key features of this phase include:

- Entry interviews
- ERG introduction and participation
- Spotlights on professional development opportunities



Phase Two: Ongoing Development

Ongoing development begins after employees are fully integrated into the company and are feeling more confident and settled into their roles. This phase lasts until the employee offboards and includes:

- Sponsorship and mentorship programs
- Skills based hiring/Succession planning
- Leadership training and development

By the Numbers

63%

of Inclusion Index Companies hold managers accountable for developing underrepresented employees, and that starts from day one.

53%

of corporate executives from Seramount Inclusion Index companies are formal sponsors for underrepresented employees

88%

of inclusion index companies offer learning and/or talent development programs for ERG leaders

>90%

of white executives have no people of color in their inner professional networks, leaving a lot of underrepresented talent shut out from the succession planning process



Phase 1: Onboarding

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Phase 1: Onboarding



Here are some things to keep in mind for the beginning of the employee experience:



Encourage Involvement With ERGs

Managers should encourage new direct reports to join ERGs. ERG members themselves should also be involved in the onboarding process-to discuss how being in an ERG has impacted their time at your organization by offering them exposure to senior leaders, leadership experience, and community building.



Use Entry Interviews to Gauge Employee Aspirations

[Entry interviews](#) (template linked) and "Me Sheets" are a great way for employees to lay out their interests, skills, and aspirations for their tenure at your company. It gives managers information to work with their direct reports on building a talent development plan early on. This leads to employees feeling valued and managers equipped with the insights to provide a personalized workplace experience for their reports.



Highlight Professional Development Opportunities

The onboarding phase is your opportunity to set the tone from the very beginning that your organization is a place to learn and grow. Highlight all professional development options available to employees that will elevate their experience. Employees need to know how they can grow into their current role, and future ones within the organization. This includes L&D offerings, education benefits, and mentorship/sponsorship opportunities.



Consider Implementing a Buddy Program

Buddies are trusted individuals with a similar role that help new hires get oriented with all the essential information, while also sharing insider knowledge on topics like - workplace culture, company policies, and perks and benefits.



Key Onboarding Touchpoints

First Week	30–90 Days	3-9 Months
Schedule meetings with team and key stakeholders	Invest in training and allot time for job shadowing if needed	Review objectives and create development plan
Review all key processes/responsibilities	Facilitate meetings – ERG’s, networks, philanthropy	Connect team members to key decision makers
Review and establish role and objectives. Include review of performance process.	Build regular feedback and check-in opportunities	Discuss longer term career objectives
Review calendar for key meetings, events, activities	Conduct performance review (60 days)	Check in with HR
Ensure orientation, review of benefits, employee communications	Assign a “buddy”/peer mentor	Assign to cross functional project team

Working Style “Me” Sheet Template – Direct Report

Please answer as many of the below questions as you feel comfortable with. This sheet will help us get to know each other, communicate with one another, and allow us both to understand how we might work as a team.

About Me:

1. Tell Me about yourself (e.g. academic background, pronouns, personal identifiers). Feel free to share anything you would like for me to know about you, who you are, what is important to you at work or outside of work, etc.
2. Have you ever taken a personality test (e.g. High5 Test, DISC Personality test, Myers Briggs)? Will you share your results?
3. What are examples of the most productive partnerships or mentorships you have had? Why do you think these relationships worked so well?
4. What experiences make you happy at work? Why? (If this is your first office experience, then what previous group experiences projects or assignments did you enjoy and why?)
5. What experiences make your stressed or frustrated at work? Why? (If this is your first office experience, then what previous group experiences, projects or assignments did you not enjoy and why?)
6. What do you hope to bring to this pairing? What do you hope to get out of it?

Communication Style:

7. How would you describe your communication style? What is the best way to communicate with you?
8. Do you prefer check-ins in the morning or afternoon? Beginning or end of the week?
9. How often do you want to discuss goals and competencies with your manager?
10. When receiving feedback about your performance or work, how do you prefer it be delivered to you?

Working Style:

11. What do you think your strengths are? (If you have taken Strengthsfinder or other assessments, please feel free to share those.) What are areas do you wish to further develop?
12. How would you describe your working style? Does your working style differ when you are working from home?
13. How do you like to take breaks?
14. Flex schedule: would anything require that you have a flexible schedule? If so, what would those hours be and when would be best to reach out?

Motivation Style

15. This is how I prefer to receive recognition. (Examples: In Private. In small groups. As a part of more formal ceremonies or gatherings.)
16. Circle which motivation style you most closely relate to. If it’s multiple, then order them from 1-5 (1 being least motivated by and 5 being most motivated)

	Motivated by Reward	Motivated by Reputation	Motivated by Challenge	Motivated by Purpose	Motivated by Fun
Motivation Drivers	<ul style="list-style-type: none"> • “What’s in it for me?” • Expects compensation for all extra work • Talks about how much money one makes/should make • Frequently talks about the relative wealth of others 	<ul style="list-style-type: none"> • Frequently asks for feedback • Attentive to who gets credit • Tells stories about accomplishments • Seeks praise and recognition for work performed 	<ul style="list-style-type: none"> • Wants most difficult task at work • Wants skill development • Performs most important task with little supervision • Interested in developing a range of skills 	<ul style="list-style-type: none"> • Asks about purpose, “why are we doing this?” • Questions strategic purpose of operations • Professional life is guided by principles and values • Works hard when one believes in the cause and not at all if one doesn’t 	<ul style="list-style-type: none"> • Volunteers freely for activities one enjoys most • Talks about disliking tasks assigned • Not good at jobs one doesn’t enjoy • Easily taken off task when one doesn’t enjoy the asks assigned

Working Style “Me” Sheet Template - Manager

Please answer as many of the below questions as you feel comfortable with. This sheet will help us get to know each other, communicate with one another, and allow us both to understand how we might work as a team.

About Me:

1. Tell Me about yourself (e.g. academic background, pronouns, personal identifiers). Feel free to share anything you would like for me to know about you, who you are, what’s important to you at work or outside of work, etc.
2. Have you ever taken a personality test (e.g. High5 Test, DISC Personality test, Myers Briggs)? Will you share your results?
3. Share a bit about your career – where did you start?
4. What are examples of the most productive partnerships or mentorships you have had? Why do you think these relationships worked so well?
5. What experiences make you happy at work? Why?
6. What experiences make your stressed or frustrated at work? Why?
7. What do you hope to bring to this pairing? What do you hope to get out of it?
8. What resources have you or do you use at this company?

Communication Style:

What is the best way to communicate with you? How often can your direct report expect to have professional development conversations with you?

10. If your direct report or someone from your team has an urgent question, what is the best way for them to reach you?
11. Do you have any check-in template examples you can share with your direct report? Or they can create their own?

Working Style:

12. What do you think your strengths are? (If you have taken Strengthsfinder or other assessments, please feel free to share those.) What are areas do you wish to further develop?
13. How would you describe your working style? Does your working style differ when you are working from home?
14. How do you like to take breaks?
15. Flex schedule: would anything require that you have a flexible schedule? If so, what would those hours be and when would be best to reach out?

Motivation Style

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Defining “High Potential” Talent

Phase 2: Employee Integration

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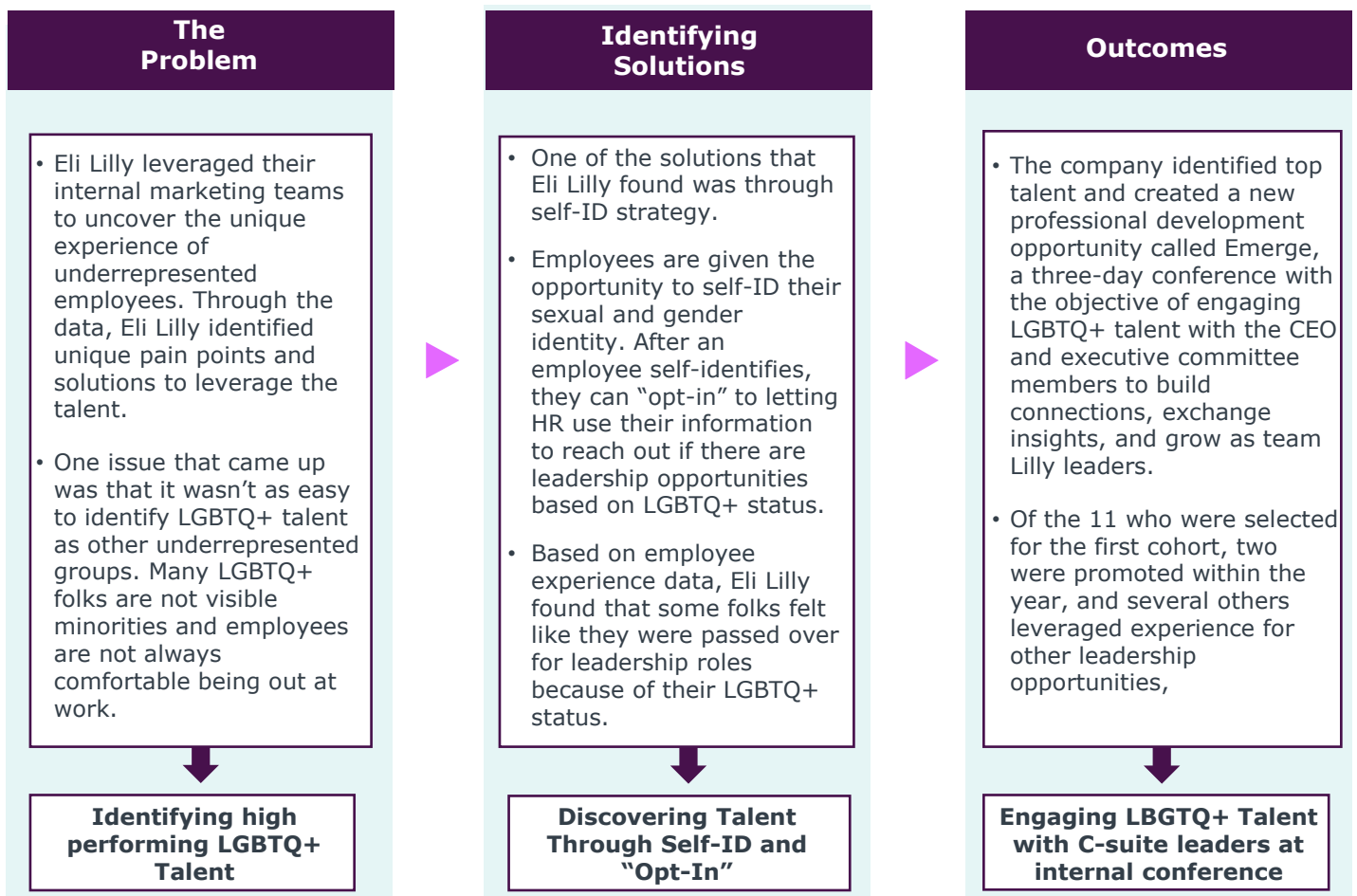
Inclusive Performance Recognition

“High Potential” Talent

To encourage equity in the talent development process, professional development opportunities should be approached with the idea that every employee is high potential. Many organizations base their employee development around the idea that it should be reserved for "high potential" individuals who will eventually ascend to the highest levels in the company. However, this is going off the assumption that there is clarity in expectations and equity in how employees are being evaluated. All employees should have the opportunity for high quality, targeted professional development to broaden the pool for internal mobility as much as possible. Ensure that trainings are connected to career pathing and promotion.

Programs for "high-potential" individuals don't have to go away, but the selection processes and outcomes need to be audited for bias to make sure underrepresented employees are not being held back. Your organization must have a clear leadership competency model that is developed inclusively and intentionally with inclusive language. Use hard data from performance reviews rooted in inclusive competency development and raises bias awareness during performance reviews and selection processes.

Case Study: Eli Lilly - Using Data Driven Initiatives to Advance LGBTQ+ Talent





Sponsorship and Mentorship

Phase 2: Employee Integration

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Sponsorship & Mentorship

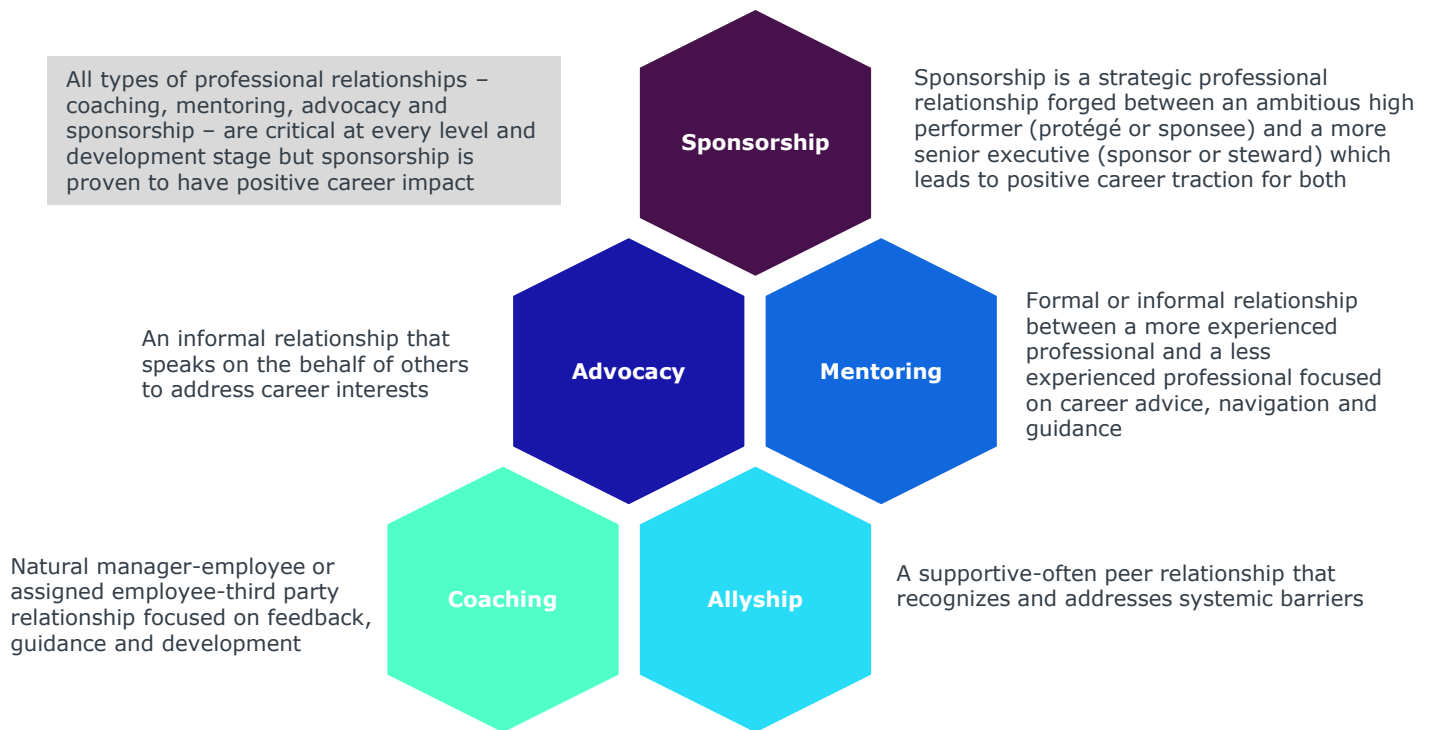
It's not uncommon for informal networks to form among people with similar backgrounds, which can leave out diverse employees who see fewer people like themselves in leadership roles. Sponsorship and mentoring opportunities can help fill this gap. These opportunities show underrepresented employees that the organization believes in their potential and is invested in their success. More importantly, they provide the access to coaching and leadership development experience that is necessary for advancement.

Sponsorship

Although there is not one "correct" way to approach sponsorship, there are some key elements that need to be in place to ensure that there is maximum positive impact on those being sponsored.

Sponsors Are Different Than Mentors

Mentors can be a pathway to sponsorship. Building strong relationships with individuals above you, as well as with peers, can help make potential sponsors aware of employees and provide an entryway into networks of power.



Mentors Advise You; Sponsors Advocate For You

MENTORS	SPONSORS
Mentors have mentees	Sponsors have protégés
A mentor could be anyone with experience desired by a mentee who can offer advice and support	A sponsor is a senior level staff member invested in a protégé's career success
Mentors support mentees through formal or informal discussions about how to build skills, qualities and confidence for career advancement	Sponsors promote protégés, using their influence and networks to connect them to high-profile people, assignments, pay increases and promotions
Mentors help mentee craft a career vision	Sponsors help drive their protégé's career vision
Mentors give mentees suggestions on how to expand their network	Sponsors give protégés their active network connections and make new connections for them
Mentors provide feedback to aid a mentee's personal and professional development	Sponsors are personally vested in the upward movement of their protégé

Sponsorship Programs

Why Sponsorship?

Relationship capital is key to a person’s professional advancement. Although there are multiple ways to build relationship capital, sponsorship can have a significant effect on promotion, pay increase and satisfaction rates.

How To Build a Sponsorship Program: Key Elements

There are multiple ways to implement a sponsorship program, but it is critical that:

- the sponsorship match ties to the development plan of the employee
- the sponsor has the influence needed to make that specific next move happen for the protégé
- the two components most relevant to women and under-represented groups --visibility and job experience-- are directly tied to the sponsorship plan; and
- there is clarity about the purpose of the sponsorship program



Best Practice

EY leverages mentoring and sponsorships to develop pipeline of women leaders. From their first days on the job, EY employees are encouraged to become “sponsor ready” through their client assignments and mentoring programs. Through successful mentoring relationships, high performers become aligned with influential executives who can serve as sponsors and provide ongoing guidance and support. To ensure accountability, EY regularly monitors sponsorship programs using quantitative and qualitative measures such as promotion rates, representation of women at the partner level, engagement survey scores, and feedback from professional networks. As a result, EY has successfully built a pipeline of women leaders, ensured greater engagement and retention of women leaders, improved its processes for recruiting women leaders, and sustainably maintained and increased the number of women partners.

85%
Of index companies offer formal one-on-one mentoring

66%
Of index companies offer sponsorship programs

59%
Of index companies track career progress of employees who participate in mentoring programs

Implementing a Sponsorship Program

How To Build a Sponsorship Program: Key Elements

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Implementation

1 | Develop the scaffolding to support a sponsorship program.

Successful sponsor programs often have a team of stakeholders.

- Peer advocates
- Direct Managers
- HR and Talent
- The Diversity Council should understand, monitor and track the goals of the program

2 | Create and Communicate Your Selection Criteria

- Criteria for selection needs to be clear and communicated consistently across all stakeholders
- Leverage your employee resource groups as a pipeline of high potential, diverse candidates for the program
- Have FAQ ready and available for when questions come up

3 | Establish the Structure of the Program Including Timeline and Roles and Responsibilities for both Sponsors and Proteges

- The length of the formal sponsorship relationship should be based on the talent development cycle. A standard structure is a 12-month sponsorship timeline with 3- and 6-month check-ins. At the end of that time, the pair can determine if it should go longer based on the development plan and advancement opportunities.
- Create new roles or assignments. Job openings don't always align to an employee's advancement timeline. However, a lateral move is not the only way to demonstrate success. Think broadly and fluidly about what the next opportunity is and what advancement could look like in your organization.

4 | Establish Metrics You Will Use to Measure Progress and To Hold

Metrics to consider to ensure you are making progress toward the goal of advancing women and underrepresented minorities

- What is the velocity of movement (promotion rate) of employees involved in the sponsorship program and how does it compare to similar employees who are not in the program?
- Are the development plans being executed on-time? You may have to insert specific metrics, deliverable goals on the development plan to ensure the goals are met, along with a timeline for reaching them.
- Track the barriers to placing "ready" talent. What are they and how will you solve them?
- As well as ensuring your external slates for hiring are diverse, do you always require diverse internal slates, even if you have to go one level down and assign a mentor/sponsor. What color/gender is your pipeline and why?
- Are you monitoring how long people who are either hired or promoted to senior managers or above are in their jobs are their attrition rates hire? Is their length of service shorter in the role? (Ultimately, were they assigned sponsors/mentors/ coaches to ensure success?) Are there actionable suggestions for performance improvement or general, unactionable observations?
- Are you monitoring gender/ethnicity of every leadership development class. Do women and people from underrepresented groups have the same rates of success post training?
- Is the material used in leadership development training non-sexist and non-discriminatory?

Mentorship

The mentoring process helps identify high potential employees and ensures that they are given the right experiences and resources to progress professionally. But where it often falls short is providing an equal mentoring experience for employees of different backgrounds. For instance, underrepresented employees and women have difficulty finding mentors of the same race or gender because of underrepresentation in the upper levels of management. Cross-culturally, LGBTQ+, disabled, neurodiverse, non-binary, and veteran employees may find it difficult to receive a good mentor match.

Most diversity practitioners recommend mentors from different groups than the mentees, so they each gain experience and understanding of the other. There is great value to that, but there is also value in having a guide who understands the employee's background. For example, there are undeniable benefits to having LGBTQ+ mentors who can provide advice and guidance on specific issues about being LGBTQ+ in the workplace, that a mentor who identifies as heterosexual would not be able to.

The key is not to assume what the best match would be. Rather ask what the mentee would prefer given their career goals. Best practice is for employees to have more than one mentor, for different aspects of guidance.

When setting up a mentoring system that improves inclusion, consider these types of mentoring programs:

Reciprocal mentoring relies on mentoring networks. These networks enable interaction between groups of professionals with similar needs that can be cross-organizational or intra-organizational. Thus, they allow members to remain connected to the network as they change jobs and advance in their careers.

Peer mentoring offers many of the benefits of traditional mentoring. Peer mentoring provides protégés with mentors who are experiencing similar challenges. This mutuality fosters the development of a sense of equality, empathy and understanding. Consequently, these relationships tend to last longer than more traditional ones. Peer mentoring also offers a greater variety of peers who can serve as mentors, offering greater opportunities for diversity mentoring.

Reverse mentoring pairs younger employees with older workers. Having grown up with advanced information technologies, the younger employees can help their older protégés better understand and become comfortable with these advances and their impacts on the marketplace. Reverse mentoring is also useful in battling ageism in the workplace by encouraging positive relationships between generations.

Next Level Mentoring

Once your basic mentoring program is in place, you can consider advanced mentoring models, including:

Global mentoring adds another layer of complexity but is crucial for multinational companies seeking to ensure all high performing individuals, not just those conveniently located in western hubs or corporate offices, have an equal shot at becoming a company leader. Mentoring shifts from simply skill-building to include culture building, networking and "globalizing" a company's culture in foreign locations. Technology is crucial here, as face-to-face meetings are less prevalent.

Mentoring circles, usually up to five individuals with one trained facilitator, often have individuals from different levels of the organization with a shared concern, such as new mothers returning to work. They meet regularly and each member has time to discuss individual concerns, followed by group support. Members act as sounding boards for people to discuss ideas and concerns and devise solutions.

74%

Of index companies offer training for mentors and/or mentees

64%

Of index companies training for sponsors and/or protégés

59%

Of index companies monitor gender, ethnicity/race, or other differences between mentors and mentees



Continuous Learning: Reskilling and Upskilling

Phase 2: Employee Integration

SECTION

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Inclusive Internal Mobility Through Continuous Learning

Upskilling Historically Excluded Talent



Skills Based Hiring

Creating a Stronger Workforce and Improve Internal Value Propositions

Skills-based hiring creates a more resilient workforce and can be an effective strategy for employers to prevent attrition. Hiring for skills is five times more predictive of job performance than hiring for education and more than two times more predictive than hiring for work experience. Workers without degrees also tend to stay in their jobs 34% longer than workers with degrees. Therefore, skills-based practices allow employers to not only find the best workers but also save time, energy, and resources while fostering a more diverse and better-prepared workforce.



Retaining and Promoting Talent

Infuse Inclusion Into the Internal Mobility Process

Skills-based practices can help employers upskill workers and provide learning opportunities to enable internal mobility and boost retention. Employers can design customized onboarding programs (adapting existing programs where possible) to meet new hires where they are and ensure they have the skills to succeed in the long term, provide on-the-job training and continuous-learning programs, and develop internal road maps to promotion from entry-level roles without requiring a degree.

Case Study: Delta Airlines

In 2021, 94% of Delta’s non-executive job openings that were filled externally did not require a college degree. This followed the airline’s work [to remove unnecessary barriers](#), like four-year-degree requirements, to certain roles as part of the company’s [commitment to become an anti-racist, anti-discrimination organization](#).

Through an internal [apprenticeship program and Delta’s Analytics Academy](#), Delta’s skills-based approach will accelerate career mobility and reduce barriers to entry into certain corporate career roles for historically excluded talent.

Example Reskilling and Upskilling Approaches

Blending Training	Training that requires two or more methods of delivery, which must be completed in order to satisfy the educational requirements.
Career Path	A progression of positions in one or more occupational series.
Coaching	Partnering with individuals in a thought-provoking and creative process that inspires them to maximize their personal and professional potentials.
Detail	A temporary assignment of an employee to a different position for a specified period, with the employee returning to his or her regular duties at the end of the assignment. A detail assignment implies that there is a vacant position available for the candidate to occupy which requires a Standard Form 52 preparation and submittal through proper channels.
On the Job Training	Formal methods/activities planned and structured to promote learning by doing, e.g., detail assignments/programs.
Rotational Assignment	Developmental assignment away from an employee’s current position. During these assignments, individuals learn to adapt and successfully lead in a new position.
Shadowing Assignment	Observing a leader in daily activities for a defined period of time. By watching leaders in action, the program participant gains exposure to leadership duties, responsibilities and approaches, and observes how concepts learned are applied to real world situations.

Talent Management Reskilling/Upskilling Focus

Focus Area	Strategic Metrics	Operational Metrics	Employee Metrics
Workforce planning	Mission-Critical Occupation (MCO) resource targets are met	Percent of managers involved in the workforce planning process (manager satisfaction survey)	Percent of MCO staffing gaps closed
Recruitment and outreach	Competency and skills gaps are closed for MCOs	Applicant satisfaction with the hiring process Percent of reduction in time-to-hire Manager satisfaction with quality of applicants	Percent of managers satisfied with the quality of applicants Percent of applicants satisfied with the application process
Employee development	Organizational survey	Employee training Employee mentoring Employee coaching	Percent of employees who participate in training Percent of employees who participate in agency mentor or coaching programs
Leadership Development	Competency and skills gaps filled for Management and Leadership positions	Leadership ongoing training Leadership mentoring	Percent of staffing gaps closed for leadership positions
Retention	Retention percentage of employees in MCOs	Manager satisfaction with quality of hires after 1 year Increase in employee engagement	Percent of managers satisfied with the quality of hire Percent of new hire overall satisfaction
Knowledge management	Establishing a business case for change Focus on agency mission, vision, strategic goals (short and long term)	How has "managed knowledge" contributed to the organization's desired outcomes? Have any new knowledge gaps emerged based on new requirements?	Building and maintaining trust Transfer of knowledge Succession Planning Pipeline of qualified employees
Change management	Action Plan Task Responsibility Matrix Risk Assessment Stakeholder Analysis	Establishing a Change Management Structure Clarifying Stakeholder requirements and expectations	Guidelines for Communicating Change
Continuous improvement	Phase/Stage End Assessment Report	Post-Implementation Review Evaluation Planning	Action learning team Data collection methods Gap analysis

Utilize top performers as mentors and coaches.

Provide these individuals opportunities to develop their own leadership skills by mentoring others or leading training and upskilling initiatives. These individuals can also assist in building content for microlearning programs to ensure content is relevant and up-to-date. Ensure mentors and coaches are rewarded and recognized for their efforts and impact.



Leadership Training and Development

Phase 2: Integration

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Building an Inclusive Leadership Development Program

We cannot expect leaders to understand and adopt inclusive behaviors overnight. Therefore, it is essential that we treat inclusive behaviors like any other leadership skill, which requires commitment, attention, and opportunities for leaders to practice those behaviors.

Key considerations for building an inclusive leadership program when:



Designing a Rollout Strategy

- What level of seniority will the program target- C-Suite? VP+? Management+?
- Do you want to introduce inclusive leadership awareness and skill building?
- How will you reinforce learning beyond initial training?
- What metrics and accountability structure are needed to track impact?



Creating Inclusive Leader Program Content

- What type of Inclusive Leadership Model is best suited to your business: off-the-shelf or custom-designed?
- Should the program be positioned in the context of diversity, innovation or overall talent management?
- How does Inclusive Leadership align to other training and programs, e.g. Unconscious Bias Training? Inclusive Leadership can be positioned as a "follow-on" or "antidote" to bias



Moving to Implementation

- Can you pilot the program with a "trusted" or bought-in group of leaders?
- Are you able to leverage in-person versus virtual options? In-person with experiential learning components are most effective in driving behavior change.
- Will programs be delivered through external facilitators or internal, or a combination? For example, will you employ a "Train the Trainer" program with a subject matter expert?

4 Steps To building a Customized Leadership Program

1 Conduct an Inclusion Audit

- Review internal talent management data to determine patterns in hiring, advancement, attrition and engagement by demographic/department/business
- Gather qualitative and quantitative insights on employees' experiences of inclusion, perspectives on impactful inclusive leader behaviors and gaps in leadership and management inclusion

3 Develop Custom Inclusive Behavior Frame

- Select 10-20 inclusive leaders based on existing screening criteria (performance management, 306 feedback, awards received, etc.)
- Conduct one on one interviews and synthesize findings into key themes and custom inclusive leadership behavior model
- Build collateral - playbook, assessments, teaching materials etc. - to rollout findings

2 Build Inclusive Rollout Strategy

- Develop inclusive leadership training module(s) and materials
- Rollout either as a pilot, a targeted business unit rollout or enterprise rollout
- Incorporate inclusive leader capabilities into performance management tools and people manager capabilities
- Create communications and materials to reinforce the importance of inclusive leadership in the culture

4 Track and Measure

- Identify key leading and lagging indicators to measure inclusive leadership impact
- Track on annual basis
- Develop and offer additional programming and content to reinforce core inclusive leadership and additional focused talent inclusion leadership competencies, for example, utilization of an Inclusive Leader assessment and coaching tool, sponsorship of underrepresented talent, executive sponsorship of business resource groups, etc. for senior most leaders

ERGs as a Source for the Next Generation of Diverse Leaders

Leaders of employee resource groups and other employee affinity groups play an important role in connecting the workforce, engaging employees, consumers, and communities, and carrying out complex and far-reaching DEI initiatives. They also represent an important, often untapped, source of underrepresented talent already working in a leadership capacity in your company.

Many ERG leaders hold a cross-functional leadership role in the company, simultaneously responsible for engaging employees to volunteer and participate in DEI related work and influencing company decision makers to sponsor projects and commit resources. In this capacity, they routinely leverage knowledge, promote networking, and engage employees and business stakeholders in productive dialogue and problem-solving. ERG leaders also have strong leadership skills sets, including strategic planning and influencing without authority, as well as experience meeting goals and managing budgets.

Business leaders need to recognize this important talent asset. The ERG leadership role should be viewed as an essential business role in the company, and as such, be directly tied to meaningful opportunities for advancement into leadership levels.

Seramount 2022 Inclusion Index



88% of Inclusion Index Companies Offer Talent and or L&D Programs for ERG Leaders



87% of Inclusion Index Companies consider holding a leadership position in an ERG during annual performance reviews.



54% of Inclusion Index Companies factor an employee holding an ERG leadership position into succession planning



69% of Inclusion Index Companies factor an ERG leadership position into career-path planning

Prudential's ERG Leader Development Program

Seramount partner Prudential offers a dedicated place for ERG members to try out emerging competencies.

Employees take on leadership roles within ERGs and enables risk-taking that is critical for developing new competencies that are eventually taken back into functional business lines.

Prudential's ERG Member Professional Development Conference

Prudential brings together all of its ERGs members at an ERG Professional Development Conference. The annual conference provides ERG members a dedicated platform for exchanging ideas, gathering intelligence, and sharing insights on how ERGs can improve business results.

Inclusive Leadership

Competencies held by Inclusive Leaders



- Understanding of Biases**

Conscious and unconscious bias can take different shapes in the workplace and affect people with various social characteristics. Inclusive managers know how different types of biases can influence their decision-making and behavior in certain situations
- Accountability**

Change and commitment must start from the top. By taking accountability for DEI, leaders signal its importance as a business priority
- Inclusion**

Working across a global workforce can present various barriers to creating an inclusive workplace, which can lead to exclusionary policies or practices, and that is why it is important for managers to learn how to foster inclusion
- Cultural Competency**

Cultural competency is not only the awareness of other cultural practices, but understanding the need to see and acknowledge cultural differences while still interacting with others in a respectful manner

Developing Inclusive Leaders

It is important for organizations to develop inclusive leaders who interact with employees in a thoughtful and respectful manner. Employers should create trainings and resources for managers to learn more about how to become inclusive leaders to ensure they can foster a productive environment. Inclusive leadership is characterized by an individual's ability to use their cultural awareness to adapt their own behavior to ensure others with different perspectives or backgrounds feel respected and valued.

If you are interested in a complete guide with resources to consider when developing trainings for managers, please click [here](#) or contact your Seramount Relationship Director for more information.



Planning and Metrics

SECTION

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Talent Development Template

Pathways to Advancement

Many factors contribute to an individual’s career path, and a one-size-fits-all approach to advancing high potential talent in your workforce will not be successful. Developing career paths should be a highly individualized process, designed to meet the candidate where they are in their career. Although there will be some career development programs that may be developed to address a specific gap in the company, overall, career development plans should revolve around the unique skills, experience, goals and objectives of each employee.

Below are sample talent development templates managers can use to map out the best way forward for an employee.

Sample Talent Development Plan

SMART Development Actions are:

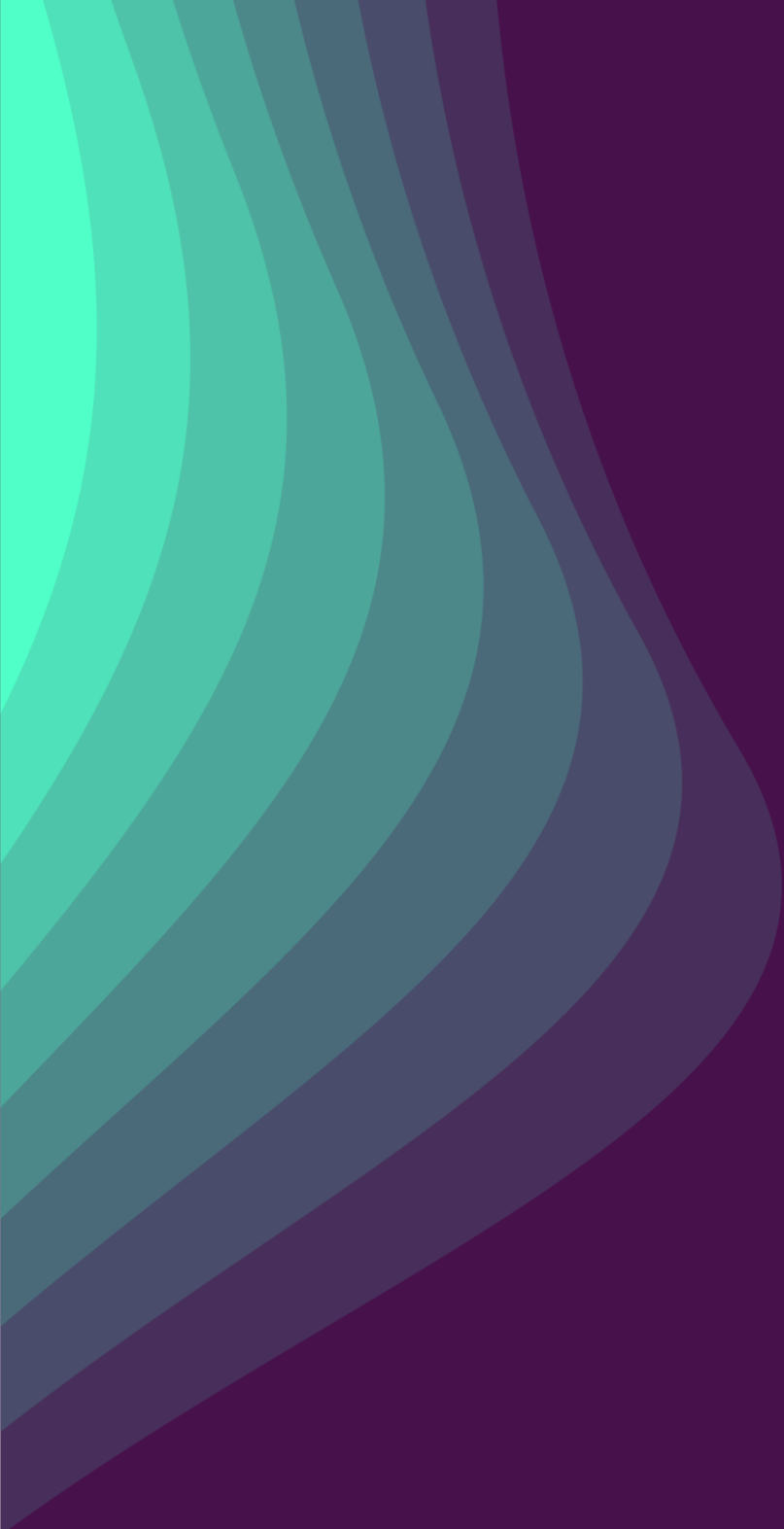
- Specific: Focused, results-oriented
- Measurable: Quantifiable
- Attainable: Realistic and achievable; requires some stretch
- Relevant: Aligned with broader organizational mission and meets individual’s interests and aspirations
- Time-bound: Scheduled by time and deadlines

Development Plan Template for Strengths and Development Needs		Sample	
Name, Title, Band, Current Position:	Alexa Daplan, Sr. Manager, FPA, NA		
Work History:	Mgr, Treasury, Lat Am; Sr. Fin Analyst; bilingual; CPA		
Career Aspirations:	Continue to grow and expand in my current position and eventually work as a FD.		
Manager Response:	Alexa has a strong work ethic and is effective. Her goal to be in a Global Mgmt position is realistic in the long term, but she needs to further improve her leadership skills and develop global understanding.		
Strengths		Development Needs	
Project Management: Able to implement and follow a project plan. Proactive when faced with several deadlines.	Empowering Leadership: On occasion in high pressure situations, takes over. Needs to empower team members rather than use 'directive' style.		
Problem Solver: Strong analytical skills, able to develop unique solutions for problems and prevent many further problems from occurring.	Global Experience: Has limited global experience and partnering with international peers. Needs to partner with international branches.		
Quality focused: Is dedicated to his results. Ensures that projects she engages in meet or exceed expectations.	Needs to lead and develop larger team: has proven ability to lead small team but needs to manage more complexity and lead team of 25+.		
Objective	Development Action	Date	Status
Global Experience	Lead on 2-month assignment in Tokyo.	Q2	
Empowering Leadership	Assign peer coach from overseas.	Q1	
Larger Team	Serve as coach for a high potential employee on current project.	Q3	

Metrics to Measure Progress and Impact of Inclusive Advancement Effort

Collecting data is key to an inclusive talent development process. Talent stakeholders need to know what their leading and lagging indicators are, and how employees are advancing through an organization across demographics. Consider using these metrics to assess talent development:

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|---|--|---|----|---|
| 1 | Percentage of women/men/people of color with Individual Development Plans completed (and time to completion) | ▶ | 8 | Number/percentage of new hires that are from underrepresented groups |
| 2 | Percentage of women/men/people of color who are scored as a "high performer" on annual performance appraisal AND Average Performance rating (i.e. 3.X) for men/women | ▶ | 9 | Number/percentage of positions where you are interviewing candidates that include women and other underrepresented groups |
| 3 | Number/percentage of succession plans that include underrepresented groups | ▶ | 10 | Pay, promotion satisfaction rates for those with sponsors and those without |
| 4 | Number/percentage of all succession plans (including non-VP) that include underrepresented groups | ▶ | 11 | Retention rates across demographic groups |
| 5 | Percentage of underrepresented groups at various levels within the company- ie. manager, Director, VP | ▶ | | |
| 6 | Percentage of Promotions across demographic groups | ▶ | | |
| 7 | Number/percentage of exits from the company aggregated by dimensions of diversity (include the rating to assess whether you are losing high performers) | ▶ | | |



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