Learning and Assessment Links
YOUR GUIDE TO DDI’S TALENT MANAGEMENT SOLUTIONS 2015
WELCOME TO LEARNING AND ASSESSMENT LINKS 2015

The talent-focused solutions detailed in these pages are organized by what we call the “growth engine.”

The growth engine is about the solutions you choose to close your talent gap. Many companies are looking for integrated talent management initiatives rather than a series of separate programs. Our growth engine includes solutions that span every level—from individual contributors to the executive suite—from our five major areas of expertise:

- Success Profile® Management
- Selection and Assessment
- Leadership and Workforce Development
- Succession Management
- Performance Management

In addition to detailed descriptions of each DDI solution, other sections of this book include:

- **Solutions that Work.** Located at the end of the development section, Solutions that Work define proven combinations of tools and programs that address specific people-performance issues.
- **Solution Support Capabilities.** The section provides an overview of DDI capabilities that increase the value and impact of solutions.
- **Competency Links.** A quick way to link behavioral competencies to DDI offerings that develop them (within Appendix).
- **Appendix.** A reference guide to find program language abilities, delivery options, and program certifications.

We welcome your feedback on how we can make Learning and Assessment Links a more useful and valuable information resource. Please send comments and suggestions to learninglinks@ddiworld.com.
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ABOUT DEVELOPMENT DIMENSIONS INTERNATIONAL (DDI)—
THE TALENT MANAGEMENT EXPERT.

Since 1970, Development Dimensions International (DDI) has been helping hundreds of corporations around the world close the gap—between where their business needs to go and the talent they must have to take them there—in good times and tough times.

DDI’S EXPERIENCE AND EXPERTISE IN TALENT MANAGEMENT IS UNPARALLELED:
> Using our world-class learning systems, organizations are developing more than 250,000 better leaders each year.
> More than 3,200 high-quality hiring decisions are made every hour and 20 million candidates have been successfully screened using our behavioral interviewing, testing, and assessment systems.
> Major corporations make crucial promotion and placement decisions for more than 3,000 senior executives each year using our assessment process—in Singapore, Beijing, London, Mumbai, New York, and hundreds of other locations around the world.

The numbers are just part of the picture. In an independent survey of senior HR executives, DDI is at the very head of the list of major talent management competitors in terms of breadth of our solutions, our levels of expertise, the quality of our people and services.

TALENT IS YOUR BUSINESS . . . IT’S OUR BUSINESS, TOO
DDI has a comprehensive, yet practical, approach to talent management. It’s been a successful blueprint for many clients because it brings together all of the major strategies, processes, and activities required to systematically manage an organization’s talent. We bring the deepest, broadest, and freshest experience, programs, and technology to the table to ensure a successful and sustainable talent management plan.

We believe that a sound talent strategy starts with a clear picture of the business outcomes you expect and defining the talent you will need to achieve the outcomes.

DDI will work with you to: pinpoint current and future business drivers; define how success will be measured; identify gaps in the quality and quantity of talent required to execute your business drivers; pinpoint strengths and weaknesses in your current talent management systems and capabilities; and deliver a strategy aimed at closing your talent gaps.

Once your organization is ready to define the talent management activities, we can work with you on the five major areas of expertise, which are detailed in the pages of this book: Success ProfileSM Management (starting on page 11), Selection and Assessment (page 19), Leadership and Workforce Development (page 51), Succession Management (page 139), and Performance Management (page 145).

EXECUTION—WE MAKE IT STICK
Choosing the right talent management initiatives and implementing them well is just half the battle. The other half is making it all stick. Our systematic approach to execution can help you achieve the results you need for your talent—and your organization.

We help organizations execute talent strategy through: clear and ongoing communication to all stakeholders about what you are doing and why; a relentless focus on clear accountabilities; aligning your talent initiatives with systems such as rewards, recognition, and compensation to drive results; and putting a measurement process in place.

After 40 years of working with some of the world’s most successful companies, we understand what makes talent management tick. You will find us to be a uniquely qualified partner wherever you are on your journey.
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> The Acceleration Center® (and Acceleration Centers®) assessment center design
> The Adaptive Reasoning TestSM cognitive ability assessment
> The Assessing Talent® system including the Assessing Talent: People Leader® assessment
> The Business Impact Leadership® series
> The Interaction Management® (IM®) system including the Interaction Management®: Exceptional Leaders... Extraordinary Results® (IM: EX®) series, Interaction Management®: Exceptional Leaders (IM: ExLSM) series, and the Interaction Management®: Exceptional Performers (IM: ExPSM) series
> The Executing Business StrategySM sessions
> The Manager Ready® assessment
> The OPAL® system
> The Service Plus® system
> The Strategic Leadership Experience® sessions
> The Strong Start® session, including Strong Start Survey®SM
> The Success ProfileSM system including Success ProfilesSM, Success ProfilingSM, and the Success Profiles: Navigator® software
> The Targeted Feedback® and Leadership Mirror® multirater surveys
> The Targeted Selection® (TS®) system, including the Targeted Selection®: Access® (TS®: Access®) support tool
SUCCESS PROFILE℠ MANAGEMENT
CLEARLY DEFINING WHAT GREAT TALENT LOOKS LIKE

You need to paint a target before you can aim for it. A clear picture of what defines a successful performer will help ensure you hire, promote, develop, and retain more of them.

DDI’s competency management and job analysis services help you create a more complete Success Profile℠ of the ideal performer. Success Profiles℠ go beyond competency modeling. They also define the knowledge, experience, and personal attributes critical to success on the job.

The data that you get from Success Profiles℠ will serve as “glue,” integrating every component of your talent management system. They will guide hiring and promotion decisions, setting performance expectations, and targeting development activities.

WHAT CAN DDI DO FOR YOU?
> Align your Success Profiles℠ to your organization’s business drivers with our unique Card Sort approach to job analysis.
> Improve the accuracy of your competency modeling process with access to our comprehensive competency library and thousands of job analyses conducted by DDI.
> Improve the speed of your competency modeling process with Success Profiles: Navigator®, DDI’s award-winning automated job analysis software.
> Learn how to more effectively leverage your resources and experts to build accurate Success Profiles℠.

IN THIS SECTION
Success Profiles℠
Success Profiles℠: Card Sort
Success Profiles: Foundations℠
Success Profiles: Navigator®
Competency Management and Job Analysis Services
Executive Success Profile℠
SUCCESS PROFILES<sup>SM</sup>

Do you know what separates your best employees from the rest? If you don’t know what you’re looking for in the ideal employee, how can you attract, identify, and select the right person for each job?

**SUCCESS Profiles<sup>SM</sup>** is a comprehensive job analysis and competency modeling system that lets your organization quickly and accurately identify the competencies and motivations needed for successful job performance.

**DESCRIPTION**

Success Profiles<sup>SM</sup> help organizations start down the path toward hiring or promoting the best people by identifying the characteristics that describe the ideal candidate for the job. These characteristics fall in the following four categories:

- **Work Experience (what I have done):** The situations that an individual entering the job should have experienced or, at least, to have had some exposure.
- **Knowledge and Skills (what I know):** The education and training necessary for job success.
- **Personal Attributes (who I am):** The characteristics of an individual’s personality and the factors that contribute to the individual’s motivation to perform at a high level and remain on the job.
- **Competencies (what I can do):** An individual’s capabilities that enable high performance.

**OVERVIEW**

Success Profiles<sup>SM</sup> help you clearly define the specific requirements for success in a job, group of jobs, or within the organization as a whole. The profiles are essential building blocks for designing and implementing integrated hiring, promotion, performance management, and learning and development systems. In addition, they are integral to realizing high performance and organizational change.

Success Profiles<sup>SM</sup> draw on a wide range of tools, software applications, and consulting services. Whether using a time- and cost-efficient streamlined profiling approach or a more comprehensive, detailed approach, the Success Profile<sup>SM</sup> process follows four stages:

- **Plan:** The purpose, target job or job family, information sources, outputs, and project plan are determined.
- **Collect Information:** Information and pertinent examples are gleaned from existing data or from expert sources (including those currently in the target job or jobs).
- **Build a Tentative Profile:** Data are integrated and mapped onto an existing taxonomy and/or a custom model is created.
- **Confirm the Profile:** Subject-matter experts confirm the accuracy of the profile. The profiling process and outputs are documented to provide a legally defensible foundation for hiring and promotion.

**BENEFITS**

Success Profiles<sup>SM</sup> helps organizations by providing:

- A streamlined process for getting to the right profile quickly.
- A business-focused description of performance that operational users will adopt as a tool to drive performance.
- Documentation of the profiling success and outputs to provide a legally defensible foundation for hiring and promotion.
- Clearly delineated requirements for high performance.
- An established touchstone to drive integrated HR talent management systems.
- A holistic, applicable approach to defining success.
RELATED SOLUTIONS:

> **Competency Management and Job Analysis Services** (See page 17): DDI can help you identify, refine, and implement competencies to create effective Success Profiles™ that map into other HR systems.

> **Success Profiles™: Foundations** (See page 14): Upgrade your staff’s knowledge and skill to plan, build, and maintain more accurate Success Profiles™ over time.

> **Success Profiles™: Card Sort Analyst Training** (See page 15): Complete Success Profiles™ using this exciting and easy-to-use card sort. It engages your stakeholders as they articulate what’s needed for a role, and kick starts your job analysis or competency modeling process.

> **Success Profiles: Navigator®** (See page 16): Automate your process online with this cutting-edge technology. Gather and analyze information, distribute Success Profiles™ and competencies for review and confirmation, and access a library of hundreds of existing profiles for comparison. Best of all, this system documents the entire process for you.

> **Executive Success Profile™** (See page 18): This solution is optimized to create profiles for succession management or executive development and selection purposes.

> **Targeted Selection®: Access®** (See page 49): Success Profiles™ form a solid basis for behavior-based interviewing techniques.
SUCCESS PROFILES®: CARD SORT ANALYST TRAINING

LEARNING FORMAT: CLASSROOM.

When it comes to determining competencies and Success Profiles®, your partners elsewhere in your organization might struggle to provide the information you need to be comprehensive.

DDI’s engaging Card Sort process facilitates the creation of Success Profiles® and this session equips individuals in your organization to facilitate the process efficiently and effectively.

DO YOU FACE ANY OF THESE ISSUES?

> Are your HR programs lacking alignment with your business leaders’ strategic priorities?
> Do work content experts struggle to articulate what’s required for a role?
> Are leaders having trouble translating their business strategies into people strategies?
> Have your job analysis communication and processes been ineffective or cumbersome?

PERFORMANCE OBJECTIVES

Helps associates:

> Establish Success Profiles® using the Card Sort process.
> Facilitate sessions to build Success Profiles®.
> Include not just competency models, but account for motivation, knowledge and experience as well.

COMPETENCIES DEVELOPED

> Building Healthcare Talent 2.0 and 3.0
> Building Organizational Talent 2.0 and 3.0
> Building the Sales Organization 2.0 and 3.0
> Building the Sales Team 2.0 and 3.0
> Guiding Interactions 3.0 (Meeting Leadership 2.0)
> Selecting Talent 2.0 and 3.0
> Technical/Professional Knowledge and Skills 2.0 and 3.0

COURSE OVERVIEW

Success Profiles®: Card Sort is a fresh approach to job analysis. Using this approach, participants are armed with decks of cards and supporting expert guidance to facilitate an engaging process to develop business-driven Success Profiles®. Some decks detail roles for a job or job family, others include common business drivers related to your leaders’ organizational strategy. Sorting through the appropriate cards, experts in your organization identify the crucial challenges that need to be addressed in a role or by leaders driving the business. At the end of a Card Sort session, you’ll have established a set of competencies, personal attributes, knowledge, and experience areas that will set a foundation for your talent strategies.

During Card Sort analyst training, we train and certify card sort analysts in your organization to facilitate this process:

> **Step 1: Collect data.** There are different cards for different needs, including collecting data for individual roles or job families and determining business drivers. Using the appropriate deck, stakeholders use their expertise to sort job requirements or business drivers by importance. Once the list of roles or business drivers is narrowed down, each stakeholder participant ranks the remaining cards. Then they present their rationales to the Card Sort Analyst, who guides the group to agreement on the top six roles or business drivers. The group delves into the competencies associated with the roles or business drivers they’ve selected and end the Card Sort session with a tentative competency model.

> **Step 2: Confirmation.** The Card Sort Analyst continues by examining the resulting model to rank and rate the chosen competencies and estimate the percentage of a job covered.

> **Step 3: Additional information.** Holistic Success Profiles® also includes additional information, so the Analyst can identify relevant dispositions, knowledge, and experiences to complete the Profile.

This hands-on, two-day training ensures analysts are skilled when it comes to understanding, rating, and ranking Success Profiles®, roles, business drivers, job- and organizational-fit facets, knowledge areas, and experiences. They also gain a working knowledge of the Card Sort analyst guide, tools, card decks, and competencies.

COURSE DETAILS

> **Target audience:** Novice HR Professionals or Job Analysts.
> **Facilitator training length:** Two days (Classroom).
> **Facilitator certification:** DDI-qualified facilitator required.
> **Prerequisites:** None.
> **Group size:** Up to six people.
> **Prework:** Yes. Thirty minutes.

RELATED COURSES

> Success Profiles: Foundations®
> Success Profiles: Navigator®
> Targeted Selection®: Access®
SUCCESS PROFILES: FOUNDATIONS™

LEARNING FORMAT: CLASSROOM.

Ask someone for a job analysis, and you may find what you really get is a job description. Or, the analysis will lack key information necessary to hire the right person and develop them efficiently. Because a good job analysis—or Success Profile™, as we call it—is the basis of many talent management systems, it’s imperative that the right information is captured and compiled the first time.

With Success Profiles: Foundations™, your novice job analysts learn how to design and plan a Success Profiles™ process. They’ll gain the skills necessary to identify the required competencies, personal attributes, knowledge, and experiences for a target job, role, or family of jobs, while understanding common legal requirements and avoiding common pitfalls.

DO YOU FACE ANY OF THESE ISSUES?
- Do you need to train internal associates to perform quality job analyses?
- Are you struggling to get high-quality Success Profiles™ to form the basis of your talent management systems?
- Have you uncovered mistakes when it comes to aligning your job analysis process and its documentation with legal requirements?

PERFORMANCE OBJECTIVES

Helps associates:
- Plan and conduct job analyses while driving an in-depth understanding of appropriate data collection and confirmation methods.
- Create high-quality, comprehensive, and accurate Success Profiles™.
- Develop familiarity with competencies, tools, methodology, and report generation critical to a solid Success Profiles™ or job analysis process.
- Prepare to assume higher-level job analyst roles.

COMPETENCIES DEVELOPED
- Building Healthcare Talent 2.0 and 3.0
- Building Organizational Talent 2.0 and 3.0
- Building the Sales Organization 2.0 and 3.0
- Building the Sales Team 2.0 and 3.0
- Guiding Interactions 3.0 (Meeting Leadership 2.0)
- Selecting Talent 2.0 and 3.0
- Technical/Professional Knowledge and Skills 2.0 and 3.0

COURSE OVERVIEW

- Session Opening and The Complete Success Profile™: The facilitator and participants review prior experience, the day’s agenda, the importance of the Success Profile™ analyst role in talent management, the four components of a complete Success Profile™, and steps involved in creating a Success Profile™.
- Collecting Success Profile™ Data: The group explores and practices various data collection methods. Participants are introduced to, and then skill practice, a number of methods including background review and research, job observation, incumbent interviews, focus groups, and analysis questionnaires. Teams play a card matching game that challenges them to pair appropriate definitions with data collection methods.
- Building a Tentative Success Profile™: Teams practice integrating data and building Success Profiles™ using information they collected in the previous unit.
- Confirming the Final Success Profile™: Participants learn focus group and questionnaire-based approaches to ensure the tentative profiles are thorough, accurate, and reflect the appropriate requirements of the job.
- Success Profile™ Reporting: Participants learn how to document the results and review a template for doing so.
- Planning a Success Profile™ Analysis: Participants learn the steps to plan a Success Profile™ analysis and choose the appropriate method for various talent management scenarios. The facilitator reviews best practices for implementation planning.
- Success Profiles™ in Action and Wrap Up: Facilitator reviews additional training and software support available and explains how Success Profiles™ can be applied in their organization’s talent systems.

COURSE DETAILS

- Target audience: Novice HR Professionals or Job Analysts.
- Course length: One day (Classroom).
- Facilitator certification: DDI direct-delivery only.
- Prerequisites: None.
- Group size: Up to six people.
- Prework: Yes. Thirty minutes.

RELATED COURSES

- Success Profiles™: Card Sort
- Success Profiles: Navigator®
- Targeted Selection®: Access®
SUCCESS PROFILES: NAVIGATOR®

Creating Success ProfilesSM for all of the job families in an organization can be a difficult and time-consuming process. Constantly changing business priorities, challenges, and demands makes this process even more difficult. Success Profiles: Navigator® automates this process, enabling you to create and update accurate, legally defensible competency models quickly.

DESCRIPTION
When you need to create or update Success ProfilesSM, this flexible, easy-to-use software will guide and document the process from start to finish.

OVERVIEW
The Success Profiles: Navigator® software is designed to allow you to perform job analyses using just competencies, or take a more thorough approach that also includes motivations, knowledge, and experience. The software is preloaded with a library of about 150 competencies and a database containing more than 2,000 completed Success ProfilesSM organized by industry, level, and function.

Many organizations find it useful to start with a Card Sort, or some other method to narrow the qualifications for a specific role. Success Profiles: Navigator® automates this process. Job content experts provide input virtually, allowing data gathering and analysis to be completed more quickly and efficiently. As each work content expert indicates the importance of the roles for the job being analyzed, the software captures the results.

You can enrich your Success ProfilesSM with additional information about knowledge, experience, and motivational fit. You can also enter information collected offline, including job observations, incumbent interviews, or focus group results. You can opt to survey more people or compare your profile with other examples in the database. The software provides a variety of options to confirm and validate what’s been selected. The software enables you to avoid competencies that might overlap, as well as delve deeper into others to refine associated job activities.

When you’re done, your entire process is documented and archived, and a number of different reports can be accessed from the reporting screen. And, a flexible data export utility allows users to run queries and customize data export files for viewing, analysis, or uploading to other systems.

BENEFITS
Success Profiles: Navigator® enables your organization to:

> Connect your people strategy to your business strategy, keeping your competency models ahead of changes in your business environment.
> Complete competency management, supporting your entire talent management life cycle with consistent profiles that provide a common understanding of job and role expectations.
> Aim for the right targets, enabling you to place the right people in jobs and to focus on the right development activities to drive their success.
> Mitigate legal risk, ensuring legal and process compliance through a comprehensive, fully documented data-gathering and analysis process.
COMPETENCY MANAGEMENT AND JOB ANALYSIS SERVICES

DESCRIPTION
DDI’s holistic approach to job analysis and competency modeling, called Success Profiling™, helps you paint a more complete picture of your ideal performer—what that person knows, has done, can do, and wants to do. Our vast and well-researched competency library allows you to quickly build an accurate Success Profile™ for positions in all job families and levels.

These services provide organizations with clearly articulated competency profiles that can serve as the foundation for one or many HR initiatives such as selection, promotion, training and development, performance management, or succession planning.

OVERVIEW
While the specific steps might vary based on organizational and project needs, there are typically five steps to the process.

> Planning. Consultants start by uncovering specific needs and potential constraints. In addition, job families will be discussed, timelines created, key stakeholders identified, project milestones determined, and decision and coordination points confirmed. The output from this session will be a detailed plan for the project.

> Collecting background and benchmark data. Consultants gather information about the organization’s vision, values, future direction, and business mandates for input into the competency development effort. We also consider broad factors to classify jobs into families.

> Data collection. In the competency modeling process, data are collected using a variety of methodologies, including interviews, surveys, and focus groups to identify the responsibilities and job activities performed by incumbents. We also delve into critical work behaviors, knowledge, skills, and other attributes that are associated with both current and future success.

> Data integration. The DDI project team will integrate the data from various interviews and meetings. Consultants will review their data and integrate it into a tentative listing of competencies, personal attributes, knowledge, and experiences.

> Confirm competencies and document the results. After determining the importance of and prioritizing the tentative competencies, DDI consultants will lead a meeting of client stakeholders to fine-tune the wording, and to make sure that the Success Profiles™ are aligned with organizational strategy, direction, and values. We will also ensure that the competencies are worded clearly and will be an effective communication tool for the individuals who will be using them. And, we document the entire process to ensure legal and process compliance.

BENEFITS
> DDI’s approach to competency management and job analysis builds on our proven, existing library of competencies. We’ve put this expertise to work for more than 30 years, and with more than 40,000 people worldwide.

> We begin with a strategy-driven analysis that focuses on your organization’s big picture, accounting for the factors that are driving the success of your business. Doing this aligns HR efforts with organizational values and strategy.

> Our experience, business focus, and documentation process ensure accuracy and legal credibility.

> Perpetual licenses are available for DDI’s proven competency library, which allow your organization to avoid reinventing the wheel and diverting valuable resources creating competencies from scratch.
If an organization does not have a well-defined profile of successful performance, it will be impossible to effectively select and develop people for executive positions.

With DDI’s Executive Success Profile℠, organizations can prioritize and define their executive success requirements to support business objectives directly.

**DESCRIPTION**

> The DDI Executive Success Profile℠ is the underpinning for each phase of the succession management process and provides a common language to describe high-performing talent. The profile provides the foundation or standard for executive success and is used collectively to develop a complete, robust picture of what it takes to be a successful leader in the organization.

> A DDI Executive Success Profile℠ is inclusive of all factors that shape successful performance, reflective of the future direction of the company, and defined clearly and consistently.

**OVERVIEW**

DDI executive consultants conduct interviews, lead focus groups, and administer surveys to create a Success Profile℠ that is unique to an organization. The result is complete documentation on the process and analysis findings.

The following four categories are represented in the DDI Executive Success Profile℠:

> **Job Challenges (what one has done):** Experiences that someone entering top management should have accrued over time.

> **Organizational Knowledge (what one knows):** The degree of understanding that senior managers must have about how the organization operates, such as functions, processes, systems, and services.

> **Competency Development (what one is capable of):** Clusters of leadership behavior, knowledge, and motivations that are related to job success or failure.

> **Personal Attributes (who one is):** Personality and motivational factors that enable or derail success.

**BENEFITS**

> Provides a business-focused target for leadership success that is behavioral, consistent, relevant, fair, and legally defensible.

> Can be applied across all succession management-related activities, including identification, diagnosis, and development.

> Provides the glue for integrating related HR systems and programs.

> Clarifies and communicates the most critical factors to be used in leadership development, guiding the development of leadership bench strength needed to effectively execute against both current and future business strategies.
No amount of development will make up for a poor hiring or promotion decision. DDI offers the most comprehensive range of employment testing, assessment, and behavioral interviewing tools in the world—tools that are used to assess more than 4.5 million people each year.

DDI helps you make every hiring and promotion decision count with:

- *Success Profiles℠ Management*, automated software and consulting services to improve job analysis.
- Designing selection systems with three goals: higher quality, increased efficiency, and legal defensibility.
- *Targeted Selection℠*, the world's leading behavioral interviewing system.
- A full spectrum of pre-employment tests to quickly, cost-effectively, and accurately evaluate candidates.
- A full range of leadership/executive assessment and other evaluation tools to guide individual development and make key placement and promotion decisions. Assessment can be at one of our 29 *Acceleration Center℠* assessment facilities, your facility, or online.
- Recognizing that you may already use a particular candidate management system but need to bolt on quality tools to improve the process, DDI can integrate its testing and assessment technology with most applicant tracking systems.

IN THIS SECTION
- Pre-employment Tests
- Job Simulations
- Interviewing
Who among your job candidates has the technical and interpersonal skills to add value to your teams? To excel in customer service, patient services, or maybe sales? Career Batteries are one way to get a sense of your candidates’ abilities before you hire, train, and deploy them into frontline positions that are critical to your organization’s success.

DESCRIPTION

DDI’s Career Batteries are tools that help you quickly identify individuals who “fit the profile” of success in those foundational jobs—often containing large numbers of employees—that are critically important to your organization. They can be used as part of a screening process for hiring new employees, or to prioritize candidates before progressing them to later hiring steps. They are particularly helpful in high-volume hiring situations where you need to quickly assess candidates’ suitability for the job.

BENEFITS

- Make better hiring decisions. Individuals who score high on one of the Career Batteries are much more likely than low scorers to be top overall performers, to excel in areas important to job success, to become productive sooner, and to drive key business outcomes.
- Reduce time to hire by quickly zeroing in on the most-qualified candidates.
- Pinpoint candidates who are more likely to be engaged by the job—and stay in it longer.
- Support diversity goals (e.g., in race, gender, and age). The Career Batteries minimize scoring differences among candidate groups in comparison to other hiring tools.

DETAILS

Each of the Career Batteries measures candidates’ personal attributes in three critical areas:

1. Making Effective Judgments and Decisions items assess a candidate’s judgment related to the particular work setting and his or her problem-solving ability. Candidates are presented with common work-related challenges and are evaluated on their ability to distinguish effective from ineffective approaches.

2. Managing Self and Getting Along With Others items ask candidates the extent to which they agree or disagree with statements that assess particular areas, which have been pre-selected as those most relevant to and predictive of success in each Career Battery’s targeted work role.

3. Demonstrating Personal Competence items ask candidates to choose the responses that best describe their prior experience in particular areas related to the test type.

Once an individual completes the Career Battery, a report is generated that provides two types of information about the candidate’s predicted effectiveness compared to others: performance indicators and performance outcomes. Performance indicators are “how” the candidate is projected to behave (for example, in making effective decisions or demonstrating dependability).

Performance outcomes are “what” the candidate is projected to exhibit (for example, speed to productivity, engagement, and satisfaction). A candidate’s scores are also translated into an overall evaluation of his or her likelihood of job success. Additional report outputs include behavioral and verification interview questions for hiring managers and development suggestions for participants.
TEST TYPES

> **Leader Career Battery** for frontline leadership or supervisory jobs.
> **Sales Career Battery** for jobs involving transactional or product-oriented sales.
> **Professional Career Battery** for entry-level professional and individual contributor jobs.
> **Customer Service Career Battery** for jobs providing direct (face-to-face or phone-based) customer service.
> **Team Member Career Battery** for manufacturing, production, distribution, and logistics jobs.
> **Health Care Leader Career Battery** for frontline, supervisory roles in a health care organization.
> **Nurse Career Battery** for jobs that require constant patient care interaction.
> **Patient Services Career Battery** for patient-facing jobs that are generally not care-giving.
> **Clinical Professional Career Battery** for professional, non-medically focused roles.
> **Support Services Career Battery** for operational jobs in health care organizations that are typically entry-level, and require minimal patient interaction.
A recent DDI research poll of professionals found that only half would rate their interpersonal skills as "very good" or "excellent." The same percentage reported feeling stagnant in their current position, and 44 percent of those workers said they intended to "look for another job when the economy improves." One can infer that there's about to be a glut of workers looking for a job, but not all of them are top candidates who possess the interpersonal skills necessary for success.

Can your organization spot a future top performing professional...especially when there are many contenders for just one spot?

**DESCRIPTION**

DDI's Insight Inventories help you quickly and effectively narrow the field by showing you which individuals have the personal attributes to be successful in mid-level and advanced individual contributor roles.

The world is full of people who might be your organization’s next great employee. But identifying them—or even choosing the best from among your current employees—is a challenge you face every time you look at a résumé or scan a list of potential candidates.

**BENEFITS**

> **Accurately and efficiently identify talent.** Candidates complete the Insight Inventories online and their responses are scored and available to you immediately. You receive a clear picture of their strengths and growth opportunities. It’s thorough, efficient, and highly accurate in predicting which candidates will be effective on the job.

> **Save time and money.** By identifying the most qualified candidates early in the hiring or promotion process, you can concentrate on fewer people when deciding how to fill critical open positions.

> **Avoid “selection mistakes” by increasing accuracy.** You gain an accurate, objective, and holistic assessment of candidates' strengths and weaknesses—one that helps identify the best talent among candidates. The Insight Inventories have been shown to predict job performance, retention, engagement, and speed to productivity, as well as many other job-specific outcomes.

> **Develop current and future talent.** When combined with competency-based tools such as multirater feedback, behavioral assessment, or interviewing, the Insight Inventories can be used to identify areas where the participant is likely to find professional growth relatively easy or challenging.

**DETAILS**

> Each of the three Insight Inventories assesses candidates in the areas critical to successful job performance. Questions use a variety of formats to gather detailed information about candidates’ job-related strengths and weaknesses. This multi-faceted and “whole person” approach to measurement ensures a balanced and robust perspective on candidates' likelihood of job success.

> Insight Inventory output reports evaluate the candidate’s personal attributes compared to other candidates, identifying each as either an asset to pursuing success in the target role, a limiter of growth, or as a neutral factor that will neither enable nor inhibit success. A candidate’s scores are also translated into an overall evaluation of his or her likelihood of growth within the target role—leader, sales, or professional. Interview questions that managers can use to further explore assessment results are also included.

> Candidates receive a participant report discussing the implications of the results for their growth as a leader, professional, or sales person, along with development guides to support their efforts to enhance performance.

**TEST TYPES**

> **Leader Insight Inventory** for mid-level management and supervisory jobs.

> **Sales Insight Inventory** for jobs involving consultative or solution-oriented sales.

> **Professional Insight Inventory** for professional jobs employing college graduates.
The 2011 Global Leadership Forecast found that only 33 percent of HR leaders are highly confident in their frontline leaders’ ability to ensure the future success of their organizations. Confidence in sales professionals is similarly dismal. Is your next pick for one of these key positions really ready for these challenges?

**DESCRIPTION**

DDI’s Readiness Assessments contain highly accurate information about competencies and personal dispositions, which can enhance the selection and development processes. From a development perspective, competencies that are behaviorally defined provide a strong foundation for building development plans that are easy to understand, and well-aligned with most training and coaching activities. The personal disposition component of the assessment provides insights into the dispositions that will help or hinder performance and make development relatively difficult or easy. This additional insight offers participants and their coaches a better understanding of the level of effort needed to establish proficiency in the targeted competencies.

From a selection perspective, the combined or banded ratings of competencies and personal dispositions provides an easy method for quickly identifying and screening in or out candidates, based upon their overall leadership or sales capabilities. This makes it much easier to focus more effort on further evaluation of the most-qualified candidates for a position. These assessments are easily scaled to assess and screen large pools of internal or external candidates. This adds greater efficiency to the hiring process and ensures the best candidates are brought forward in an accurate and highly legally defensible manner.

**BENEFITS**

- **Save time and money, and improve accuracy.** Readiness Assessments help you identify the most qualified individuals early in the hiring or promotion process, so you interview or further assess fewer and only the best-qualified candidates.
- **Diagnose developmental needs.** Readiness Assessments are a highly objective way to diagnose the strengths and development needs of current professionals. They also help you gather actionable information about those who are ready for more challenging positions.

**DETAILS**

- The Leadership Readiness Assessment evaluates the personal attributes and competencies critical to success in supervisory and managerial positions.
- The Sales Readiness Assessment assesses the personal attributes and competencies critical to success in a variety of sales positions.
- The Readiness Assessments use a wide range of question formats to gather detailed information about candidates’ job-related strengths and weaknesses. This multifaceted and “whole person” approach to measurement ensures a balanced and robust perspective on internal or external candidates’ likelihood of job success, and makes the tools well-suited for diagnosing development needs.

**TEST TYPES**

- **Leader Readiness Assessment** for supervisory and managerial positions.
- **Sales Readiness Assessment** for a variety of sales positions.
ADAPTIVE REASONING TESTSM

DESCRIPTION

The Adaptive Reasoning TestSM (ART) is a brief, online assessment of one’s cognitive ability as it relates to success on the job. Since the test uses figural reasoning content (a series of shapes and figures with underlying decision rules that the participant must solve), it presents participants with a language-free assessment of their capabilities, and is particularly well-suited for global use. The ART quickly hones in on a candidate’s cognitive ability by matching the difficulty of each item to a candidate’s true ability. It does this by adjusting the difficulty for each item, administering more difficult items when a candidate gets an item correct, and less difficult items when a candidate responds incorrectly. Although well-suited for proctored settings, the adaptive nature of the assessment provides unique value in unproctored settings, as each participant receives a unique set and sequence of test items, providing a higher level of test security than that achievable with other assessments.

DETAILS

Some of the unique highlights of this test include:

- **Adaptive Content.** Each item is directly influenced by the candidate’s responses to previous items, which quickly hones in on his or her true ability level by presenting items that are neither too hard nor too easy. Therefore, testing time is devoted only to administering items that are highly diagnostic and that provide the most information about the candidate’s ability.

- **Item Rotation and Test Security.** The Adaptive Reasoning TestSM records the frequency with which each test item is administered and uses this information to make sure that no item is exposed at a higher rate than other items. With a large library of items, there are billions of test permutations, eliminating security concerns around candidates sharing test answers.

- **Additional Test Security Features.** Candidates can log in to take the test just once. They are presented with no more than 15 items, with a finite amount of time to solve each item. The appearance and order of items is unpredictable, and old items in the library are replaced with new ones regularly.

- **Global Application.** Because the test is graphically-based and contains no words, language and cultural differences do not impact interpretation of test items. The test, currently taken by more than 200,000 candidates a year across more than 90 countries, measures ability equally well across all geographies. It is scalable across language and cultural boundaries, allowing it to be quickly deployed in global settings. Test instructions, the only language-based component of the assessment, are available in 10 languages.

BENEFITS

Using DDI’s Adaptive Reasoning TestSM as part of a selection or promotion process, an organization can:

- Efficiently test candidates in an unproctored setting, eliminating costs for proctoring and candidate travel.

- Improve test security, by ensuring each individual has a unique testing experience.

- Incorporate an easy-to-use and easy-to-administer option for testing cognitive ability that eliminates language barriers by presenting graphically-based content.

- Ensure global testing consistency and ease of deployment thanks to the Adaptive Reasoning TestSM’s scalability and robustness for cross-country applications.

In the workplace, cognitive ability—the ability to reason, draw accurate conclusions, and make effective decisions—is arguably the most predictive characteristic related to one’s success in a role. But testing cognitive ability raises concerns about test accuracy and fairness, the challenges of delivering unproctored tests online, and the need to deliver tests in multiple languages. DDI’s Adaptive Reasoning TestSM addresses these issues, and provides an effective and innovative way for organizations to measure cognitive ability.
Yesterday’s tests and testing strategies must evolve to support today’s and tomorrow’s rapidly changing business strategies. Testing solutions need to measure the entire individual. DDI’s robust suite of skills tests have become integral parts of the selection process in many of the world’s largest staffing agencies, corporations, and training organizations.

DESCRIPTION
DDI’s innovative blend of behavioral and skills testing allows organizations to gain the insight necessary to hire, develop, and promote people who can make a positive difference.

OVERVIEW
Available in multiple languages for PC, network, or Internet deployment, our library of more than 800 testing solutions features a powerful combination of performance- and knowledge-based testing.

DDI’s testing suite includes solutions for:

- Accounting and Finance
- Aptitude/Aptitude (Enables a company to better determine both job fit and organizational fit.)
- Call Center
- Clerical Office
- Digital Literacy
- Food Service
- Industrial Skills
- IT Skills
- Legal
- Medical
- Nursing
- Retail Sales
- Staffing and HR Knowledge
- Software Skills
- Typing/Data Entry/Transcription
- Retail sales
- Customer service and call center associates
- Retail customer service
- Health care provider and support roles

DDI also offers a number of off-the-shelf, configurable, and/or customizable tests and inventories that target various industries. DDI’s Career Batteries are multi-format inventories that help organizations identify individuals with the right combination of skills, motivations, knowledge, and experience to be successful on the job. Multiple delivery modalities provide options that are tailored to suit individual organizational needs. Some specific roles and job types include:

- Team members/associates
- Professionals/individual contributors
- Team leaders/supervisors
- Managers and leaders
- Sales representatives

In addition, for each job family, DDI has drawn upon its extensive research base to develop screening and testing content sets that measure a candidate’s personal attributes, work-related experience, job-specific competencies, and motivational fit. These content sets have been preconfigured to minimize adverse impact against protected groups (i.e., on the basis of race, gender, and age) while maximizing validity for predicting job performance.

BENEFITS
- Save your organization time and money.
- Reduce turnover rate.
- Reduce training requirements.
ASSESSING TALENT: PEOPLE LEADER®

LEARNING FORMAT: AUTOMATED ASSESSMENT TOOL

The move from an individual contributor to a leadership role marks a critical and challenging career transition.

Many people who are outstanding in their functional area prove to be less-than-successful leaders when it comes to motivating, developing, and retaining top talent. Since first-time leaders must exhibit a set of new leadership skills, organizations often lack meaningful data with which to make the best selection decisions. Assessing Talent: People Leader® minimizes the risk associated with selection and helps accelerate the development of leaders.

DESCRIPTION

Assessing Talent: People Leader® is an in-depth web-delivered behavioral assessment program for hiring, promoting, and developing first- and second-level leaders. It is built around the critical leadership capabilities that leaders must master to be effective in their jobs. The program is a totally modular system, allowing managers to select the components most relevant to their first- and second-level leadership positions. The program components are set up in a day-in-the-life format so leaders go through role plays, which parallel interactions that typically occur on the job.

The program accurately evaluates participants’ skills and readiness for managing a work unit and motivating, developing, and retaining talent. It helps your organization reduce hiring and promotion mistakes, target growth needs to accelerate development, and establish development plans. It also helps future leaders know what to expect when making the jump to the next level. Three different versions of Assessing Talent: People Leader® target different work settings: manufacturing, service, or finance. (A sales platform is available, see page 27.)

OVERVIEW

Five easy steps outline the entire assessment process, and each can be delivered online and via phone, at DDI, or at a client location. There are also face-to-face and phone options for feedback and developmental activities.

The following are the five steps in the Assessing Talent: People Leader® process:

- **Orientation:** Available online 24/7.
- **Prework:** Available online 24/7.
- **Participate:** Via online and phone role plays with DDI assessors, at DDI, or at a client location.
- **Feedback:** Via an online report or feedback session. The assessment report provides information on key leadership competencies and includes a development guide with activities that help develop leadership skills. DDI can provide group or individual feedback sessions.
- **Plan Development:** Via online developmental activities or face-to-face individual or group planning discussions conducted by DDI or trained facilitators from within the client organization.

The program is delivered online and through phone role plays, at DDI, or at a client location.

Exercises may include:

- Coaching and developing a direct report.
- Resolving conflict with a peer.
- Addressing a customer concern.
- Making critical decisions regarding benefits, people, and work processes.
- Taking action to plan and execute new initiatives or programs.

BENEFITS

- Highly predictive and valuable input for hiring and promotion decisions.
- In-depth assessment of strengths and development opportunities for the accelerated development of current and future leaders.
- Previewing a leadership position’s challenges to ensure a good career match.
- Improved retention of talent, reduced time-to-contribution, quicker performance improvement, and lower development costs.
- Additional benefits from online delivery include: 24/7 access to the process, lower costs for associates’ time and travel, easy administration with efficient scheduling and online reporting, and a realistic and easy-to-use web-based interface for participants.
If you are hiring new sales people, shifting your sales strategy, or slotting salespeople across diverse roles, it is critical to have the right people with the right skills in the right jobs. Yet 67 percent of sales VPs feel that at least two of five salespeople do not have the skills to do their jobs.

Do you have the right salespeople to execute your sales strategy? How do you know?
Every day managers are making thousands of decisions. Which market to enter or exit? Where to place bets when launching a portfolio of new products? Which customers are critical and which are profit drains? Because these are business decisions that can lead to profitable growth or total disaster, most are made with a reasonable degree of discipline. Few are made on instinct alone. Most corporations, however, fail to apply the same rigor and discipline to choosing the leaders who are charged with making these critical business decisions. This negligence costs companies millions of dollars in lost opportunities.

DESCRIPTION
DDI's executive assessment approach represents an excellent way to determine the quality of an organization's talent relative to the roles and responsibilities at critical leadership levels. Our approach brings together proven assessment tools and methods (including business/leadership simulations, interviews, 360°/multiraters, personality inventories, and other measures of leadership effectiveness) that provide unparalleled insight into leaders' capabilities. Our web-enabled, scalable, and research-proven solutions are globally available to generate rich, detailed information on both organizational and individual capability to execute specific strategic imperatives. These imperatives can include driving growth, entering new markets, transforming organizational culture, or integrating a new acquisition. Together, the “in-person” and web-enabled capabilities of DDI's executive assessment approach provide a configurable, highly flexible option for meeting a wide range of assessment needs.

OVERVIEW
The DDI assessment process for operational or strategic leaders brings together an array of powerful, highly predictive tools to gather the deep, rich data and insights required to build a complete view of an individual, including both strengths and developmental opportunities.

DDI begins the assessment design and configuration process by considering both the business context and the Success ProfilesSM of the targeted roles/levels within your organization. We work closely with you to align your existing competency model with our measurement framework, assuring that the assessment will target the intended skill areas. We also can work with you to create a flexible, comprehensive competency framework that can be applied across multiple people systems. (See page 17 for more information about competency modeling solutions.)

Among the tools that are part of the DDI assessment approach:

> DDI was the first company to bring assessment center methodology to the business world. Today, the assessment center remains the most accurate predictor of performance for roles participants have not yet experienced. It is the option of choice for critical selection and promotion decisions and a powerful option for development, as well. DDI has Acceleration Centers®, our leading edge assessment centers, around the world to serve you where you need us.

> Our simulation-based solution, featuring Assessing Talent®: Operational Leader or Assessing Talent®: Strategic Leader, requires participants to go through a number of simulations designed to reflect the challenges and situations they would typically face in a higher-level position. The simulation can be completed in a half or full day.

> DDI uses our Assessing Talent®: Operational Leader or Assessing Talent®: Strategic Leader web-based technology to support the assessment experience and manage front- and back-end administrative logistics, including communication and data management. DDI's web-delivered assessment process has proven to be an effective vehicle for creating a seamless participant experience, providing a realistic work interface (e.g., common e-mail/intranet utility), and enabling assessment quality and accuracy. Through this web-based approach, DDI can deliver assessments either at a DDI site or at another suitable location, virtually anywhere in the world.

> Our 360°/multirater solution is an excellent option for a lower-cost assessment focused on development. DDI's Leadership Mirror® or Targeted Feedback®, our two 360° offerings, coupled with our Global Leadership Inventories provide excellent insights into leaders' strengths and areas for improvement, providing a starting point for meaningful developmental planning.
> **Our interview-based assessment solution** includes an in-depth interview with the individual being assessed, coupled with a Career Achievement Portfolio and business cases. It's an excellent option when simulations are not the right fit, but detailed data and insights are needed.

> **Personality Inventories**—DDI uses a variety of personality instruments and strongly recommends their inclusion in a comprehensive assessment process to gain an understanding of attributes that can enable success or possibly lead to derailment. Our inventories include the Leadership Effectiveness Inventory (the enabling side of personality), the Leadership Challenge Inventory (the potentially derailing side of personality), and the Leadership Values Inventory (factors that motivate an individual). The inventories can be administered electronically and in multiple languages.

> **Cognitive Tests**—Helping to complete the picture of an individual’s leadership capability, DDI can administer cognitive tests in either textual or non-textual formats to accommodate those individuals for whom English is not the first language.

> **Evaluation, Integration, and Feedback**—Whether the assessment is in one of DDI’s world-class assessment facilities or delivered remotely, DDI’s assessment team works collaboratively to integrate all sources of information, evaluate individual performance patterns, and identify performance themes to be included in the assessment report and discussed later in feedback and coaching sessions. With comprehensive and confidential assessment reports, participants and key stakeholders are provided with:

  - A summary of the assessment process.
  - Key performance themes (highlighting key strengths and key development needs).
  - Individual competency ratings.
  - Detailed assessment ratings within competencies pinpointing specific performance insights.

> **Strategic Talent Review**—DDI’s Strategic Talent Review process provides unique value and insight to key stakeholders, such as a hiring team or senior talent review team. Through this interactive and engaging process, organizations can more fully understand potential talent or bench strength. This review yields insights at an individual level, for development and deployment decisions, as well as at an organizational level, to answer questions about the organization’s readiness to address future challenges.

> **Development Resources**—Post assessment, leaders or high potentials may also benefit from *Business Impact Leadership®* (see page 107 for operational leaders, and page 121 for strategic leaders) or Executive Focus Coaching (see page 123) to address specific development needs and issues.

**BENEFITS**

DDI’s executive assessment approach makes it possible for organizations to:

> Capture a holistic picture of an individual, relative to his or her organizational and job knowledge, experience, skills, and personal attributes.

> Link strategic priorities or imperatives to the hiring, promotion, development, and deployment of leadership talent.

> Mitigate risks associated with leadership talent decisions by gathering highly accurate and actionable data and insights.

> Pinpoint strengths and development opportunities to determine role readiness or to guide ongoing development.
Why do so many organizations around the world struggle to build capable frontline leaders? Limited training on leadership skills and insufficient coaching and support are common issues. But the biggest causes are making bad hiring and promotion decisions, and inaccurately diagnosing the development needs of the frontline leaders selected.

The Manager Ready® assessment draws on DDI’s unparalleled experience in frontline leader assessment and development. It is a highly accurate predictor of frontline leader readiness that has been extensively validated for frontline leader selection and development worldwide.

Manager Ready® is a breakthrough frontline leader assessment that delivers the same quality of diagnosis as a full-blown assessment center at a fraction of the cost. Participants engage in situations where they interact with team members, take action, and solve problems. These real-world situations provide a highly accurate measurement of a participant’s readiness for frontline leadership positions.

Manager Ready® measures the nine competencies most critical for success in a frontline leadership position: Coaching for Success, Coaching for Improvement, Managing Relationships, Guiding Interactions, Problem Analysis, Judgment, Delegation & Empowerment, Gaining Commitment, and Planning & Organizing.

To get started, DDI conducts a brief orientation call to help your organization learn how to use the system. Once this is complete, your administrators are ready to log into the system and start scheduling participants—with DDI’s support to ensure an easy implementation. A built-in job analysis process ensures that Manager Ready® is appropriate for your frontline leader positions.

The Manager Ready® participant interface is highly engaging, realistic, and easy to use. Participants log in to complete a series of managerial tasks similar to those they would face on the job—such as coaching a direct report on handling a new project or asking people questions to uncover a problem. Unlike computer-scored tests with multiple choice answers, participants’ responses are captured and evaluated by DDI assessors using a proprietary scoring process. This process facilitates the rapid generation of feedback reports, which are available within two business days after a participant completes the assessment.

Manager Ready® provides an unmatched level of insight about participants, captured in three standard reports:

- The Selection Report details the individual’s overall readiness, provides ratings for each competency, and suggests behavioral interview questions to gather additional insights and evaluate the candidate’s motivation to become a supervisor.
- The Development Report provides an evaluation of the participant across the Manager Ready® competencies, and tips to help the participant’s manager conduct feedback discussions, provide coaching, establish development plans, and measure progress.
- The Participant Report offers a detailed description of performance for each competency, and tips for conducting a discussion with the participant’s manager to establish development plans and measure progress.

Manager Ready® participants and their managers also have access to resources for taking action on development feedback.

**BENEFITS**

- Make better selection decisions by identifying those individuals who are best prepared to step into your frontline leader roles.
- Accelerate development by giving participants and their managers a better understanding of leadership skill gaps to address using development plans.
- Fast and easy roll-out with global capabilities and limitless scalability.
- Receive the same depth of insight as a full-blown assessment center for less money.

**RELATED SOLUTIONS**

- Interaction Management®, Exceptional Leaders
- Targeted Selection®
- Leadership Insight Inventory
MANAGER READY® TRAINING AND FEEDBACK SESSIONS

The 2011 Global Leadership Forecast found that only 33 percent of HR leaders are highly confident in their frontline leaders’ ability to ensure the future success of their organizations. Confidence in sales professionals is similarly dismal. Is your next pick for one of these key positions really ready for these challenges?

DESCRIPTION
The Manager Ready® Participant Feedback and Development Planning Traditional and Virtual Classroom sessions provide participants with the skills to:

> Recognize what it takes to be effective in a leadership role.
> Analyze and interpret their assessment results, and understand what they mean to their growth and development.
> Identify strengths that they can utilize to their fullest advantage, as well as growth areas they can develop.
> Determine development activities that will provide the highest payoff for themselves, their team, and the organization.

The Manager Ready® and Leadership Insight Inventory Participant Feedback and Development Planning Traditional Classroom session provide participants with the skills to:

> Recognize what it takes to be effective in a leadership role.
> Analyze and interpret their MR and LII assessment results, and understand what they mean to their growth and development.
> Identify strengths that they can utilize to their fullest advantage, as well as growth areas they can develop.
> Determine development activities that will provide the highest payoff for themselves, their team, and the organization.

The two sessions described above introduce the three-phase Assess, Acquire, and Apply development process. Participants are asked to review their assessment results, and to identify two strengths and two growth areas that could be targets for development. They then spend time identifying potential high-payoff development activities, and planning for a discussion with their manager.

The Manager Ready® Feedback Provider Traditional and Virtual Classroom sessions provide participants with the skills to:

> Read and interpret Manager Ready® reports.
> Successfully provide Manager Ready® feedback and coaching.
> Use report results in a two-way discussion to identify and prioritize the individual’s strengths and development needs.
> Address possible challenges and concerns that can surround the Manager Ready® feedback session.
> Provide advice on how to engage their manager for further development and support.

The sessions include an in-depth discussion of the MR assessment process and report, and build coaching skills for effectively addressing concerns and helping MR participants construct impactful development plans.
OVERVIEW
Manager Ready® Participant Feedback and Development Planning sessions are DDI-delivered, one-on-one, or group sessions that help participants make sense of their results, and provide them with a road map for planning their development. DDI offers these participant sessions in five formats:

> Phone-based, one-on-one participant session reviewing Manager Ready® results.
> Phone-based, one-on-one participant session reviewing Manager Ready® and Leadership Insights Inventory results.
> One half-day traditional classroom group session for up to 16 MR participants.
> One half-day virtual classroom group session for up to 16 MR participants.
> One six-hour traditional classroom session for up to 16 MR and LII participants.

Manager Ready® Feedback Provider Traditional and Virtual Classroom sessions give internal coaches the skills to interpret reports, address participants’ concerns effectively, and involve participants in developing impactful development plans. DDI offers these sessions in two formats:

> One day, traditional classroom group session for six to 12 participants.
> One virtual classroom six-hour event, or two three-hour events—held over two days—for six to 12 participants.

This variety of feedback and development options offers delivery flexibility and scalability.

BENEFITS

> Ensures that assessment results are thoroughly understood and realized.
> Guides participants to build an impactful development plan, link their assessment feedback to development plans, and take actions to improve performance.
> Delivers a good return on an organization’s investment in assessment.

RELATED SOLUTIONS

> Manager Ready®
> Interaction Management®
> OPAL®
> Leadership Insight Inventory
A manufacturing team is only as strong as its members. During your hiring process, are you able to ensure that the newest additions to your teams will contribute to success?

DESCRIPTION

DDI’s Manufacturing Assessments are cost-effective exercises that reveal information about a candidate’s aptitude for an hourly production job.

OVERVIEW

Manufacturing simulations challenge small teams of candidates to accomplish a task. Each simulation takes about an hour, and requires a DDI-trained facilitator (usually someone within the client organization). By observing participants, a facilitator has a consistent and effective means to evaluate specific competencies. Competencies that can be evaluated include:

- Communication
- Decision-making
- Teamwork/collaboration
- Gaining commitment
- Safety or quality orientation
- Problem solving
- Work pace

To prompt candidates to demonstrate these competencies, simulations might challenge teams to:

- Perform a task according to clearly defined specifications.
- View a video and work together to identify the problems presented in the video, then make recommendations to address them.
- Make a plan to produce and sell a product, adapting to changes along the way.
- Review information together to identify quality, safety, or personnel issues.

BENEFITS

- Simulations enable hiring decision makers to observe candidates in action, which offers rich information about their abilities to do the job.
- They’re cost effective, fast, and easy to deploy.
- Once facilitators are certified, use of the simulation is scalable.
Hiring top talent has a meaningful impact on an organization’s success. The challenge is, how do you know who your top players are going to be before you hire them? Phone-based assessments can remove the guesswork by presenting potential new hires with challenges that mirror those encountered on the job. As a result, your organization can identify top performers before you hire them.

DESCRIPTION
DDI’s phone-based assessments are a scalable and efficient means of identifying top talent. They provide additional information to supplement tests and/or interviews. In addition to aiding in the hiring decision, they can provide rich information to fuel development.

OVERVIEW
When implementing a phone-based assessment, DDI can tailor our offerings to meet your specific needs. Through phone-based situational challenges and role-plays, the participant is presented with scenarios that mirror the challenges encountered in the target position. Participants are asked how they would respond and the actions they would take if presented with similar situations on the job. Scenarios can be presented over the phone by trained DDI assessors, and DDI has an extensive library of situational challenges that can be leveraged based on the needs of the job.

Situational challenges are also highly tailorable, enabling content that has a high degree of fidelity for your organization. Situational challenges are a scalable way to gain additional insight into the potential effectiveness and development needs of participants.

BENEFITS
> Better hires who contribute more to your organization’s success.
> Identification of critical development needs, enabling new hires to capitalize on their natural strengths while targeting their development in the areas where they need it most.
> As an added benefit, phone-based assessments can also provide candidates with a realistic preview of the job, thereby allowing less motivated applicants to self-select out of the hiring process before your organization spends countless resources on training them.
TARGETED SELECTION®

LEARNING FORMATS: CLASSROOM, VIDEO- AND WORKBOOK-BASED SELF-STUDY, WEB-BASED.

Organizations today cannot afford to have the wrong people in key positions. They must select the right people for the right jobs from the very start.

Targeted Selection® (TS®) is the most proven and accurate behavior-based selection system in the world. Thousands of leading companies from every industry have used TS® to build better selection systems that identify, hire, and promote top talent.

TS® users know how to look for what they want and can persuasively sell the organization and the opportunity to the best prospects.

SYSTEM OBJECTIVES
Targeted Selection® is proven to help organizations:
> Identify the competencies needed for all key positions.
> Build interviewing skills and confidence for more accurate selection decisions.
> Increase the efficiency and effectiveness of the employee selection process.

SYSTEM OVERVIEW
The Targeted Selection® system offers the latest in selection technology and works by homing in on the three processes crucial to successful hiring and promotion: identifying the right selection criteria through job analysis; gathering pertinent candidate information; and evaluating the information gathered and making an accurate hiring decision.

PROCESS OVERVIEW
> Identifying the Right Criteria: Successful selection decisions are based on using the right selection criteria identified through job analysis. Targeted Selection® program managers learn how to conduct focus-group job analyses, and Targeted Selection®: Access® includes a component that uses an online survey approach to identify and confirm competencies.
> Gathering Candidate Information: The interview represents the heart of the selection process. Targeted Selection® interviewer training transfers the knowledge and skills needed to use the interview guide and effectively gather complete, job-relevant behavioral examples from job candidates.
> Evaluating Candidate Information: Targeted Selection® interviewer training teaches systematic processes and skills for evaluating and integrating all candidate data to make the most accurate hiring decisions.

SYSTEM ADVANTAGES
> Allows you to systematically adopt world-class hiring practices used by the world’s most admired and profitable organizations.
> Helps you avoid the long-term cost implications of hiring the wrong person.
> Reduces turnover, improves individual and group performance, and builds a strong and agile workforce.
> Lets you select people whose skills and motivations match specific job requirements.
> Allows you to tailor your selection process to meet specific organizational needs.
> Saves time and effort by helping interviewers focus on critical competencies, get the most out of time spent with candidates, spend only minimal time preparing for interviews, eliminate unnecessary overlap with other interviewers, take comprehensive notes quickly and easily, and efficiently evaluate and integrate candidate data.
> Helps you meet legal guidelines for fair employment practices.
> Creates a positive impression on all candidates.
RESULTS
> A major U.S. producer of baked goods showed that high Targeted Selection® interview ratings correlated with top on-the-job performance 93 percent of the time.
> A sales organization used Targeted Selection® to reduce the turnover rate of its sales representatives by 44 percent.
> A major hotel chain decreased its turnover by 25 percent.

RELATED TARGETED SELECTION PROGRAMS
> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
> Targeted Selection®: Interviewer Practice Lab
> Targeted Selection®: Interviewer Virtual Practice Lab
> Targeted Selection®: Interviewer Personal Practice With A DDI Coach
> Targeted Selection®: Coach
> Strong Start®
> Targeted Selection®: Interviewing For Technical Skills
> Targeted Selection®: Program Manager
> Targeted Selection®: Trainer
> Targeted Selection®: Access®
> Targeted Selection®: Audit
A rapidly changing, highly competitive marketplace demands making judicious, informed decisions about the people you hire or promote—decisions that can impact your organization for years.

**Targeted Selection®** is the world’s leading behavioral interviewing system. This workshop provides a structured, replicable approach to interviewing by developing the skills your people need to interview confidently, gather data that accurately predicts future job performance, and evaluate candidate information to make the best selection decision.

**DO YOU FACE ANY OF THESE ISSUES?**

- Do your interviewers have the skills and confidence to ask the right questions to accurately select job candidates who are able and willing to perform the job?
- Do your interviewers know how to make a positive impression on candidates to increase job acceptance rates?
- Do your interviewers know how to evaluate and integrate all the available data to make better hiring decisions?

**PERFORMANCE OBJECTIVES**

**Helps associates:**

- Build interviewing skills and confidence.
- Use the interview guide to prepare for and conduct an effective interview while making a positive impression on candidates to increase job acceptance rates.
- Gather and evaluate data on a candidate’s entire profile: experience, knowledge, competencies, and motivations.
- Make hiring decisions using candidate data evaluation and integration to hire successful candidates who are willing and able to perform the job.

**PRIMARY COMPETENCY DEVELOPED**

- Selecting Talent 2.0 and 3.0

**SECONDARY COMPETENCIES DEVELOPED**

- Building Organizational Talent 2.0 and 3.0
- Building the Sales Organization 2.0 and 3.0
- Building the Sales Team 2.0 and 3.0
- Communication 2.0 and 3.0
- Decision Making 2.0 and 3.0

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**COURSE OVERVIEW**

Learners use role/industry-specific participant materials and video activities to follow one interviewer and one candidate through the entire **Targeted Selection®** process, learning and applying the concepts as they move from reviewing candidate materials through making a hiring decision.

- **Interviewer Worries:** Learners identify their worries about interviewing job candidates and making selection decisions. Learners understand how the skills and techniques learned will help avoid or eliminate their concerns.

- **The “Targets” in Targeted Selection®:** Learners discuss the four types of information about a candidate that make up a complete array of targets for success: knowledge targets, experience targets, competency targets, and personal attribute/motivation targets. Learners are introduced to the interview guide as the tool to gather information on the targets for success.

- **Gathering in-depth Targeted Data:** Learners are introduced to planned behavioral questions and, through video activities, discover the components of a STAR (Situation/Task, Action, and Result) as well as how to effectively use follow up questions to elicit complete STARs. Working in pairs, learners interview each other, using planned behavioral and follow-up questions to gather a complete STAR.

- **Interviewing for Motivational Fit:** Learners explore the concept of motivational fit, its importance to job success, and where to find motivational fit information in the interview. A video activity illustrates how to interview for motivational fit.

- **Building Rapport, and Managing the Interview:** Learners gain an understanding of how to make a positive impression on candidates by meeting their personal needs through rapport-building, and by managing time effectively in the interview.

- **Putting it All Together:** Working in triads, learners practice interviewing to apply all of the concepts and skills learned in the workshop thus far.

- **Evaluating and Integrating the Data:** Using STAR examples from the video segments, the facilitator leads a discussion about how to evaluate interview data. Learners practice evaluating data and rating targets. A positive model video segment illustrates effective behaviors in data integration, reaching consensus, discussing a ‘retain or reject’ decision, and comparing acceptable candidates. The facilitator leads a discussion on how learners can use interview data to ensure a strong start for new associates.

- **Legal Considerations and Worries Resolved:** Legal considerations in hiring are discussed. The learners review the Interviewer Worries and discuss how **Targeted Selection®** skills and techniques solve their concerns.
VIDEO SEGMENT SUMMARIES

> Because an interviewer is unprepared, a job applicant thinks that she may not want to work for this organization. A related clip shows an interviewer conducting an effective interview opening.

> The video candidate provides two STARs in response to a planned behavioral question from the interviewer. Two video segments help learners recognize the components of a STAR.

> Seven video segments illustrate how an interviewer effectively follows up with a candidate to get complete STARs.

> Two leaders talk about why one of them had to fire a recently hired associate because he was not a good fit with the organization. Another clip shows a positive model video illustrating how to interview for motivational fit.

> Two leaders meet in a hallway and casually discuss whether to hire a candidate. Another clip shows three interviewers discussing their individual ratings reaching a consensus rating on one target.

> Interviewers review a Rating Grid and determine whether to keep the candidate under consideration or reject the candidate. Another clip shows the interviewers comparing the strengths and weaknesses of two comparable candidates.

COURSE DETAILS

> **Target audience:** Leaders, managers, and others involved in interviewing.

> **Course length:** Seven hours, 45 minutes (Classroom). Course can be lengthened with optional activities.

> **Facilitator certification:** DDI-certified Targeted Selection® Trainer, Advanced Trainer, or Master Trainer required.

> **Prerequisites:** None.

> **Series:** Four role/industry-specific participant materials and video: Professional, Sales, Health Care, and Manufacturing.

> **Group size:** Up to 12 people.

> **Prework:** Optional, provided on Trainer CD.

RELATED COURSES

> Targeted Selection®: Interviewer (Web-Based)

> Targeted Selection®: Interviewer Practice Labs

> Targeted Selection®: Interviewer Personal Practice with a DDI Coach

> Targeted Selection®: Coach

> Strong Start®

> Targeted Selection®: Interviewing for Technical Skills
TARGETED SELECTION®: INTERVIEWER (WEB-BASED)

LEARNING FORMATS: WEB-BASED TRAINING/BLENDED LEARNING APPROACH.

A rapidly changing, highly competitive marketplace demands making judicious, informed decisions about the people you hire or promote—decisions that can impact your organization for years.

The Targeted Selection®: Interviewer web-based training program is an interactive and engaging virtual format that cuts down time and travel commitments while delivering best-in-class skills. This program provides a structured, replicable approach to interviewing by developing the skills necessary to make the best selection decision.

DO YOU FACE ANY OF THESE ISSUES?

> Do your interviewers have the skills and confidence to ask the right questions to accurately select job candidates who are able and willing to perform the job?

> Do your interviewers know how to make a positive impression on candidates to increase job acceptance rates?

> Do your interviewers know how to evaluate and integrate all the available data to make better hiring decisions?

PERFORMANCE OBJECTIVES

Helps associates:

> Build interviewing skills and confidence.

> Use the interview guide to prepare for and conduct an effective interview while making a positive impression on candidates to increase job acceptance rates.

> Gather and evaluate data on a candidate’s entire profile: experience, knowledge, competencies, and motivations.

> Make hiring decisions through the organized effort of candidate data evaluation and integration to hire successful candidates who are willing and able to perform the job.

PRIMARY COMPETENCY DEVELOPED

> Selecting Talent 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED

> Building Organizational Talent 2.0 and 3.0

> Building the Sales Organization 2.0 and 3.0

> Building the Sales Team 2.0 and 3.0

> Communication 2.0 and 3.0

> Decision Making 2.0 and 3.0

COURSE OVERVIEW

The course offers an optional pre-check to check learners’ understanding of key concepts. “Quick Checks” are dispersed throughout the course to help learners check their understanding and knowledge.

> Introduction and The Targets in Targeted Selection®: Learners are introduced to the “targets” for a fictional job and to the interview guide, a tool for collecting examples of these targets during interviews.

> Gathering In-depth Targeted Data: Learners are introduced to four types of information about a candidate that make up a complete array of targets for success: knowledge targets, experience targets, competency targets, and personal attribute/motivation targets. Then they explore the concepts of STAR feedback, planned behavioral questions, and following up. These concepts are reinforced through video and audio segments, and Quick Checks.

> Interviewing for Motivation Fit: Learners focus on motivational fit, its importance, and how and where to elicit examples of a candidate’s motivational fit in an interview.

> Building Rapport and Managing the Interview: Learners gain an understanding of how to make a positive impression on candidates. Video and audio segments present best practices and positive models. Managing time in the interview is presented.

> Skill Builder: Learners answer a series of questions about the skills and concepts introduced thus far and receive immediate feedback and an explanation of why their response selected was correct or incorrect.

> Evaluate the Data: Learners are introduced to data evaluation concepts and apply the skills using the data collected from the candidate shown in earlier video segments as the data was collected by the interviewer.

> Integrating Selection Data: Through a series of video clips and Quick Checks, learners gain an understanding of data integration and apply the concepts.

> Legal Considerations: Learners select one of four country-specific sections to read about. Each of the four units includes a legal questions exercise for learners to complete.

> Mastery Check: Fifteen questions cover course concepts. Learners select the best response and receive immediate, onscreen feedback.

SKILL PRACTICE OPTIONS

After training, learners will get a chance to practice their new skills using one of three options:

> Targeted Selection®: Interviewer Practice Lab, a four-hour classroom session that provides live skill practice opportunities with feedback from peers and a facilitator (See page 41).

> Targeted Selection®: Coach, where an organization offers a certified Coach to facilitate an individual’s skill practice (See page 44).

> Targeted Selection®: Interviewer Personal Practice with a DDI Coach, a telephone-based opportunity to apply and practice interviewing skills and receive feedback from a DDI coach (See page 43).

VIDEO SEGMENT SUMMARIES

> Because an interviewer is unprepared, a job applicant thinks that she may not want to work for this organization. A related clip shows an interviewer conducting an effective interview opening.
VIDEO SEGMENT SUMMARIES

> Because an interviewer is unprepared, a job applicant thinks that she may not want to work for this organization. A related clip shows an interviewer conducting an effective interview opening.

> The video candidate provides two STARs in response to a planned behavioral question from the interviewer. A combination of video and audio segments help learners recognize the components of a STAR.

> Seven video segments illustrate how an interviewer can effectively follow up with a candidate to get complete STARs.

> Two leaders talk about why one of them had to fire a recently hired associate because he was not a good fit with the organization. Another clip shows a positive model video illustrating how to interview for motivational fit. Audio segments provide examples of Key Principles and Process Skills.

> Two leaders meet in a hallway and casually discuss whether to hire a candidate.

> A series of clips follows three interviewers through the data integration process from discussing their individual ratings to reaching a consensus rating on one target, to reviewing a Rating Grid and determining whether to keep the candidate under consideration or reject the candidate, to comparing the strengths and weakness of two comparable candidates.

COURSE DETAILS

> **Target audience:** Leaders, managers, and others involved in interviewing, especially those in remote locations or who cannot afford time in class.

> **Course length:** Four hours with bookmarking flexibility (Web-Based).

> **Facilitator certification:** N/A.

> **Prerequisites:** None.

> **Series:** Offers a choice of four role/industry-specific participant materials and video for: Professional, Sales, Health Care, and Manufacturing.

> **Group size:** Unlimited.

> **Prework:** No.

RELATED COURSES

> **Targeted Selection®:** Interviewer (Classroom)

> **Targeted Selection®:** Interviewer Practice Labs

> **Targeted Selection®:** Interviewer Personal Practice with a DDI Coach

> **Targeted Selection®:** Coach

> **Strong Start®**

> **Targeted Selection®:** Interviewing for Technical Skills
The Targeted Selection®: Interviewer Practice Lab is a classroom interviewing skill practice session for web-based learners. The Practice Lab also may be used to conduct additional interviewing skill practice for classroom learners in addition to the Targeted Selection®: Interviewer one-day core program. The Practice Lab also may be used to conduct refresher training session to help interviewers renew their interviewing skills.

Certified Targeted Selection® trainers receive a CD containing electronic files and tools for conducting the Practice Lab session.

DO YOU FACE ANY OF THESE ISSUES?

> Do you want to ensure that participants in the web-based version of Targeted Selection®: Interviewer can competently and confidently apply the interviewing skills they've learned?
> Do you wish to provide live skill building opportunities with feedback for continued development?
> Do you want to provide additional skill practice opportunities for participants in the classroom version of Targeted Selection®: Interviewer?
> Do you want to provide refresher training for your interviewers who have not conducted interviews for a period of time?

PERFORMANCE OBJECTIVES

Helps associates:

> Identify strengths and areas for development in their interviewing skills.
> Practice using Targeted Selection® skills.
> Receive focused feedback to enhance the effectiveness of interviews.

PRACTICE LAB OVERVIEW

This course is designed to provide learners with live interviewing skill practice and focused feedback. The prerequisite for attending a Practice Lab session is successful completion of the web-based or classroom version of Targeted Selection®: Interviewer training.

> An engaging game kicks off the session serves as a quick review of Targeted Selection® content and skills.
> The facilitator explains the purpose and importance of skill practice, which is to build skills and develop confidence; identify developmental areas; and learn in a safe environment.
> Learners work in groups of three to conduct three rounds of skill practice interviews. Each person has the opportunity to practice their skills by taking on the role of interviewer. The other two people take on the role of a candidate, who acts as if they are seeking a position in the interviewer’s organization, and an observer who takes notes on what the interviewer says in order to give feedback after the interview skill practice.
> Data evaluation skill practice is accomplished using data in four different storyboards. Each storyboard includes a candidate’s resume, interview data that includes complete, partial, and false STARs, and two interview targets to practice categorization of the behavioral data. The facilitator explains that, in the real world, interviewers work independently to evaluate interview data and determine ratings for each target. In this skill practice, the group is divided into two teams who will act as one individual to evaluate the data provided.
> After evaluating the storyboard interview data, each group discusses the data to reach consensus ratings for two remaining targets. After completing a Rating Grid, learners decide whether to retain or reject the candidate based on the consensus ratings for all targets.
> The facilitator debriefs the storyboarding activity and then discusses other aspects of the Targeted Selection® process, including comparing acceptable candidates, and using selection data to get new associates off to a strong start.
> The session wraps with an activity in which learners consider each area covered in the session and record one thing they’ll do more effectively as a result of what they’ve learned in the session. Learners partner with one another to share and discuss their quick plans. When they’ve finished this activity, each learner will have a viable Targeted Selection® quick plan to apply in the workplace.

COURSE DETAILS

> Target audience: Leaders, managers, and others involved in interviewing.
> Course length: Four hours (Classroom).
> Facilitator certification: DDI-certified Targeted Selection® Trainer, Advanced Trainer, or Master Trainer required.
> Prerequisites: Successful completion of web-based or classroom version of Targeted Selection®: Interviewer training.
> Group size: Up to 12 people.
> Prework: No.

RELATED COURSES

> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
TARGETED SELECTION®: INTERVIEWER VIRTUAL PRACTICE LAB

LEARNING FORMAT: WEB-BASED.

The Targeted Selection®: Interviewer Virtual Practice Lab is a live web-based interviewing skill practice session for learners who completed the TS Web-based training. The Virtual Practice Lab also may be used to conduct additional interviewing skill practice for classroom learners in addition to the Targeted Selection®: Interviewer one-day core program. The Virtual Practice Lab also may be used to conduct refresher training session to help interviewers renew their interviewing skills.

Certified Targeted Selection® trainers receive a CD containing electronic files and tools for conducting the Practice Lab session. They may also attend a Virtual Classroom Facilitator Booster Session to enhance their ability to deliver training in a virtual setting.

DO YOU FACE ANY OF THESE ISSUES?
> Do you want to ensure that participants in the web-based version of Targeted Selection®: Interviewer can competently and confidently apply the interviewing skills they’ve learned?
> Do you wish to provide live skill building opportunities with feedback for continued development without coordinating travel and finding space for a classroom?
> Do you want to provide additional skill practice opportunities for participants in the classroom version of Targeted Selection®: Interviewer?
> Do you want to provide refresher training for your interviewers who have not conducted interviews for a period of time?

PERFORMANCE OBJECTIVES

Helps associates:
> Identify strengths and areas for development in their interviewing skills.
> Practice using Targeted Selection® skills.
> Receive focused feedback to enhance the effectiveness of interviews.

PRACTICE LAB OVERVIEW

This course is designed to provide learners with live interviewing skill practice and focused feedback. The prerequisite for attending a Practice Lab session is successful completion of the web-based or classroom version of Targeted Selection®: Interviewer training.

> An engaging game kicks off the session serves as a quick review of Targeted Selection® content and skills.
> The facilitator explains the purpose and importance of skill practice, which is to build skills and develop confidence; identify developmental areas; and learn in a safe environment.
> Learners work in groups of two to conduct two rounds of skill practice interviews. Each person has the opportunity to practice their skills by taking on the role of interviewer. Their partner takes on the role of a candidate, who acts as if they are seeking a position in the interviewer’s organization and also takes notes on what the interviewer says in order to give feedback after the interview skill practice.
> Data evaluation skill practice is accomplished using data in four different storyboards. Each storyboard includes a candidate’s resume, interview data that includes complete, partial, and false STARs, and two interview targets to practice categorization of the behavioral data. The facilitator explains that, in the real world, interviewers work independently to evaluate interview data and determine ratings for each target. In this skill practice, the group is divided into two teams who will act as one individual to evaluate the data provided.
> After evaluating the storyboard interview data, each group discusses the data to reach consensus ratings for two remaining targets. After completing a Rating Grid, learners decide whether to retain or reject the candidate based on the consensus ratings for all targets.
> The facilitator debriefs the storyboarding activity and then discusses other aspects of the Targeted Selection® process, including comparing acceptable candidates, and using selection data to get new associates off to a strong start.
> The session wraps with an activity in which learners consider each area covered in the session and record one thing they’ll do more effectively as a result of what they’ve learned in the session. Learners are instructed to share and discuss their Targeted Selection® quick plan with their supervisors and consider how it may be applied in the workplace.

COURSE DETAILS
> Target audience: Leaders, managers, and others involved in interviewing.
> Course length: Four hours with bookmarking flexibility (Web-Based).
> Facilitator certification: DDI-certified Targeted Selection® Trainer, Advanced Trainer, or Master Trainer required (Virtual Classroom Facilitator Booster Session is optional, but recommended.)
> Prerequisites: Successful completion of web-based or classroom version of Targeted Selection®: Interviewer training.
> Group size: Up to 12 people.
> Prework: Interview Skills Survey; STAR Evaluation Exercise (30 minutes).

RELATED COURSES
> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
TARGETED SELECTION®: INTERVIEWER PERSONAL PRACTICE WITH A DDI COACH

LEARNING FORMAT:
TELEPHONE SKILL PRACTICE.

Targeted Selection®: Interviewer Personal Practice with a DDI Coach is a telephone-based interviewing skill practice session operated by DDI’s Assessment Services Group. The Personal Practice is just one of the skill practice options for the web-based or classroom versions of Targeted Selection®: Interviewer. Participant materials are available in three series: Professional, Manufacturing, or Sales.

DO YOU FACE ANY OF THESE ISSUES?
> Do you want to ensure that learners who participate in the web-based version of Targeted Selection®: Interviewer can competently and confidently apply the interviewing skills they’ve learned?
> Do you need to provide live skill building opportunities with feedback for continued development?
> Do you want to provide additional skill practice opportunities for those who completed classroom-based Targeted Selection®: Interviewer training?
> Do you want to offer skill practice that does not entail time away from work to attend a classroom session, and that can be scheduled at the learner’s convenience?

PERFORMANCE OBJECTIVES
Helps associates:
> Practice applying Targeted Selection® interviewing, data evaluation, and data integration skills.
> Receive focused feedback from a DDI coach, who will share insights about the use of interviewer skills and provide recommendations for further skill development.

PROCESS OVERVIEW
> Materials for the Targeted Selection®: Interviewer Personal Practice session are tailored for three different kinds of candidates: Professional (project coordinator), Manufacturing (team lead) or Sales (sales representative).
> Each set of participant materials includes participant instructions and one Personal Practice Booklet, which includes a job description, target list, candidate resume, and interview guide for the selected series.
> The participant instructions include a toll-free phone number for use within the United States and Canada for scheduling the Personal Practice session. The participant is asked to call this number at least two weeks before the date he or she wishes to participate in the session. There are penalties for missed appointments, or appointments that are not rescheduled five business days before the original appointment.
> Participant materials include detailed descriptions of how one should prepare for the practice interview session and what to expect during the session. The three steps involved are described: The telephone interview call, independent data evaluation (off of the telephone), and the data integration phone call.
> Participants receive feedback from the DDI coach throughout the skill practice session, and within a few days of the session conclusion, they also receive written feedback summarizing demonstration of skills and recommendations for further development.

COURSE DETAILS
> Target audience: Leaders, managers, and others involved in interviewing.
> Personal Practice telephone session length: One hour, 40 minutes.
> Coach certification: DDI direct-delivery only.
> Prerequisites: Successful completion of the web-based or classroom version of Targeted Selection®: Interviewer.
> Series: Three series are available: Professional, Manufacturing, and Sales.
> Group size: Unlimited.
> Prework: Yes. About one hour.

RELATED COURSES
> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
TARGETED SELECTION®: COACH

LEARNING FORMAT: CLASSROOM.

The Targeted Selection® Coach workshop certifies individuals to coach associates within your organization to become effective Targeted Selection® interviewers. Coaches follow-up on Targeted Selection®: Interviewer classroom or web-based training to reinforce interviewing concepts and methodology. With one-on-one help from a Coach within their own organization, interviewers are better able to conduct effective interviews, analyze the right data, and make sound selection decisions.

DO YOU FACE ANY OF THESE ISSUES?
> Do you need to provide associates with in-house skill building opportunities to ensure effective interviewing skills and abilities?
> Do you want to ensure that your hiring methods fully support your organization’s business strategy?
> Do you need to improve your hiring methods?

PERFORMANCE OBJECTIVES
Helps associates:
> Utilize the most accurate and valid hiring techniques.
> Champion your interviewing system.
> Uphold world-class hiring standards.

PRIMARY COMPETENCIES DEVELOPED
> Coaching 2.0 and 3.0
> Coaching and Developing Others 2.0 and 3.0
> Facilitator EQ
> Facilitation of Learning
> Guiding Learners
> High-Impact Communication 2.0 and 3.0
> Influencing 3.0 (Gaining Commitment 2.0)
> Technical/Professional Knowledge Skills 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED
> Building Healthcare Talent 2.0 and 3.0
> Building Organizational Talent 2.0 and 3.0
> Building the Sales Organization 2.0 and 3.0
> Building the Sales Team 2.0 and 3.0
> Communication 2.0 and 3.0
> Decision Making 2.0 and 3.0
> Building Talent 3.0 (Developing Others 2.0)

COURSE OVERVIEW
> Your Role as a Coach: Participants learn about the competencies they will be evaluated against to achieve certification and receive an overview of the process.
> Identify Needs. Participants and the trainer talk about how to review interviewers’ needs with respect to interviewing concepts, share approaches to reviewing, and talk about balancing showing and telling. In groups, participants analyze a fictitious interviewer and talk about how to coach the person.
> Prepare for Interviews, Interview Coaching Options, and Effective Feedback: The trainer and participants talk about interview preparation, three options for coaching an interview (modeling, co-interviewing, and observing), and using the STAR/AR model to provide effective feedback. Participants complete written and observational exercises that explore feedback.
> Guide Data Evaluation and Integrate Data to Make a Decision: Participants practice coaching the data evaluation process using notes from a fictitious interview. Then they talk about coaching interviewers during the data integration stage. They review the decision-making process and how to ensure a strong start for a new hire.
> Challenging Coaching Situations: Participants discuss challenging situations and how to intervene without damaging the interviewer’s credibility or self-esteem.
> Summary: Trainer gives each individual feedback and reveals certification status, then the group talks about implementing what they’ve learned.

VIDEO SEGMENT SUMMARIES
There are no videos for this course.

COURSE DETAILS
> Target audience: People who will be responsible for supporting Targeted Selection® interviewers by identifying needs, coaching interview preparation, providing a positive model interview, coaching data evaluation/integration, and providing feedback for development.
> Course length: Six hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified Targeted Selection® Trainer, Master Trainer, or Advanced Trainer required.
> Prerequisites: Learners must have successfully completed Targeted Selection®: Interviewer training and have experience interviewing job candidates.
> Group size: Up to six people.
> Prework: Yes. Fifteen minutes.

RELATED COURSES
> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
LEARNING FORMAT: CLASSROOM.

You’ve spent the time and money to hire the right person. Now that they’re here, how do you get them off to a running start, and ensure that they stay for the long haul? Your organization invested in Targeted Selection® for a very simple reason: To put the right people in the right jobs. And while your selection process may be accomplishing that goal, new people might not be living up to expectations. Strong Start® is the course your organization needs to ensure that new people begin contributing quickly.

DO YOU FACE ANY OF THESE ISSUES?

- Does your organization need to help new hires begin making meaningful contributions as soon as possible?
- Do you want to decrease turnover costs by helping people succeed and feel engaged early on?
- Are your leaders struggling to provide clear job performance and personal expectations to new people?

PERFORMANCE OBJECTIVES

Helps associates:

- Become productive more quickly.
- Increase their likelihood of staying with the organization.
- Enhance their sense of engagement and commitment to the new job.

PRIMARY COMPETENCIES DEVELOPED

- Aligning Performance for Success 2.0 and 3.0
- Building Healthcare Talent 2.0 and 3.0
- Building Organizational Talent 2.0 and 3.0
- Building the Sales Organization 2.0 and 3.0
- Building the Sales Team 2.0 and 3.0
- Coaching 2.0 and 3.0
- Coaching and Developing Others 2.0 and 3.0
- Coaching the Sales Team 2.0 and 3.0
- Building Talent 3.0 (Developing Others 2.0)

SECONDARY COMPETENCIES DEVELOPED

- Communication 2.0 and 3.0
- Decision Making 2.0 and 3.0
- Influencing 3.0 (Gaining Commitment 2.0)
- Inspiring Others 2.0 (Inspiring Others 3.0)
- Inspiring Others 3.0 (Inspiring Others 2.0 and Leading Through Vision and Values 2.0 combined)
- Motivating the Sales Organization 2.0 and 3.0
- Motivating the Sales Team 3.0 (Raising the Bar 2.0)

COURSE OVERVIEW

- **Introduction**: Participants watch a video that contrasts two employees’ reactions to their first meeting with their new leader and discuss one of the employee’s ability to get a strong start. They are introduced to the three parts of the Strong Start® process that will be the focus of the workshop.

- **Clear Expectations**: Participants learn the four actions that effective leaders take to provide a new person with a clear understanding of expectations, which are: (1) reinforce appropriate strategies and show how the individual and his or her team contribute to the organization; (2) provide clear job expectations for the employee’s first 100 days; (3) give useful advice and secrets to success; and (4) share personal preferences regarding how people should perform at work. The Strong Start® Reminder List is introduced.

- **Purposeful, Courageous Networking**: Participants learn the stages of purposeful, courageous networking and explore the types and benefits of business networks. They also learn how to encourage a new person to ask for help early in assignments and to develop a network of people who can aid in getting started in the new position and in ongoing job success.

- **Strong Start® Development Plan**: Participants learn how to use selection data and job requirements to begin Strong Start® development planning for a new hire. They explore how to create a plan that builds on a new hire’s strengths, provide skills and knowledge basic to the job, address one competency that might need to be developed or enhanced, and help the new hire build an immediate business network.

VIDEO SEGMENT SUMMARIES

- Two new hires compare their first meetings with their new managers. Each meeting prompts a different impression.

- During a meeting with a new employee, a leader discusses organizational strategies and values that are important to the team and to the new employee’s job in particular. The leader also shares expectations.

- In a continuation of the previous discussion, the leader shares some insights about the people who will comprise the new employee’s immediate network.

- The leader works with the new employee to begin developing a Strong Start® plan.

COURSE DETAILS

- **Target audience**: Leaders, managers, and others responsible for onboarding new hires.

- **Course length**: Three hours, 20 minutes (Classroom).

- **Facilitator certification**: DDI-certified Targeted Selection® Trainer or Advanced Trainer required. Those who hold certification from DDI’s Facilitation Skills Workshop can also deliver this course.

- **Prerequisites**: None.

- **Group size**: Up to 12 people.

- **Prework**: No.

RELATED COURSES

- **Targeted Selection®**: Interviewer (Classroom)
- **Targeted Selection®**: Interviewer (Web-Based)
- **Coaching for Success** (Web-Based)
- **Setting Goals and Reviewing Results**
TARGETED SELECTION®: INTERVIEWING FOR TECHNICAL SKILLS

LEARNING FORMAT: CLASSROOM.

Targeted Selection®: Interviewing for Technical Skills shows your interviewers how to obtain the data they need to determine if candidates have the knowledge and skills required to be effective in positions requiring a high level of technical expertise.

DO YOU FACE ANY OF THESE ISSUES?
> Does your organization suffer because you struggle to fill key positions with people who possess the necessary specialized technical expertise?
> Do you need to identify and hire people who have the ability to apply their technical knowledge and skills quickly and, therefore, will need less training?
> Do you need to equip your interviewers with a process and a tool for identifying the major knowledge and skill areas for a technical/professional position?

PERFORMANCE OBJECTIVES
Helps associates:
> Improve their capabilities to interview effectively for technical knowledge and skill.
> Identify and prioritize technical knowledge and skill areas.
> Adapt the Targeted Selection® interview process to interview for technical skills.

PRIMARY COMPETENCY DEVELOPED
> Selecting Talent 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED
> Building Healthcare Talent 2.0 and 3.0
> Building Organizational Talent 2.0 and 3.0
> Building the Sales Organization 2.0 and 3.0
> Building the Sales Team 2.0 and 3.0
> Communication 2.0 and 3.0
> Decision Making 2.0 and 3.0

COURSE OVERVIEW
Your interviewers use the Targeted Selection® process to gather behavioral data to accurately identify and hire the right candidates for the right jobs. Now, Targeted Selection®: Interviewing for Technical Skills shows interviewers how to refine their skills to identify the major technical/professional knowledge and skill areas required for a job in order to provide the right focus for interviews. Interviewers learn how to modify planned behavioral questions specifically for the technical requirements of the job, to apply Targeted Selection® interviewing skills to effectively evaluate candidates’ technical/professional knowledge and skills, and to make hiring decisions balancing technical/professional knowledge and skills with other targets required for successful job performance.

The Targeted Selection®: Interviewing for Technical Skills training teaches a three-step process for using Targeted Selection® to interview for major technical/professional knowledge and skill areas.

VIDEO SEGMENT SUMMARIES
There are no videos for this course.

COURSE DETAILS
> Target audience: Leaders, managers, and others responsible for interviewing job candidates who require specific, unique, or technical knowledge and skills.
> Course length: Three hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified Targeted Selection® Trainer, Advanced Trainer, or Master Trainer required.
> Prerequisites: Targeted Selection®: Interviewer, or similar behavioral interviewing skills.
> Group size: Up to 12 people.
> Prereq: No.

RELATED COURSES
> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
TARGETED SELECTION®: INTERVIEWING FOR TECHNICAL SKILLS

LEARNING FORMAT: WEB-BASED.

The Targeted Selection®: Interviewer Refresher (TS®: Interviewer Refresher) is an online, self-paced course designed to sustain interviewer skills over the long-term. The program provides a review of concepts and skills needed to conduct a TS® interview properly. TS®: Interviewer Refresher can be used by previously trained TS interviewers for just-in-time tips to prepare for an interview, or it may be used to maintain process consistency across your organization as a review of TS from beginning to end.

DO YOU FACE ANY OF THESE ISSUES?

> Do your interviewers need just-in-time tips to prepare for interviews because they have not conducted interviews for several months?
> Do you have inexperienced interviewers that would benefit from additional practice opportunities?
> Are your interviewers straying from the TS process, resulting in negative candidate experiences and low job acceptance rates?
> Do you want to provide your interviewers with additional skill-building opportunities to ensure consistency in your TS program?
> Do your hiring managers need to brush up on their interviewing skills, but have limited time to spend reviewing material?
> Do you need an automated tool to formalize your yearly TS review process with a structured approach to assess your interviewers’ understanding and application of TS concepts and skills?

PERFORMANCE OBJECTIVES

Helps associates:

> Build additional understanding of, and confidence in, TS concepts.
> Prepare for and conduct an effective interview while making a positive impression on candidates to increase job acceptance rates.
> Practice using Targeted Selection® skills.
> Receive focused feedback to enhance the effectiveness of interviews.

REFRESHER OVERVIEW

This online course reinforces the TS process (learned by interviewers in the classroom or via web-based training course): Review, Plan, Conduct, Evaluate, Integrate, Decide, and Strong Start®.

> Learners may complete all units from beginning to end or they can select only the units with the quick tips they need.
> Interactive questions are built into each section to confirm understanding; immediate feedback is provided when the learner submits each response.
> Positive and negative model videos are included to support TS concepts.
> A comprehensive knowledge check covers all steps in the process and provides immediate feedback for each answer submitted.
> The course includes tools that allow interviewers to download resources for reference back on the job.
> A hyperlink is provided to our interactive simulation that mimics a live interview, which provides learners with additional practice and feedback based on their input.

COURSE DETAILS

> Target audience: Leaders, managers, and others involved in interviewing.
> Course length: 30 minutes to one hour.
> Prerequisites: Successful completion of web-based or classroom version of Targeted Selection: Interviewer.
> Group Size: Unlimited.
> Course Prep: No.

RELATED COURSES

> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
> Targeted Selection®: Interviewer Practice Lab
> Targeted Selection®: Interviewer Virtual Practice Lab
TARGETED SELECTION®:
PROGRAM MANAGER

LEARNING FORMAT: CLASSROOM.

A successful Targeted Selection® implementation relies on a solid execution plan that includes a focus on business needs, alignment, identifying selection criteria, communication, interviewer and trainer skill development, measurement, and accountability. Targeted Selection®: Program Managers have overall ownership and accountability to coordinate the elements of the program, keep the process on track, and ensure that the desired results are achieved.

The workshop focuses on implementation and realization. It includes planning tools, techniques and best practices for implementation planning.

DO YOU FACE ANY OF THESE ISSUES?
> Are you satisfied with the accuracy and results of your current hiring system?
> Are you satisfied with the accuracy and results of your current approach to identifying criteria for success for interviewing and selection?
> Do you know the business objectives your organization hopes to accomplish by implementing Targeted Selection®?
> Do you know the process steps to follow to develop a comprehensive implementation plan?

PERFORMANCE OBJECTIVES
Helps associates:
> Identify business needs, objectives, barriers and support.
> Plan rollout and communication strategies.
> Design an interviewing system and training solution.
> Establish progress and outcome measures.
> Develop an implementation timeline and ensure sustainability.

PRIMARY COMPETENCIES DEVELOPED
> Decision Making 2.0 and 3.0
> Facilitating Change 2.0 and 3.0
> Influencing 3.0 (Gaining Commitment 2.0)

SECONDARY COMPETENCIES DEVELOPED
> Building Organizational Talent 2.0 and 3.0
> Communication 2.0 and 3.0
> Driving for Results 2.0 and 3.0
> Technical/Professional Knowledge & Skills 2.0 and 3.0

COURSE OVERVIEW
This course is designed to provide learners with an awareness of what is needed for a successful Targeted Selection® implementation, including the decisions that need to be made, the questions to ask, and the people to involve.

> The prework gets learners started thinking about their plans as they begin to answer key questions on the implementation planning worksheet.
> In class, learners begin by discussing reasons for the success or failure of past training and development implementations, and the sustainability factors that will be important to the success of their implementation.
> Using the implementation planning worksheet and guided by best practices, learners discuss and follow the seven steps in the implementation planning worksheet as they continue to develop their own implementation plans that align with their business needs and includes a communication strategy, roles and responsibilities, timelines, and a defined methodology for measurement.
> Learners discuss ways to identify the Success ProfileSM (competencies) for target positions, including the Competency Confirmation Discussion process.
> Learners are provided with a CD toolkit for implementation planning, including a library of 56 competencies from the high-performance and healthcare sub-libraries, as well as a bank of interview questions tied to those competencies.
> Best practices and key result areas are highlighted and learners receive guidelines for identifying resources and support for their Targeted Selection® implementation.

VIDEO SEGMENT SUMMARIES
There are no videos for this course.

COURSE DETAILS
> Target audience: Leaders, managers, and others involved in establishing a consistent, accurate hiring system in the organization.
> Course length: One day (Classroom).
> Facilitator certification: DDI Master Trainer required.
> Prerequisites: Successful completion of Targeted Selection®: Interviewer.
> Group size: Up to six people.
> Prework: Yes. Thirty to 60 minutes.

RELATED COURSES
> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
> Targeted Selection®: Trainer
TARGETED SELECTION®: TRAINER

LEARNING FORMAT: CLASSROOM.

Effective trainers will help interviewers develop the skills needed to improve the accuracy of hiring decisions. This workshop will develop the skills trainers need to facilitate Targeted Selection®: Interviewer (Classroom), Practice Lab, Strong Start®, Targeted Selection®: Interviewing for Technical Skills, and Targeted Selection®: Coach training. Participants are awarded trainer certification following the successful completion of the workshop.

DO YOU FACE ANY OF THESE ISSUES?

- Are you concerned about your interviewers’ skills and confidence to accurately select candidates who are able and willing to perform the job?
- Do you need internal trainers who are certified to train interviewers and coaches?
- Do your trainers lack the skills, motivation, and behaviors that ensure success in the classroom?

PERFORMANCE OBJECTIVES

Helps associates:

- Demonstrate competencies required for training.
- Use the Targeted Selection® trainer materials and other learning methods to effectively facilitate learning.

PRIMARY COMPETENCIES DEVELOPED

- Coaching 2.0 and 3.0
- Facilitation of Learning
- High-Impact Communication
- Technical/Professional Knowledge and Skills 2.0 and 3.0
- Coaching and Developing Others 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED

- Building Organizational Talent 2.0 and 3.0
- Communication 2.0 and 3.0
- Delivering High-Impact Presentations 3.0 (Formal Presentation 2.0)
- Building Talent 3.0 (Developing Others 2.0)
- Influencing 3.0 (Gaining Commitment 2.0)
- Inspiring Others 3.0 (Inspiring Others 2.0 and Leading Through Vision and Values 2.0 combined)

COURSE OVERVIEW

Prior to attending the workshop, participants receive prework that focuses on the importance of the Targeted Selection® system and how it helps interviewers confidently identify, hire, and retain the best talent as well as describing the important role of the Targeted Selection®: Trainer and the essential competencies, behaviors, and skills learners will need to apply to become an effective trainer.

- **Day One:** Participants express and discuss common concerns they have about training interviewers. Participants experience the facilitator’s positive model delivery of the Targeted Selection®: Interviewer workshop (approximately five hours). They are introduced to Targeted Selection® trainer materials. The facilitator makes presentation assignments—sections of Targeted Selection®: Interviewer training. Learners prepare on the evening of day one to deliver their assigned section to the rest of the class on day two.

- **Day Two:** Participants learn to use a technique for providing effective feedback. Using the training materials, each participant demonstrates the trainer competencies and practices facilitating a variety of learning methods in 20-30 minute presentations. Each participant receives feedback on the use of the competencies and key actions/knowledge areas. Participants review additional Targeted Selection® training courses (Strong Start®, Targeted Selection®: Interviewing for Technical Skills, and Targeted Selection®: Coach) with the understanding that as certified Targeted Selection® trainers they may be called upon to conduct these courses. Participants receive their second round presentation assignments and begin preparation.

- **Day Three:** Participants conduct their second round of presentations, provide a self-evaluation, and receive feedback from other participants. Participants review and discuss the optional course activities that are available for the Targeted Selection®: Interviewer training, how to plan for successful training, and how to make optimal use of course materials. Participants review their initial concerns about training interviewers and how this workshop has addressed those concerns.

VIDEO SEGMENT SUMMARIES

The positive model delivery of Targeted Selection®: Interviewer training and the participants’ presentations of sections of that training will use some of the video segments from the Targeted Selection®: Interviewer workshop DVD.

COURSE DETAILS

- **Target audience:** Individuals interested in training Targeted Selection® interviewers and coaches.
- **Course length:** Three days (Classroom).
- **Facilitator certification:** DDI Master Trainer or Targeted Selection® Advanced Trainer.
- **Prerequisites:** None.
- **Series:** This course involves instruction of Targeted Selection®: Interviewer and, therefore, uses one of four role/industry-specific participant materials and video.
- **Group size:** Up to six people.
- **Prework:** Yes. Thirty minutes.

RELATED COURSES

- Targeted Selection®: Interviewer (Classroom)
- Targeted Selection®: Interviewer (Web-Based)
- Strong Start®
- Targeted Selection®: Interviewing for Technical Skills
- Targeted Selection®: Coach

Last Updated June 30, 2015
TARGETED SELECTION®: ACCESS®

LEARNING FORMATS: CLASSROOM AND ONLINE APPLICATION.

Targeted Selection®: Access®, a companion component to Targeted Selection® (TS®) is a flexible online application that provides a powerful combination of tools, guidance, and support to help recruiters and hiring managers to be more productive and more effective in hiring. Targeted Selection®: Access® streamlines the tasks associated with TS®, interviewing, reinforces the TS® process, and provides the support and resources you need to facilitate the best selection decisions possible.

Targeted Selection®: Access® consists of three main components—Competency Analysis, Interview Guide Generation, and Data Integration/Decision Support. The software also features other resources designed to maximize the effectiveness of your organization’s interviewers. Additionally, the multi-language capabilities in Targeted Selection®: Access® allow users to work in English, French, or Latin American Spanish.

DO YOU FACE ANY OF THESE ISSUES
> Do you need to reduce administrative time and streamline the tasks associated with Targeted Selection® interviewing?
> Would you like to automate interview guide creation and distribution?
> Do you want the ability to provide just-in-time tools, guidance and support for the interview and decision-making processes to help ensure consistency and accuracy?

PERFORMANCE OBJECTIVES
Helps organizations and associates:
> Maintain process and hiring decision accuracy, consistency, and effectiveness over time.
> Significantly reduce administrative time and the cost of application management and implementation.
> Increase the accuracy of selection decisions while increasing the legal defensibility of the selection process.

COMPETENCIES DEVELOPED
> Building Organizational Talent 2.0 and 3.0
> Decision Making 2.0 and 3.0
> Selecting Talent 2.0 and 3.0
> Technical/Professional Knowledge and Skills 2.0 and 3.0

COURSE OVERVIEW
Because Targeted Selection®: Access® classroom training is a hands-on exploration, participants must have access to computers and the Internet.

> The course begins with a brief discussion of Targeted Selection® and participants’ current processes for defining competencies (including motivational fit), creating and distributing interview guides, data integration and decision making, and creating development plans for new hires. Participants’ current processes will be used as reference points and to generate discussion about changes in roles and processes throughout the training.
> An overview of Targeted Selection®: Access® highlights capabilities for creating a Success Profile™ that becomes the target against which job candidates are assessed; creating and distributing interview guides to help interviewers focus and collect job-related data from the candidate; and to support data evaluation, data integration, and decision making.
> Next participants begin the hands-on training that provides opportunities to experience and practice using Targeted Selection®: Access® functionality. Functionality and roles are reviewed as appropriate for the roles of Analyst, Administrator, Interviewer, System Administrator, and/or Editor, and participants practice using the appropriate functionality.
> Learners also investigate the available additional on-demand information and tools they can use to maintain their Targeted Selection® skills and knowledge.

VIDEO SEGMENT SUMMARIES
There are no videos for this course.

COURSE DETAILS
> Target audience: Hiring managers, recruiters, and anyone who will be using an Administrator and/or Analyst-level Targeted Selection®: Access® license.
> Course length: One full day (Classroom). Course length can be affected by the client’s Targeted Selection®: Access® licensing agreement.
> Group size: Up to six people.
> Prework: None.

Note: Participants require computers with Internet access for standard training.

RELATED COURSES
> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
> Targeted Selection®: Program Manager
TARGETED SELECTION®: AUDIT

Your organization invested in Targeted Selection® to put the right people in the right jobs. You need to consistently hire and promote people who are competent and motivated to succeed on the job, and you need to select them efficiently using a process that’s fair and legally credible. While your selection process started out with these goals in mind, it might not be living up to expectations. The Targeted Selection®: Audit is a fast, effective way to evaluate your current Targeted Selection® system and ensure that each step is working toward a positive result.

DO YOU FACE ANY OF THESE ISSUES?
> Do your hiring and promotion processes take too long?
> Do you need to improve offer-acceptance ratios?
> Do you want to ensure that your hiring process still is legally sound?

PERFORMANCE OBJECTIVES
Helps your organization:
> Uncover the root causes of problems that hamper hiring success.
> Avoid legal risk by verifying selection credibility.
> Have confidence that the organization is hiring the best people in the most effective way.

AUDIT PROCESS OVERVIEW
The Targeted Selection®: Audit takes a comprehensive look at your selection procedures from start to finish.

Step 1: Research
DDI selection experts will thoroughly examine your selection processes, researching:
> Company-specific business and market needs.
> Current selection system design and competencies.
> Recruiting materials, such as position/job descriptions, job postings, advertisements, etc.
> Selection tools in use (interview guides, tests, simulations, etc.) and how you're using them.
> Interviewer training you're providing.
> Length, number, and effectiveness of interviews.
> Data integration and decision-making processes.
> Criteria you're using to make select-in/select-out decisions.

Step 2: Data Collection
After researching current practices, DDI will conduct surveys or interviews (phone, web-based, or on site) to collect input from people involved in implementing the current system and those who've been recently hired using the system. The people involved should represent different functional areas and positions, have different connections to the selection system (e.g., recruiters, interviewers, hiring managers), are currently active in the selection process, and have been involved in the selection process for a significant length of time.

Step 3: Analysis and Reporting
Based on the information gathered, DDI will prepare and present a report evaluating your current selection processes and make specific, actionable recommendations. You’ll not only understand the relative seriousness of any problems uncovered, you’ll also have a clear plan to address them.

RELATED COURSES
> Targeted Selection®: Interviewer (Classroom)
> Targeted Selection®: Interviewer (Web-Based)
> Strong Start®
> Targeted Selection®: Interviewing for Technical Skills
> Targeted Selection®: Program Manager
LEADERSHIP AND WORKFORCE DEVELOPMENT
THE RIGHT SKILLS AT EVERY LEVEL

Learning may start in the classroom—or online—but it must continue on the job. DDI provides relevant and challenging learning experiences for all levels from individual contributors and frontline leaders to mid-level and senior-level leaders. More importantly, we help to ensure that newly learned skills are put to use from first day back on the job.

Better skills, higher engagement, and accelerated performance start with:

> **Leadership Mirror**, a 360° multirater assessment system for a deeper understanding of strengths and development needs.
> Two comprehensive development programs—**Business Impact Leadership** and **Interaction Management**—that provide a curriculum of courses to address contemporary challenges at every level.
> Customized learning services to tailor your curriculum, building in action learning experiences.
> Leadership and executive coaching to strengthen performance.
> **OPAL®** (Online Performance and Learning) to provide ‘instant’ coaching and expert guidance on handling work situations and developing important business competencies.

DDI offers multiple delivery options including traditional classroom and virtual classroom. Facilitators can be provided by DDI, or developed internally using a train-the-trainer approach. Our state-of-the-art web-based training can be delivered through a variety of hosting options.

IN THIS SECTION

**Workforce Development:**
> **Interaction Management**: Exceptional Performers

**Leadership Development for Frontline Leaders:**
> **Interaction Management**: Exceptional Leaders

**Leadership Development for Operational (Mid-Level) and Strategic Leaders**
> **Business Impact Leadership**

**Solutions that Work for Development**
FACILITATOR SKILLS WORKSHOP:
FACILITATOR CERTIFICATION PROCESS WORKSHOP

WORKSHOP OVERVIEW
Learners begin their journey before they enter the Facilitator Certification Process workshop by completing a robust workshop preparation. They become grounded in DDI’s Interaction Essentials by completing the foundation course Communicating for Leadership Success via web-based training. The four competencies that have been proven to be requisites of a successful facilitator are introduced and learners take a self-assessment. Additionally, learners are introduced to a DDI facilitator guide.

> **DAY 1:** Learners participate in engaging, incremental learning activities to gain and apply knowledge of the competencies required for certification. They learn how these competencies and key actions are woven into DDI’s course designs, utilizing the materials as a guide to successful facilitation. The master trainer conducting the workshop facilitates a positive model. Since facilitators also need to be coaches in their workshops, they learn how to provide positive and developmental feedback. Finally, the participant has one-on-one time with the master trainer to review the self-assessment completed in their workshop prep and receive coaching with respect to the course assignment they will be asked to facilitate on the following day.

> **DAY 2:** Based on the comprehensive activities and learning from Day 1, learners facilitate a 30 to 40 minute unit of an assigned course. The master trainer provides one-on-one, personalized feedback on the four competencies, which is followed by peer feedback. Common classroom challenges are also investigated, allowing the participants to discuss and work through potential obstacles they will face as they facilitate in their organizations.

> **DAY 3:** Learners continue on their journey by facilitating a second time from an assigned course, giving them the opportunity to incorporate the feedback that was provided the previous day. The master trainer continues to look for the participant to show proficiency in the competencies and key actions needed for certification and will again offer personalized feedback. To complete the workshop, learners participate in activities to understand the importance of behavior modeling in changing behavior and, in turn, helping an organization achieve business results. Additionally, learners gain hands-on experience with the many resources included in the Interaction Management® system. These resources are designed for deployment before, during and after formal training sessions, and will assist with application of what was learned.

COURSE DETAILS
> **Target audience:** Anyone responsible for delivering DDI training, including experienced professional trainers, frontline leaders, and team members.

> **Prerequisites:** None.

> **Series:** Suitable for all environments.

> **Group size:** Up to six people.

> **Course Prep:** Yes. Three hours.
VIRTUAL CLASSROOM FACILITATOR BOOSTER SESSION

LEARNING FORMAT: VIRTUAL.

You have highly-skilled DDI certified facilitators and now your organization is moving from the traditional classroom to the virtual classroom format. As they deliver leadership training through a web conferencing platform, engaging and effective facilitators are going to be a key factor in the success of your virtual classroom initiative.

DDI’s half-day Virtual Classroom Facilitator Booster Session will help your facilitators transfer the skills they learned in DDI’s Facilitation Skills Workshop to the virtual classroom arena; taking into consideration the unique learning needs and technology challenges of a virtual setting.

DO YOU FACE ANY OF THESE ISSUES?
> Do you have leaders in remote locations who rarely have the opportunity to attend training to fill skill gaps?
> Do your leaders need the opportunity to discuss and learn with peers located around the country or world to form better networks, share challenges and achieve bottom-line results?
> Are you being asked to provide training but cut travel budgets?
> Do you have a large training initiative that needs to be delivered quickly in a short period of time?

PERFORMANCE OBJECTIVES
Helps individuals:
> Understand how the competencies learned in DDI’s Facilitation Skills Workshop translate into becoming an effective virtual classroom facilitator.
> Learn how DDI’s classroom course design has been modified for a highly engaging virtual classroom delivery.
> Learn how to use the virtual classroom materials, in conjunction with traditional classroom materials, to effectively deliver a virtual classroom course.
> Understand best practices for virtual classroom implementation, preparation and delivery.
> Identify development opportunities to enhance your virtual classroom delivery skills.

SESSION OVERVIEW
> Virtual Classroom Facilitator Competency Overview: Learners will revisit the five competencies of an effective facilitator. By taking a close look at each competency’s Key Actions, they begin exploring how demonstrating these Key Actions may differ in virtual classroom format. Discussion will include the similarities and differences in the facilitator’s role between the traditional and virtual classroom.

> Overview of Facilitator Materials: Learners will review the materials that are used for the DDI virtual classroom courses. They will learn how to use these materials in conjunction with their classroom facilitator guide. Learners will also discuss what will need to be adapted to ensure materials can be used on their own web conferencing platform.

> Instructional Design Philosophy: Learners will gain an understanding of DDI’s approach to virtual classroom training. They will learn how to leverage web conferencing functions engage learners in many ways.

> Best Practices and Hot Seat Challenges: Learners will discuss best practices, including the role of a producer, to help further prepare for virtual classroom delivery. In a game-show style activity, they will respond to how they would handle challenging situations of a virtual classroom session.

SESSION DETAILS
> Target audience: DDI Facilitation Skills certified facilitators looking to understand how to apply their facilitation skills in a virtual classroom format.

> Course length: Four hours (Virtual).

> Prerequisites: None.

> Group size: Six to nine people.

> Prework: Yes.
INTERACTION MANAGEMENT®
BLENDED LEARNING

Over the past decade, web-based solutions have become more widely used and accepted as a cost-effective alternative to traditional classroom training, particularly when they are part of a blended learning program. Choosing the right mix of web-based and face-to-face development options can greatly improve the uptake of your training initiatives, allowing you to provide more development opportunities for a broader audience that really pay-off for your leaders and for your organization.

DDI has been a leader in blended learning implementations for more than 15 years. Our web-based and virtual solutions are designed to assess development needs, build skills and knowledge, and provide ongoing support to drive on-the-job application and ongoing development. Our web-based training courses end with a knowledge check or competency gate, and are augmented with Practice Labs—interactive sessions that can be delivered virtually or face-to-face—where learners can practice using their newly acquired skills. Our virtual classroom courses allow for the same skill practice time as our traditional classroom courses through the use of breakout room technology (when using our WebEx Training Center web conferencing platform). Regardless of the modality, DDI’s leadership development courses focus on competency development and on-the-job application of the skills.

WEB-BASED TRAINING
Multiple delivery options (Internet access or hosted on your Learning Management System) make implementation a breeze. The highly interactive design and multimedia keeps learners engaged, and video-based skill builders with branching and immediate feedback provide opportunities for online application of the skills. In many courses, learners have the option to tailor their learning path to their specific environment (white collar, manufacturing, or health care). Courses take two hours or less to complete and bookmarking makes it easy for learners to complete the courses across multiple sessions.

VIRTUAL CLASSROOM
Virtual Classroom training courses are specifically designed to engage participants in discussions, activities, and skill practices through web conferencing software so that leaders can develop critical skills without the time and expense of travel. DDI’s virtual classroom courses, incorporating positive model videos, job aids and planners, are designed to achieve the same learning outcomes as the traditional classroom sessions.

SYSTEM OVERVIEW
Many IM® courses are available in classroom, virtual classroom, and web-based versions. Please contact your DDI representative to learn more about these courses or view the course page.
WORKFORCE DEVELOPMENT

Your workforce is constantly being challenged to take on increasing responsibilities, and these employees are the key to helping your organization achieve its strategic goals. All employees need to continuously build skills that will help them grow, ensure their employability, and contribute to the success of the organization.

DDI's workforce development system includes competency-based programs designed to equip your workforce—from frontline workers to first- and mid-level leaders—with the day-to-day interpersonal, teamwork, and business-results skills that help create and maintain a high-performance workplace.

You can choose from a range of learning courses that are grouped by skill areas, such as personal effectiveness, group effectiveness, and getting business results. Taken together, these courses strengthen overall workforce performance. Taken selectively, they pinpoint areas that need improvement.

ADVANTAGES

DDI's workforce development programs are:

> Thoroughly proven to build specific, job-critical competencies and promote positive behavior changes that lead to better job performance.

> Flexible to fit your environment, language, and delivery requirements.

> Tried and tested in the world’s leading companies, including more than 400 of the Fortune 500.

> Completely integral so you can mix and match offerings to create a development program that’s tailored to and effective for your organization and your people.

> Supported by complementary DDI products and services that let you assess development needs and manage ongoing performance.

> Capable of driving common language and behaviors throughout all levels in the organization.

WORKFORCE DEVELOPMENT PROGRAMS

> Interaction Management®: Exceptional Performers (IM: ExPSM)
They are specialists and experts. As engineers, marketing gurus, and financial whizzes, their technical skills are vital to the organization’s success. We’re talking about individual performers—associates in non-leadership positions who are accountable for executing strategies, inventing new products, and building customer loyalty.

The Interaction Management®: Exceptional Performers Series (IM: ExPSM) is a competency-based learning solution designed to boost interpersonal skills that will enhance individual and group effectiveness as well as build customer loyalty. These skills, developed in this series’ eight courses, will enable individual performers and team members to work together to drive your organization’s bottom line.

IM: ExPSM is part of DDI’s Interaction Management® system. Combined with the Interaction Management®: Exceptional Leaders (IM: ExL®) series, organizations can have flexible, powerful competency-based development solutions for leaders and their teams.

PERFORMANCE OBJECTIVES
Interaction Management®: Exceptional Performers develops individual contributors who can:

> Communicate more effectively to build trusting work relationships with peers, leaders, and customers.
> Enhance the positive impact individuals have on others inside and outside the organization.
> Provide excellent service that meets or exceeds your internal and external customers’ expectations.
> Boost personal performance and productivity.
> Help teams reach high levels of performance to boost their impact on the organization’s business results.

SYSTEM OVERVIEW

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COMMUNICATING WITH IMPACT

LEARNING FORMAT: CLASSROOM AND WEB-BASED.

SKILL PRACTICE COURSE (OPTIONAL)
ORDER NO. IMEXP1

Many organizations focus on technical skills as all-important to success in the workplace. Yet strong interpersonal skills are equally essential in transforming individual contributors into exceptional performers who have a greater impact in their roles.

This foundational course provides individuals with a powerful set of interaction skills that enables them to communicate more effectively with colleagues and customers and, in the process, build trust, strengthen partnerships, and achieve desired results.

DO YOU FACE ANY OF THESE ISSUES?
> Do individual contributors struggle to communicate with colleagues and customers in an effective way?
> Is there a need for a higher level of trust? Greater cooperation? Stronger business relationships?
> Is effective feedback lacking as an integral part of your culture?

PERFORMANCE OBJECTIVES

Helps leaders:
> Recognize the impact they can have on their success and the success of others by enhancing interpersonal relationships in the workplace.
> Relate to colleagues and customers in a way that meets their personal needs while also meeting the practical need of accomplishing objectives.
> Use a set of interaction process skills that enable them to conduct more successful discussions that achieve results.
> Use a technique for providing specific, meaningful feedback that helps people improve their performance and increase productivity.

PRIMARY COMPETENCIES DEVELOPED
> Building Customer Loyalty 2.0 and 3.0
> Communication 2.0 and 3.0
> Influencing 3.0 (Gaining Commitment 2.0)

SECONDARY COMPETENCY DEVELOPED
> Building Partnerships 3.0
  (Building Strategic Work Relationships 2.0)

COURSE OVERVIEW

> Every Interaction Matters: In a video scenario, learners are introduced to team members who aren’t having the impact they desire in their jobs or with their external customer. Learners discuss the importance of communicating effectively to enhance their impact in the workplace. They explore the personal and practical needs people bring to interactions and are introduced to the skills that will help them meet these needs.

> Key Principles: Learners review five Key Principles that will help them meet others’ personal needs. In a video-based activity, learners work in teams to determine how the Key Principles can help the video characters have more impact. Learners complete a self-evaluation to assess their tendencies for using Key Principles and identify development areas. Learners begin a Plan for Impact for utilizing the interaction skills in a specific workplace situation.

> Interaction Guidelines and Process Skills: Learners review the Interaction Guidelines and process skills, which help meet the practical needs of an interaction. Returning to the video scenario, learners coach a character in preparing a Discussion Planner to use with an external customer. They then watch a positive model video of the character conducting an effective discussion. Learners determine how they might utilize these skills on their plan.

> Effective Feedback Using STAR: Learners are introduced to the STAR technique for providing feedback that is specific, timely, and balanced. Various activities give learners practice with the STAR format. They consider the use of this technique in their plan.

> Plan for Impact: Learners begin to complete a Discussion Planner for an upcoming workplace interaction. In pairs, they share their Plan for Impact and exchange STAR feedback.

VIDEO SEGMENT SUMMARIES

> Team members share the trials of communicating effectively with one another as well as of meeting the needs of an external customer.

> Three different scenes show the team members using Key Principles in their interactions, enhancing their impact on shared goals.

> In a positive model, a member of the team uses the interaction process skills to conduct an effective discussion with an external customer.

COURSE DETAILS

> Target audience: All employees through frontline leaders.

> Course length: Three hours, 30 minutes (Classroom), two hours with bookmarking flexibility (Web-based).

> Facilitator certification: DDI-certified facilitator required.

> Prerequisites: None.

> Series: Suitable for all environments.

> Group size: Nine to 15 people.

> Prework: Optional. Ten minutes.

RELATED COURSES

> Communicating for Leadership Success

> Embracing Change

> High-Impact Feedback and Listening

> Navigating Beyond Conflict

> Taking the HEAT
INTERACTION MANAGEMENT®: EXCEPTIONAL PERFORMERS

EMBRACING CHANGE

LEARNING FORMAT: CLASSROOM AND VIRTUAL.

ORDER NO. IMEXP4

If there’s one thing all organizations in today’s economy have in common, it’s that they are undergoing change. But change can only be effective if the employees impacting your bottom line embrace it. Their ability to adapt will determine the competitiveness and success of your organization.

This course focuses on the role of individual performers in implementing change in the workplace. Participants discover their Change IQ, learn about the phases of change that many people experience and are introduced to best practices that will enable them to tackle and overcome the new business challenges of today and tomorrow.

DO YOU FACE ANY OF THESE ISSUES?
> Are your employees unreceptive to change?
> Does resistance to change decrease the productivity of individuals and teams?
> Are changes in the workplace or economy affecting the morale of your workforce?
> Are individual performers attempting to make changes in ineffective ways?

PERFORMANCE OBJECTIVES
Helps associates:
> Commit to and take ownership of change.
> Effectively recognize change, explore change, and overcome personal resistance to change.
> Minimize the negative impact on individuals, work groups, and the organization of not adapting to change.
> Demonstrate an embracing change mind-set that influences others to embrace workplace change.

PRIMARY COMPETENCY DEVELOPED
> Adaptability 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED
> Continuous Improvement 2.0 and 3.0
> Engagement Readiness 2.0 [Moved to Personal Attributes in 3.0]
> Initiating Action 2.0 and 3.0
> Leadership Disposition 2.0 [Moved to Personal Attributes 3.0]

COURSE OVERVIEW
> **Embracing Change Prework**: Learners complete the What’s Your Change IQ? Indicator. They discuss their results with their leader and formulate ideas for effectively approaching change situations.
> **Change, Change, Change**: In groups of three, participants take part in an activity that helps them recognize strategies needed to cope with an ever-changing work environment.
> **What’s Your Change IQ?**: Facilitator leads a discussion about recent workplace changes and their business results and describes the Change IQ Continuum.
> **Phases of Change**: Learners watch a video about the phases of change and share personal examples of when they have experienced these phases.
> **Embracing Change Best Practices**: Facilitator overviews the Embracing Change Best Practices. Learners complete the Embracing Change Personal Charter and discuss their plans with a partner.
> **Case Study**: Participants assume roles to complete a Control Evaluator, acting as characters from a fictional company. Learners view a video portraying their recently-portrayed characters and discuss their findings as a group.
> **Change Pursuit and Close**: Learners finalize their personal charters and discuss with a partner. They participate in a game of Change Pursuit, reviewing and applying their new skills and knowledge about embracing change.

VIDEO SEGMENT SUMMARIES
> **Which Way Is Up?** Three colleagues encounter each other as they enter and exit the elevator. Each of these colleagues is experiencing a different phase of change and share best practices with each other as they struggle to respond to the demands of a change in organizational strategy.
> **Influencing Change**: Four teammates have an impromptu discussion in the break room following a formal staff meeting. In this discussion, they begin to look for ways to embrace the changes and move ahead.

COURSE DETAILS
> **Target audience**: All employees through frontline leaders.
> **Course length**: Three hours, 30 minutes (Classroom), three hours (Virtual).
> **Facilitator certification**: DDI-certified facilitator required.
> **Prerequisites**: Communicating for Leadership Success, Communicating with Impact, or Essentials of Leadership.
> **Series**: Suitable for all environments.
> **Group size**: Nine to 15 people.
> **Prework**: Yes. One hour.

RELATED COURSES
> Communicating with Impact
> Driving Change
> Valuing Differences
> Working as a High-Performing Team
COURSE OVERVIEW

> **Introduction**: Learners take part in a “fact or myth” activity to gain key information about giving and receiving feedback. The facilitator introduces the two types of feedback: positive and developmental.

> **Giving Feedback—Key Principles and STAR**: Learners watch a video spoof called “Top Colleague” (a fictitious reality game show) that demonstrates poorly delivered feedback and subsequent poor receptivity to feedback. Learners discuss why the feedback in the video went wrong. The facilitator defines effective feedback skills and leads a discussion on the importance of meeting people’s personal and practical needs. Learners adjust the video judges’ feedback to encourage greater receptivity from the video contestants.

> **Building Your Listening and Feedback Receptivity Skills**: Learners discuss the importance of being aware of Feedback Deflection Traps, Receptivity Techniques, and barriers to listening in order to accurately understand a message. Learners identify a Receptivity Technique that would help the video contestants demonstrate better listening skills.

> **The Feedback Discussion Model**: Learners watch a video depicting a colleague in need of developmental feedback. The facilitator introduces the Feedback Discussion Model. Learners then watch a video that shows an employee effectively delivering developmental feedback to the peer depicted in the earlier video.

> **Skill Practice—Giving and Receiving Feedback**: The facilitator introduces the Feedback Planner. In groups of three, learners participate in three rounds of skill practice for delivering developmental feedback.

> **Applying Your Skills**: In pairs, learners describe real-life opportunities they have for delivering either positive or developmental feedback back at work and plan their approach for those discussions.

VIDEO SEGMENT SUMMARIES

> **Top Colleague**: A mock reality game show setting is used to humorously depict how ineffective, poorly delivered feedback can have a negative effect on those who receive it. The video also is used to discuss the STAR approach and the Key Principles.

> **A Star Is Not Born**: This is part one of a two-part video. In this segment Jayne, a newer team member, wants to make a positive impression during an interdepartmental meeting and interjects comments that show she is uninformed about a major project.

> **Positive Model**: Part two of the video is the positive model. Martin, Jayne’s colleague in part one, provides her with developmental feedback regarding her meeting behavior.

COURSE DETAILS

> **Target audience**: All employees through frontline leaders.

> **Course length**: Three hours, 30 minutes (Classroom).

> **Facilitator certification**: DDI-certified facilitator required.

> **Prerequisites**: Essentials of Leadership, Communicating for Leadership Success, or Communicating with Impact.

> **Series**: Suitable for all environments.

> **Group size**: Nine to 15 people.

> **Prework**: Optional. Fifteen minutes.

RELATED COURSES

> Coaching for Peak Performance

> Communicating with Impact

> Working as a High-Performing Team
Employees are more likely to support organizational initiatives and objectives if they understand the rationale behind management decisions and realize how they can add to the company’s success. Unfortunately, many don’t always understand how and why business decisions are made.

In this engaging business simulation, employees run a business hands-on to realize how and why decisions are made.

DO YOU FACE ANY OF THESE ISSUES?
- Do employees mistrust management’s decisions or question how they are made?
- Do they truly understand the “big picture” and how it determines business strategy?
- Are they aware of how their own job contributes to the success of your business?

PERFORMANCE OBJECTIVES
Helps associates:
- View business from the perspective of an owner and see how their jobs affect the overall business.
- Explain the “whys” behind management decisions and organizational initiatives.
- Make better job decisions because they have a big-picture view of business.

COURSE OVERVIEW
- **Month 1**: Learners fill out the “before” section of a survey with their views on how business works. They learn about the business they’ll be running and the various pieces of the game simulation. Guided by the facilitator, learners play round one and complete the first month’s business operations checklist. Business results from the round are posted, and the group discusses differences between cash flow and profits and why a company might need to cut costs.
- **Month 2**: Learners review investment options and determine their team’s business plan for the game by again completing business operations checklists. After results are posted, a debrief discussion focuses on the direct and indirect costs of business and the importance of managing both cash flow and profits.
- **Month 3**: At the end of the third round, learners discuss how it feels to run a business, the impact of competition, and the importance of the customer. Concepts are tied to how competition can require changes in business plans and drive decisions.
- **Month 4**: After round four, learners draw parallels between the simulation and the “real world” of business, specifically how the game reflects what might be going on in their own organization.

**Who Wins and Why**: Learners discuss who won the game and how individuals in an organization might define business success differently. Learners complete the “after” section of the survey. They discuss their new understanding of why business decisions are made and how their jobs contribute to the organization’s success.

VIDEO SEGMENT SUMMARIES
- No video.

COURSE DETAILS
- **Target audience**: All employees up to mid-level leaders.
- **Course length**: Five hours, 30 minutes (Classroom).
- **Facilitator certification**: DDI-certified facilitator required.
- **Prerequisites**: None.
- **Series**: Suitable for all environments.
- **Group size**: Twelve to 24 people.
- **Prework**: No.

RELATED COURSES
- Accelerating Business Decisions (for leaders)
- Embracing Change
- Making High-Quality Decisions
NAVIGATING BEYOND CONFLICT

LEARNING FORMAT: CLASSROOM.

SKILL PRACTICE COURSE
ORDER NO. IMEXP3

The differences people bring to the workplace can promote tremendous creativity and innovation. Those same differences also can contribute to misunderstandings, which can lead to discord and, if left unresolved, dispute. Individual performers need to know how to effectively navigate beyond conflict to prevent damage from occurring.

In this course, individual performers learn how to recognize the warning signs of conflict and take action to prevent situations from escalating or to work out the conflict if it does escalate. This allows them to mitigate any negative impact, thus reducing the cost of conflict and improving business results.

DO YOU FACE ANY OF THESE ISSUES?
> Does conflict between employees go unaddressed?
> Are valuable managerial resources being expended to resolve the conflicts of individual performers?
> Is conflict affecting the productivity or morale of teams and work groups?
> Is conflict being addressed inappropriately or unproductively?

PERFORMANCE OBJECTIVES
Helps associates:
> Reduce the cost of conflict to them and their organization.
> Minimize or prevent conflict by promoting a culture of trust, mutual respect, and collaboration.
> Make appropriate choices, both in words and actions, to direct situations away from possible damage and toward the discovery of new ideas and solutions.
> Remove roadblocks to proactively taking action when the warning signs of conflict occur.
> Successfully plan and conduct conflict resolution discussions.

PRIMARY COMPETENCY DEVELOPED
> Resolving Conflict 3.0 (Managing Conflict 2.0)

SECONDARY COMPETENCIES DEVELOPED
> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)
> Communication 2.0 and 3.0

COURSE OVERVIEW
> Conflict’s Destination—Damage or Discovery: Learners participate in a simulation that demonstrates the effects of conflict on relationships. Participants work in groups to identify the causes, costs, and benefits of conflict on themselves, their team, and the organization. Learners explore how conflict can escalate in stages from unresolved differences to discord to dispute, and contribute to a list of signs that warn of escalation.

> Preventing Escalation: Participants determine roadblocks to taking action to resolve conflict. They take a self-assessment that reveals their strengths and development areas in using the Key Principles in a conflict situation. The facilitator discusses conflict “crossroads,” and volunteers role-play a crossroads scenario, using Key Principles to defuse the situation.

> Resolving Conflict—Work it Out: Learners watch a video of an ineffective approach to resolution, and then are introduced to a better approach by working out the conflict using interaction process skills. Learners view a positive model video of a conflict resolution discussion and discuss the skills that are used effectively.

> Applying Your Conflict Resolution Skills: Learners reprise their roles from the opening simulation and engage in two rounds of skill practicing, using Discussion Planners to conduct conflict resolution discussions. After each round, learners give each other feedback on their use of the skills. In teams, learners discuss how to address challenging conflict situations and share their ideas with the large group.

> Removing Roadblocks and Setting Next Steps: Participants work in groups to formulate suggestions for overcoming another group’s roadblocks from earlier in the course. A group spokesperson shares the suggestions with the class. Learners determine their next steps for navigating beyond conflict in the future and building trusting relationships with colleagues.

VIDEO SEGMENT SUMMARIES
> “On the Highway to Damage”: Henry and Jordan, two peers who work for the same organization, are engaged in conflict over delivery dates and decide to “resolve” it in an ineffective and humorous way.

> “On the Road to Discovery”: To work things out, Henry initiates a conflict resolution discussion, using a Discussion Planner with the interaction process skills. This discussion is featured in two scenes: The first scene illustrates the OPEN and CLARIFY steps of the interaction process, and the second scene illustrates DEVELOP, AGREE, and CLOSE.

COURSE DETAILS
> Target audience: All employees through frontline leaders.
> Course length: Three hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: Communicating for Leadership Success, Communicating with Impact, or Essentials of Leadership.
> Series: Suitable for all environments.
> Group size: Nine to 15 people.
> Prework: Optional. Five to 15 minutes.

RELATED COURSES
> High-Impact Feedback and Listening
> Resolving Workplace Conflict
LEARNING FORMAT: CLASSROOM.

ORDER NO. IMEXP5

Today’s jobs are complex and demanding, with needs from diverse contacts across and outside the organization growing. Associates must build networks to contribute to success and enhance collaboration.

This course helps learners increase personal and team value by teaching how to cultivate a network they can contact for information, advice, and coaching. Learners identify their business needs, identify who can fulfill them, practice asking for help, and learn techniques for maintaining strong working relationships.

DO YOU FACE ANY OF THESE ISSUES?
> Do employees lack the information or resources they need to perform their job?
> Is poor interdepartmental collaboration a barrier to enhanced success at your organization?
> Does your organization require high collaboration from diverse contacts across and outside the organization growing?

PERFORMANCE OBJECTIVES

Helps associates:
> Apply a process for developing, expanding, and maintaining a business network.
> Recognize the benefits of networking for themselves, their work group, and organization.
> Use a set of flexible interaction skills to secure the help and involvement of network contacts and maintain strong working relationships.
> Identify opportunities to reshape and expand their network to meet new needs.
> Plan an approach to following through on networking opportunities.

PRIMARY COMPETENCIES DEVELOPED
> Building Networks 3.0
> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)
> Communication 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED
> Building Trusting Relationships 2.0 and 3.0
> Engagement Readiness 2.0
[Moved to Personal Attributes in 3.0]
> Initiating Action 2.0 and 3.0
> Leadership Disposition 2.0
[Moved to Personal Attributes 3.0]

VIDEO SEGMENT SUMMARIES

> The New Need for Networking: Learners discuss the factors that are driving the need for networking. The facilitator introduces two types of networks, immediate and extended, and four actions for building and maintaining a business network. Learners complete a survey measuring their comfort with and proficiency in using the four networking actions.

> Identify Needed Information/Expertise and Who Can Provide It: Learners discuss why acquiring information and expertise through networking is important. They begin completing a Networking Opportunities worksheet detailing their information needs and networking contacts who can act as resources to meet those needs.

> Reach Out to Establish a Network Contact: Learners view a video demonstrating an effective approach to establishing contact with a potential new networking partner. They then practice these techniques with a fellow learner in the role of a new contact they would like to make in the workplace. Learners are exposed to the three P’s of networking: make a positive impression, a personal connection, and a purposeful case.

> Ask for Help from the Network Contact: Learners watch a video demonstrating two approaches to asking for help and compare the approaches, evaluating their effectiveness. They work in teams to respond to three situations in which they agree on what they would say to use the three P’s of networking and the five Key Principles. Participants plan their approach to how they will reach out to someone for help with an immediate or future need.

> Maintain the Relationship: The facilitator leads a discussion on the importance of maintaining relationships and shares tips and best practices. Returning to their worksheets, learners identify their top-priority networking opportunities and note actions they will take to follow through on them. The facilitator guides a discussion on involving managers and others in networking efforts and asks learners to discuss their plans for developing their business networks.

COURSE DETAILS
> Target audience: All employees through frontline leaders.
> Course length: Three hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Nine to 15 people.
> Prework: Optional. Fifteen minutes.

RELATED COURSES
> Communicating with Impact
> Cultivating Networks and Partnerships
> Strategies for Influencing Others
> Working as a High-Performing Team
TAKING THE HEAT

LEARNING FORMAT: CLASSROOM AND WEB-BASED.

SKILL PRACTICE COURSE

ORDER NO. IMEXP6

THIS COURSE IS FOR ALL WHO SERVE CUSTOMERS—INTERNAL OR EXTERNAL

Organizations that deliver superior customer service build customer loyalty and stay ahead of the competition. Sometimes, though, an interaction takes a turn for the worse, and dissatisfied customers can mean lost business for service providers.

This course equips learners with an important skill set essential to providing high-quality customer service. These skills will help service providers turn upset customers into satisfied, loyal ones.

DO YOU FACE ANY OF THESE ISSUES?

➤ Do associates lack the skills needed to respond effectively to dissatisfied customers?
➤ Do service providers not engage customers to encourage expression of issues and concerns?

PERFORMANCE OBJECTIVES

Helps associates:

➤ Recognize the business impact of customer retention on their organization.
➤ Identify the differences between two types of customers—"walkers" and "talkers"—and explain the importance of encouraging walkers to talk about their dissatisfaction.
➤ Apply a set of skills (HEAT) that will enable them to identify and respond to dissatisfied customers.
➤ Use a set of best practices to turn difficult customer situations into positive interactions.

PRIMARY COMPETENCIES DEVELOPED

➤ Building Customer Loyalty 2.0 and 3.0
➤ Building Customer Relationships 3.0
➤ Communication 2.0 and 3.0
➤ Influencing 3.0 (Gaining Commitment 2.0)
➤ Sustaining Customer Satisfaction 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED

➤ Engagement Readiness 2.0
  [Moved to Personal Attributes in 3.0]
➤ Leadership Disposition 2.0
  [Moved to Personal Attributes 3.0]
➤ Negotiation 2.0

COURSE OVERVIEW

➤ Walkers and Talkers: Learners explore the impact dissatisfied customers have on a business. Through an activity, they are introduced to two different types of dissatisfied customers—walkers and talkers. Participants discuss how important it is to encourage walkers to talk about their problems so they can be resolved.
➤ HEAT Model: Participants learn how Key Principles can be used to draw out a walker. A self-assessment helps learners identify their strengths and developmental areas when responding to dissatisfied customers. They also learn how the skill set Hear them out, Empathize, Apologize, and Take responsibility for action helps them meet both the personal and the practical needs of the customer.
➤ HEAT Positive Model Video and Best Practices: Participants watch a video in which a customer service provider effectively uses HEAT when interacting with a dissatisfied customer. Learners are introduced to the best practices for taking the HEAT. Through an activity, they begin exploring these best practices.
➤ Hot Spots: Learners participate in a video-based activity in which they act as a consultant to video characters facing dissatisfied customers. Learners take part in an activity in which they take the HEAT in a variety of scenarios.
➤ Skill Practice and Action Planning: Learners participate in a skill practice and use the HEAT model to respond to a dissatisfied customer. They also discuss how being a service provider can be stressful and learn techniques to manage the stress. Learners complete an action planner, using it to explore how they will use the HEAT model back in their workplace.
➤ Talk or Walk? Challenge: Learners participate in the game “Talk or Walk? Challenge” to review key learning points and techniques from the session. Working in two teams, they are given a challenge and decide whether to accept it (talk) or pass (walk) in order to accumulate points.

VIDEO SEGMENT SUMMARIES

➤ A customer service representative from a bank that has just completed a merger responds to a longtime customer who is having trouble accessing his account.
➤ A facilities department representative responds to the concerns of upset associates who will need to temporarily relocate due to upcoming renovation plans.
➤ Four segments present situations in which a service provider must respond to a dissatisfied internal or external customer. The video then "rewinds" and shows the service provider taking the HEAT.

COURSE DETAILS

➤ Target audience: All employees through frontline leaders.
➤ Course length: Three hours, 30 minutes (Classroom), two hours with bookmarking flexibility (Web-based).
➤ Facilitator certification: DDI-certified facilitator required.
➤ Prerequisites: Communicating for Leadership Success, Communicating with Impact, or Essentials of Leadership.
➤ Series: Suitable for all environments.
➤ Group size: Nine to 15 people.
➤ Prework: Optional. Fifteen minutes.

RELATED COURSES

➤ Communicating with Impact
➤ Creating a Service Culture: The Service Leader’s Role
➤ High-Impact Feedback and Listening
VALUING DIFFERENCES

LEARNING FORMAT: CLASSROOM.
ORDER NO. IMEXP7

Today, the organizations with the greatest competitive advantage are those that create an inclusive environment that makes the most of their people’s diverse experiences, ideas, and talents.

Valuing Differences gives people effective skills and tools for exploring others’ unique perspectives, understanding and leveraging people’s inherent differences, challenging devaluing behavior, and creating an environment in which people’s differences are respected and utilized.

DO YOU FACE ANY OF THESE ISSUES?
> Do employees value the unique qualities that everyone brings to the workplace?
> Do teams know how to make the most of different styles, abilities, and motivations?
> Do employees know what their styles are and what motivates them?

PERFORMANCE OBJECTIVES
Helps associates:
> Contribute their unique styles, abilities, and motivations to ensure the success of their work group and organization.
> Encourage others to contribute their unique styles, abilities, and motivations.
> Work more collaboratively and productively with people who have a variety of styles, abilities, and motivations.
> Leverage the talents of their coworkers to achieve better results.
> Contribute to a climate in which people’s differences are respected and utilized.

PRIMARY COMPETENCIES DEVELOPED
> Valuing Differences 3.0
   (Leveraging Diversity 2.0)
SECONDARY COMPETENCIES DEVELOPED
> Adaptability 2.0 and 3.0
> Building Trusting Relationships 2.0 and 3.0

COURSE OVERVIEW

> Introduction: Learners complete a Styles, Abilities, and Motivations (SAMs) profile as prework. They review the SAM concept and complete an activity that illustrates how people have diverse styles and that there is value in the unique approaches and perspectives people bring to their jobs.
> Exploring Differences: Learners, working in teams, use their own SAM profile to explore the value and challenges that varying styles, abilities, and motivations bring to the workplace. Recognizing that others’ SAM profile may be hard to uncover, learners identify opportunities to explore differences in the workplace.
> Nurturing Differences: Learners watch video segments that illustrate the negative impact of failing to nurture differences. They learn how the Key Principles can help nurture differences. Learners’ skill at using the Key Principles to nurture differences is tested in a quiz-show style game that asks them to answer “what would you say” follow-up questions.
> Leveraging Differences: Learners, working in teams, create several ideas for making the most of people’s diverse SAMs in response to a fictional valuing diversity initiative. Members of each team divide the team roles among themselves based on their individual SAMs. Learners identify opportunities to leverage the SAMs of teammates and partners in the workplace.
> A Plan for Valuing Differences: Learners identify specific things they will stop, start, and continue doing to value differences in the workplace.

VIDEO SEGMENT SUMMARIES
> Differences in their individual approach to work emerge when team members Chad and Michael meet to make a decision.
> In this three-part, three-round activity, video-based scenarios pose issues for learners to respond to as they are tested on their knowledge of using the Key Principles to nurture differences.

COURSE DETAILS
> Target audience: All employees through frontline leaders.
> Course length: Three hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: Communicating for Leadership Success, Communicating with Impact, or Essentials of Leadership.
> Series: Suitable for all environments.
> Group size: Nine to 15 people.
> Prework: Optional. Twenty minutes.

RELATED COURSES
> Adaptive Leadership (for leaders)
> Building and Sustaining Trust
> High-Impact Feedback and Listening
> Navigating Beyond Conflict
> Working as a High-Performing Team
WORKING AS A HIGH-PERFORMING TEAM

LEARNING FORMAT: CLASSROOM.
ORDER NO. IMEXP8

For a team to achieve peak performance, its members must involve, support, and trust one another. And they must share information and commit to a process that will lead to success.

This course will enhance team effectiveness and maximize not only performance, but also impact on the organization as a whole. Participants learn the personal, interpersonal, and business advantages of working together as a unit and are introduced to a set of best practices for optimal results.

DO YOU FACE ANY OF THESE ISSUES?
> Are the teams in your organization struggling to meet their goals?
> Do team members fail to take ownership for their particular role and responsibilities on the team?
> Are team members operating under trial and error and wasting effort?
> Do some team members lack the confidence that other team members will be there when needed?

PERFORMANCE OBJECTIVES
Helps associates:
> Realize the personal and organizational benefits of working in teams versus working individually.
> Recognize the stages of development that teams typically experience as they grow and mature.
> Use the Team Success Factors and best practices to help their team move from acceptable to high performance.
> Diagnose what is limiting their team from moving to high performance and identify appropriate techniques to overcome such challenges.
> Develop a strategy to help their team progress from one stage to the next.
> Use a set of tips and techniques for working more effectively with virtual team members.

PRIMARY COMPETENCIES DEVELOPED
> Collaboration 2.0 (Collaborating 3.0)
> Collaborating 3.0 (Contributing to Team Success and Collaboration 2.0)

SECONDARY COMPETENCY DEVELOPED
> Building Strategic Work Relationships 2.0 (Building Partnerships 3.0)

COURSE OVERVIEW
> Planet Soar—First and Second Encounters: Participants begin the session with discussions that will help them define a team and determine what distinguishes a high-performing team from one performing at an average level. Working individually, learners design and create their own ultimate spaceship. After the debrief, individuals form teams and begin building another spaceship from scratch. After five minutes the facilitator swaps out at least one team member per team in order to “limit” the teams. A discussion follows.
> Stages of Team Development: The facilitator introduces the four stages of team development. During a large-group discussion activity, learners explore what naturally happens at each stage. They also complete Step 1 of an action plan for a team of which they are currently a member.
> Case Study Consultant: Learners watch a video in which two teams compete for the same business opportunity and identify the factors that enabled one team to win the business. They then take on the role of consultant to the losing team to help it improve its performance using the Team Success Factors. Learners complete Step 2 of an action plan, which includes taking a team survey to determine how well their real-life work team applies the Team Success Factors.
> Team Limiters: The facilitator conducts a “debate” during which two teams argue the relative disruptive impact of various team limiters. Learners complete Step 3 of an action plan, identifying which team limiters currently have an impact on their team as well as strategies for overcoming the limiters.
> Planet Soar—Third Encounter: Teams reconvene from earlier in the session to again construct a spacecraft from scratch—this time first discussing, then applying, specific best practices for using the Team Success Factors.
> Flight Tests and Close: Learners finalize their action plans, and then create a wish list of those Team Success Factors and specific behaviors they would like to see their teams apply immediately in the workplace. The Planet Soar teams are asked to test-fly their spaceships so that a winner can be chosen.

VIDEO SEGMENT SUMMARY
> Teams from two different organizations compete for the same web design contract. One team uses the Team Success Factors effectively and wins the contract as a result; the other team doesn’t and falls prey to team limiters.

COURSE DETAILS
> Target audience: All employees through frontline leaders.
> Course length: Three hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Nine to 15 people.
> Prework: Optional. Ten minutes.

RELATED COURSES
> Networking for Enhanced Collaboration
> Maximizing Team Performance (for leaders)
The industry devoted to saving lives has to save itself. Costs and care are colliding, insurance firms are imposing payment caps, and funding is shrinking. To survive, healthcare facilities must become more patient centered.

**Service Plus® Healthcare: Building Patient Loyalty** develops skills to ensure that patients and customers receive top-quality service. It gives your organization the edge it needs—loyal customers who demonstrate “the three Rs” of loyalty: Return to your facility because they view you as their healthcare provider of choice, Refer others, and Relate to service providers as partners in their care.

**PERFORMANCE OBJECTIVES**

- **Creates staff who:**
  - Take personal initiatives that meet and exceed patients’ and others’ personal and practical needs consistently and reliably.
  - Conduct effective, efficient interactions and handle difficult or emotional situations.
  - Work as a team to provide service beyond expectations.

- **A version for physicians helps them:**
  - Understand how the concept of “service” relates to physician-patient and physician-staff relationships.
  - Work with their staff as a team to provide excellent patient service.

**COURSE OVERVIEW**

- **The Service Challenge:** A “Stand Up/Sit Down” activity leads into a discussion on the differences between customer satisfaction and customer loyalty. Participants reveal the variety of customers that they serve. The facilitator leads a discussion of “what’s in it for me” to help participants in the training better understand their roles as service providers.

- **Personal and Practical Needs:** Learners brainstorm patient needs and learn about personal and practical needs. Testimonials from patients and family members help learners identify how personal and practical needs were met by service providers. Participants categorize the list of patient needs into personal and practical needs, and learn that they must meet both types of needs.

- **Keys to Service:** Three Key Principles for meeting personal needs are presented. Learners view a series of positive models of each being used, followed by activities and discussion. They identify which Key Principle is most appropriate to use in different situations, as well as what they would say. Pairs role-play their scenarios and provide feedback to each other.

- **Steps to Service:** Through a positive video model and discussion, participants learn a four-step process to meet practical needs.

- **Using Key Principles and Service Steps Together:** Learners see how achieving the right balance of Key Principles and Service Steps is critical to providing everyday service excellence.

- **Extraordinary Service Opportunities:** Talkers and Walkers: The facilitator explains “talkers” and “walkers”—two types of dissatisfied customers. A positive model shows a service provider turning a dissatisfied customer into a satisfied one. Participants learn how to do so using a four-step process—Taking the HEAT—and discuss what to say and do for both walkers and talkers.

- **Skill Practice:** In pairs, learners take on the roles of service providers and patients/customers to practice using Service Steps and Key Principles, adding HEAT for a second skill practice.

- **Extending Your Learning:** Learners complete one activity in Service Boosters—a booklet of tips, techniques, and activities to boost skills in handling challenging service situations on the job.

**PROGRAM DETAILS**

- **Target audience:** Healthcare providers and frontline through mid-level leaders.
- **Length:** Six hours, 15 minutes (Classroom), or four hours, 45 minutes (Fast Track Classroom).
- **Facilitator certification:** DDI-certified facilitator required.
- **Prerequisites:** None.
- **Series:** Healthcare.
- **Group Size:** Eight to 16 people.
- **Prework:** No.

**RELATED PROGRAMS:**

- Creating a Service Culture: The Service Leader’s Role
- Taking the HEAT
PROGRAM ADVANTAGES

➢ Builds essential service skills in just one day. Your service providers can start using what they have learned the very next day.

➢ Makes extensive use of high-quality videos, carefully structured skill practices and exercises, and easy-to-follow workbooks and facilitator materials.

➢ Includes materials and skill practices that present real-life, healthcare-specific scenarios to create participant buy-in.

➢ It’s fun! With engaging activities, exercises, and fast-paced discussions, you’ll feel the energy in the room.

PRIMARY COMPETENCIES DEVELOPED

➢ Building Customer Loyalty 2.0 and 3.0

➢ Communication 2.0 and 3.0

➢ Engagement Readiness 2.0
  [Moved to Personal Attributes in 3.0]

➢ Initiating Action 2.0 and 3.0

➢ Leadership Disposition 2.0
  [Moved to Personal Attributes 3.0]

➢ Service Excellence 3.0 (Patient Relations 2.0)

SECONDARY COMPETENCY DEVELOPED

➢ Negotiation 2.0

RESULTS

➢ A 5,000-person healthcare system, located in Northern Alabama, improved its customer service ranking from the 50th to 98th percentile, making it one of the “best of class” of its size and scope in the Press Ganey Associates nationwide data pool.

➢ Six large medical centers improved their customer satisfaction ratings by more than 60 percent in 10 out of 14 service provider skill categories.

➢ Based on the results of 10,000 patient satisfaction surveys conducted over a two-year period, Ohio-based Akron General Medical Center scored an average of 4.33 on a 5.0-point scale—a strong indicator of Service Plus® success.

➢ A large Midwestern academic health center raised its patient satisfaction ratings up to 4.5 on a 5.0-point scale while maintaining its status as a leading national employer of choice.
LEADERSHIP DEVELOPMENT FOR FRONTLINE LEADERS

Leaders are operating in an ever-changing environment and regularly face new challenges. To be successful on both a personal and an organizational level, they need new skills and competencies to meet these challenges.

DDI is the world leader in leadership development. We use a competency-based, integrated approach that helps organizations achieve their business objectives and results. Through leadership assessment and development, organizations can improve bench strength and grow their own leaders by identifying and developing high-potential employees.

Our training programs equip leaders at all levels with the day-to-day interpersonal skills for leading individuals or groups and the broader, overall skills needed to create and maintain a high-performance workplace. And, our assessment centers and multirater feedback surveys help companies identify, hire, and promote the most talented people.

ADVANTAGES
DDI’s leadership development programs are:

> **Thoroughly proven** to build and assess specific, job-critical competencies and promote positive behavior changes that lead to better job performance. Our programs have been tried and tested in leading global companies, including more than 400 of the Fortune 500.

> **Flexible** to fit your environment, languages, and delivery requirements.

> **Completely integratable** so you can mix and match offerings to create a development program that is highly tailored and highly effective for your organization and your people.

> **Complementary** in that you can assess development needs, provide training that meets these needs, and manage ongoing performance.

LEADERSHIP PROGRAMS

*Interaction Management®: Exceptional Leaders (IM: ExL℠)*

*Leadership Mirror®*

RELATED PROGRAM

*Maximizing Performance®*
Competition and complexity have made frontline leaders’ jobs more challenging than ever before. Leaders face increasing pressure to deliver results, reduce costs, innovate, and motivate a diverse workforce that crosses organizational and geographic boundaries. Accomplishing these objectives means today’s frontline leaders need a complex combination of skills, knowledge and experience.

DDI’s Interaction Management® (IM®) system draws from over 40 years of research and experience to create transformative development experiences for your frontline leaders. The IM® system for leadership development is comprised of two series: Interaction Management®: Exceptional Leaders and Interaction Management®: Exceptional Leaders - Extraordinary Results® (IM®: EX®).

These series engage learners throughout the whole experience as they participate in courses that are timely, relevant, and connected to the challenges they face on the job. And, because DDI understands that driving learning beyond a formal event leads to business impact, the IM: ExLSM series also provides content, tools, and resources organizations can use to sustain learning beyond the formal classroom and effectively build better leaders for life.*

PERFORMANCE OBJECTIVES

IM: ExLSM develops leaders who can:

- Effectively communicate and execute your organization’s business strategies.
- Actively coach for peak performance and help drive your organization’s growth through its people.
- Make fast, high-quality decisions linked to business unit goals and strategies.
- Drive change initiatives more quickly leading to a more committed workforce.
- Build and leverage partnerships throughout your organization to accomplish business goals.
- Inspire innovation to help your organization create and improve products and processes.
- Develop talent to promote individual growth and organizational loyalty.

SYSTEM OVERVIEW

INTERACTION MANAGEMENT: EXCEPTIONAL LEADERS®

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RESULTS

- A manufacturer reported a 50 percent decrease in lost-time accidents and an 80-percent reduction in annual grievances.
- A major automobile manufacturer reported a 21 percent improvement in productivity and $4.4 million in savings, compared to control sites who did not participate in the leadership development program. This was a 333 percent return on investment.
- At Ranger Uranium, absenteeism dropped from 9 to 2.2 percent, and downtime dropped from 8.78 percent to 0.79 percent.

For information on the entire IM: ExLSM system—including organizational alignment, implementation planning, management support, assessment, and skill application—visit www.ddiworld.com.
ACCELERATING BUSINESS DECISIONS

LEARNING FORMAT: CLASSROOM.

ORDER NO. EXLABD

In today’s turbulent, fast-flowing business environment, individuals usually don’t have the luxury of time when making decisions. You need people who can quickly size up the situation, identify the most workable and expedient course of action, and then act—often without having all the data or the time to consider every possible option.

This course helps individuals accelerate the decision-making process, yet still make quality decisions in fast-paced environments with limited time and information. It also teaches them to identify their own and others’ decision-making tendencies and understand how to balance them in situations requiring accelerated decisions.

DO YOU FACE ANY OF THESE ISSUES?
> Do associates approach every decision in the same way, regardless of the time, risk, and resources involved?
> Do your individual performers and leaders struggle to make quality decisions when pressed for time?
> Do business opportunities slip away because employees don’t make timely decisions?

PERFORMANCE OBJECTIVES
Helps individuals:
> More quickly evaluate possible solutions and make high-quality decisions when time is limited.
> Determine when an accelerated decision is appropriate and when a more analytical approach is needed.
> Accelerate the decisions they make.
> Use a consistent approach when facing rushed decisions in your organization.

PRIMARY COMPETENCIES DEVELOPED
> Decision Making 2.0 and 3.0
> Risk Taking 2.0
> Strategic Planning 3.0
(Strategic Decision Making 2.0)

SECONDARY COMPETENCY DEVELOPED
> Courage 2.0 and 3.0

COURSE OVERVIEW
> Whitewater Decision Making: A simulation helps learners experience how accelerated decision making differs from “standard” decision making. Learners discuss the connection between the accelerated decisions they make on the job and their organizations’ objectives.
> The “People” Side of Decision Making: A video depicts four people displaying distinct, decision-making tendencies. Learners identify their own and others’ decision-making tendencies and think through how to use Decision Tendencies Tips. Another video shows how to balance decision-making tendencies. Learners discuss the role that intuition plays in accelerated decision making.
> The RAPID Approach: Learners become familiar with the “universal” steps of the standard decision-making process—what classically must be done in order to make an important decision with high quality. They discuss common pitfalls to applying this standard approach to situations requiring an accelerated decision. The facilitator teaches an easy-to-remember approach for situations requiring accelerated decision making—Reduce, Approximate, Pick or park, Interpret intuition and intangibles, and Drive. Learners discuss how to overlay this approach onto the standard decision-making model. Teams of learners then participate in a competitive, board-game activity that cements the RAPID concepts.
> Putting RAPID to Work for You: The Accelerated Decision Guide is presented to help learners focus their decision-making efforts. After viewing a video case study, learners walk through a Guide that has been completed for the case study. They use a Guide to plan a real workplace accelerated decision.

VIDEO SEGMENT SUMMARIES
> Individuals display different tendencies in approaching an accelerated decision opportunity.
> A decision maker balances his decision-making tendencies.
> A leader gets an unexpected opportunity to make an accelerated decision.

COURSE DETAILS
> Target audience: All employees through frontline leaders.
> Course length: Three hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments. Practice case studies (with video examples) include office and manufacturing situations.
> Group size: Nine to 15 people.
> Course Prep: Yes. Ten minutes.

RELATED COURSES
> Making High-Quality Decisions
> Planning and Managing Resources
ADAPTIVE LEADERSHIP

LEARNING FORMAT: CLASSROOM.

SKILL PRACTICE COURSE
ORDER NO. IMEX115

Leaders can’t take the same approach to managing different people. A leadership style that motivates and inspires one individual may plunge another into poor performance.

This course teaches leaders how to enhance the effectiveness of their interactions by adapting their approach to people based on what they want to discuss and how they think people will respond. By better meeting the needs of each individual, leaders create higher levels of engagement and organizational results.

DO YOU FACE ANY OF THESE ISSUES?
> Do leaders misjudge how people will react in situations, resulting in negative outcomes?
> Are leaders unable to tailor their approach to each person and situation to achieve the desired results?
> Do leaders fail to recognize individual differences that can affect the outcome of important discussions?

PERFORMANCE OBJECTIVES
Helps leaders:
> Adapt the leadership approach they take in each situation to effectively achieve results through people.
> Maximize the effectiveness of their interactions by flexing interaction skills and other actions.
> Engage people by considering their personal tendencies and leveraging the opportunities they present.
> Identify the key factors that have the greatest impact on the success of their interactions.

PRIMARY COMPETENCIES DEVELOPED
> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)
> Inspiring Others 3.0 (Inspiring Others 2.0 and Leading Through Vision and Values 2.0 combined)

SECONDARY COMPETENCIES DEVELOPED
> Coaching and Developing Others 2.0 and 3.0
> Communication 2.0 and 3.0
> Emotional Intelligence Essentials 3.0
> Guiding Team Success 3.0 (Building a Successful Team 2.0)
> Influencing 3.0 (Gaining Commitment 2.0)
> Valuing Differences 3.0 (Leveraging Diversity 2.0)

COURSE OVERVIEW
> Do Your Discussions Get Results?: Learners watch a video of a leader who fails to take an adaptive approach with a team member. The group discusses the need to consider individual differences and adapt to those differences.
> Adapting Your Approach: Learners are introduced to a method for adapting their leadership approach. Working in teams, they determine which interaction process skills are most important for different types of discussions.
> Getting Personal: Leaders review personal tendencies typically seen in the workplace and the opportunities/challenges those behaviors present. They become more adept at recognizing personal tendencies by watching video characters demonstrate them.
> Planning Your Adaptive Leadership Strategy: Leaders are introduced to a robust job aid and discuss how to use this tool to achieve their objective for different types of discussions. Working in teams, learners plan a strategy for adapting their leadership approach that considers both the individual’s and leader’s personal tendencies.
> Adaptive Leadership—Skill Practice: Learners review the video leader’s completed Discussion Planner. They prepare and practice a real-life discussion in which they will adapt their leadership approach. Working in teams, learners provide advice on how a brand-new leader could adapt his or her leadership approach to make discussions more effective.

VIDEO SEGMENT SUMMARIES
> A leader in a delegation discussion faces challenges aligned along three common factors—Issue/Task, Person/Team, and Environment.
> As a leader considers how best to approach each team member with news of a significant change, she reflects on how each of them reacted to similar news in the past.

COURSE DETAILS
> Target audience: Informal and formal leaders at all levels.
> Course length: Three hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: Communicating for Leadership Success or Essentials of Leadership.
> Series: Suitable for all environments.
> Group size: Nine to 15 people.
> Prework: Optional. Five to 10 minutes.

RELATED COURSES
> Adaptive Leadership augments the learning from the IM®: EX or IM: ExL® skill practice courses, and is best experienced after leaders have completed Essentials of Leadership or Communicating for Leadership Success, and a minimum of four IM®: EX skill practice courses.
INTERACTION MANAGEMENT®:
EXCEPTIONAL LEADERS

ADDRESSING POOR PERFORMANCE

LEARNING FORMAT: CLASSROOM, VIRTUAL, AND WEB-BASED.

SKILL PRACTICE COURSE
ORDER NO. EXLAPP

A single employee with chronic performance problems can dominate a leader’s time and drag down the productivity and morale of an entire work group.

This course builds leaders’ skills in handling chronic performance problems. They learn how to document and present a solid case for needed improvement and use effective interaction skills. Leaders identify the steps to take after the performance problem discussion to provide ongoing feedback and support, and determine if it is necessary to impose formal consequences.

DO YOU FACE ANY OF THESE ISSUES?
> Are your leaders ill-prepared to conduct performance problem discussions?
> Do they fail to gather and document the specific and accurate performance data they need?
> Can your leaders defuse strong emotions when discussing performance problems?
> Do employees understand why their performance doesn’t meet expectations and what will happen if they don’t improve?

PERFORMANCE OBJECTIVES
Helps leaders:
> Effectively address poor performance in a firm, fair, and consistent manner.
> Minimize the impact of chronic performance problems on people, productivity, and profitability.
> Provide problem performers with a clear understanding of what they must do to improve and the consequences of failing to do so.
> Encourage people to take ownership of, and be accountable for, improving their work performance.

PRIMARY COMPETENCIES DEVELOPED
> Coaching 2.0 and 3.0
> Influencing 3.0 (Gaining Commitment 2.0)

SECONDARY COMPETENCY DEVELOPED
> Communication 2.0 and 3.0

COURSE OVERVIEW

> The Challenge of Poor Performance: Learners watch a two-part video depicting a leader who mishandles a chronic performance problem. The facilitator then leads a discussion focusing on where the leader missed opportunities. Pairs of learners discuss the impact that poor performance can have on people, productivity, and the team’s/organization’s profitability.

> Seek and Leverage Data: The facilitator introduces three coaching techniques. Teams discuss the benefits of seeking and leveraging data, methods to gather data, and the importance of documenting performance problems. The facilitator introduces a case study in which a leader must gather data to prepare for a discussion of poor performance. Learners discuss using the STAR technique to document operational and behavioral performance data and then practice writing their own STARs.

> Addressing the Problem with Interaction Essentials: The facilitator introduces the Interaction Essentials and highlights the behaviors that are most important for conversations addressing performance issues. Learners describe how they’ll use the Interaction Essentials to acknowledge the team member’s emotions and keep the discussion on track.

> Putting the Skills into Action: Learners watch a video of the case study’s leader effectively discussing poor performance with her team member. In groups, learners track the leader’s use of Key Principles and coaching techniques. Learners describe what they will do to provide ongoing feedback and support to their team member after the discussion.

> Skill Practice: Learners prepare for and engage in two rounds of skill practice using prepared situations.

> My Plan and Close: The facilitator leads a discussion about addressing poor performance with remote team members. In pairs, learners discuss and coach one another around their concerns about conducting a poor performance discussion back on the job.

VIDEO SEGMENT SUMMARIES

> A leader attempts to address a team member’s chronic poor performance, but his weak start sets a poor tone for the conversation.

> The leader attempts another discussion around the same performance issue with his team member, but this time he becomes frustrated and leaves the issue unresolved.

> In this positive model, a leader uses her skills to address, effectively, the chronic poor performance of one of her team members.

COURSE DETAILS

> Target audience: Frontline and mid-level leaders.

> Course length: Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).

> Facilitator certification: DDI-certified facilitator required.

> Prerequisites: Communicating for Leadership Success or Essentials of Leadership.

> Series: Suitable for all environments. Industrial version available.

> Group size: Nine to 15 people.

> Course Prep: Yes. Fifteen minutes.

RELATED COURSE
> Coaching for Peak Performance
In many organizations good coaching is no longer enough. Today’s high-performance workplace requires leaders who can quickly assess business priorities and the capabilities of deployed talent. Leaders must have the skills to take advantage of every coaching opportunity, even when they don’t have time for formal coaching conversations. And leaders need to do more to recognize the unique contributions of employees.

In this course, participants will learn four advanced coaching techniques that develop proficiency in using the Interaction Essentials in challenging situations. Leaders learn to ask powerful and insightful questions and how to drive higher levels of employee engagement through appreciation.

DO YOU FACE ANY OF THESE ISSUES?
> Do leaders know how to coach but do not have time to do it?
> Do your leaders tell their employees how to get things done instead of seeking their insights and gaining their buy-in?
> Do employees feel like they are not appreciated by their leaders?

PERFORMANCE OBJECTIVES
Helps leaders:
> Increase the agility and impact of their coaching.
> Make the most of each coaching opportunity.
> Provide input to help team members gain timely insights into their work.
> Enhance the confidence and competence of their staff on an ongoing basis.
> Build an engaged workforce that feels challenged and valued.

PRIMARY COMPETENCIES DEVELOPED
> Coaching and Developing Others 2.0 and 3.0
> Influencing 3.0 (Gaining Commitment 2.0)

SECONDARY COMPETENCY DEVELOPED
> Inspiring Others 3.0 (Inspiring Others 2.0 and Leading Through Vision and Values 2.0 combined)
BOOSTING BUSINESS RESULTS

LEARNING FORMAT: CLASSROOM.
ORDER NO. IMEX110

Leadership skills have a direct impact on successful business performance in measurable ways. Achieving business results means that leaders must understand and appropriately apply a range of leadership skills.

This course teaches a proactive, strategic process leaders can apply to leverage their skills, thus realizing business objectives. Designed to follow an IM: ExL® curriculum (typically three to six courses), this course has leaders identify a project or task that will require the effective use of newly learned leadership skills to achieve or enhance success. Leaders also set goals and measurement methods to demonstrate the results of effective leadership.

DO YOU FACE ANY OF THESE ISSUES?
> After training are your leaders applying their new skills back on the job?
> Is your organization getting the real value it can and should from the effective application of leadership skills?
> Are leaders able to draw out the best results from people?

PERFORMANCE OBJECTIVES
Helps leaders:
> Maximize the performance of their team and others through focused interactions.
> Develop an action plan for working with others to achieve desired business objectives.
> Utilize the right leadership skills with the right people to enable them to successfully accomplish prioritized goals.

PRIMARY COMPETENCIES DEVELOPED
> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)
> Engagement Readiness 2.0
[Moved to Personal Attributes in 3.0]
> Initiating Action 2.0 and 3.0
> Leadership Disposition 2.0
[Moved to Personal Attributes 3.0]

SECONDARY COMPETENCIES DEVELOPED
> Decision Making 2.0 and 3.0
> Driving for Results 2.0 and 3.0
> Planning and Organizing 2.0 and 3.0
> Work Standards 2.0 and 3.0

COURSE OVERVIEW
> Prework (Optional): Learners identify one to three business objectives that are important to their and their team’s success, and that align with the organization’s desired business results.
> The Value of Leadership Skills: Learners discuss what they and their teams can do to help achieve their organization’s desired business results. They learn that it’s the accumulated effort of each individual on each team that contributes to organizational results, with leadership skills maximizing these efforts. They are introduced to the workshop’s theme, “Rush for Results: There’s Gold in Those Skills,” and a four-step process for creating a plan to achieve results.
> Step 1—Prospecting: Learners explore areas within their realm of influence where they believe there’s potential for boosting business results. They choose an objective from their prework, ensure that it’s a clear objective, and then link their personal objective to the organization’s business results.
> Step 2—Digging: Learners create a prioritized action plan for achieving objectives, one that maps the goals and the people needed to get results. They see a positive model of a leader using a learning aid—a “Mine Map”—to map this step of the process.
> Step 3—Extracting: Learners practice drawing out the best results from each person through the strategic use of leadership skills. Learners review how the positive model leader planned to extract results from her team. Using the Job Aid as a reference tool, they apply what they have learned toward their own objective.
> Step 4—Appraising: Learners establish measures to indicate the value of achieving their objectives (i.e., appraise their value). They also create progress indicators that will allow them to track their progress toward their objectives. Finally, learners identify and address the challenges they might encounter when implementing their action plan.
> Analyzing the Bottom Line: The group explores how the strategic application of leadership skills ties to tangible business results. They review a sample Appraising Worksheet in which the positive model leader translated her results into monetary figures and recorded the impact of the results on the team and others. Learners apply this process to their own objective and estimate the bottom-line impact of their potential results.

VIDEO SEGMENT SUMMARIES
> This course does not have video.

COURSE DETAILS
> Target audience: Informal and frontline through mid-level leaders.
> Course length: Three hours, 30 minutes (Classroom).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: Communicating for Leadership Success or Essentials of Leadership.
> Series: Suitable for all environments.
> Group size: Nine to 15 people.
> Prework: Optional. Twenty to 30 minutes.

RELATED COURSE
> Boosting Business Results supplements learning from other leadership courses, which can include Interaction Management® (IM®). The Facilitator Guide provides a list of courses that address these skills and shows the direct tie between the 13 leadership skills addressed in this and other IM® courses.
COURSE OVERVIEW

Let's Get Started: Learners introduce themselves and share the trust-building actions they identified in their Course Prep. The group discusses the challenges they read about in Course Prep, then discusses the business impact and benefits of high-trust relationships in the workplace.

Trust Builders That Work: Learners engage in a table team activity, in which they match cards containing short descriptions of leaders’ opportunities to build trust with cards that list actions demonstrating Trust Builders. Learners then discuss the impact of Trust Builders in the workplace.

Building Trust with Key Principles: Working in groups, learners choose two trust-building opportunities, and identify the Key Principles that would help the leaders address personal needs in those opportunities. The facilitator reviews how Share and Empathy work together and points out pitfalls related to sharing. In a two-part activity, learners recommend a trust-building action to the leader in one scenario, as well as words to say to use Empathy and Share. In another activity, learners read a plan to build trust drafted by the leader from the second scenario, then suggest words the leader could say to carry out their plan.

Trust Breakers: Facilitator introduces Trust Breakers and the leader’s responsibility to watch for signs of damaged trust. Learners write a brief description of a time they damaged or broke trust, and write the Trust Breaker it relates to on a note. The facilitator posts notes to create a pattern, and the group discusses what they see.

Repairing Trust: Facilitator reviews why Share is critical to repairing trust. Learners watch a video of a leader conducting a discussion to repair trust and point out what he said to use Key Principles. The large group discusses the impact of the leader’s use of the Key Principles.

Skill Practice: Learners prepare for and conduct two rounds of skill practice using their own repairing trust situations.

Your Next Steps: Working in groups, learners answer three questions about a trust challenge the group discussed in the session. Teams share their responses with the large group. Learners review the tools and resources they can use in their workplace.

VIDEO SEGMENT SUMMARIES

A leader, having seen indications that he has broken trust with a team member, conducts a discussion to begin to repair trust.

COURSE DETAILS

Target audience: Frontline and mid-level leaders.

Course length: Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).

Facilitator certification: DDI-certified facilitator required.

Prerequisites: Communicating for Leadership Success or Essentials of Leadership.

Series: Suitable for all environments.

Group size: Eight to 16 people.

Course Prep: Yes. Twenty minutes.

RELATED COURSES

Adaptive Leadership
Engaging and Retaining Talent
Strategies for Influencing Others
COACHING FOR PEAK PERFORMANCE

LEARNING FORMAT: CLASSROOM, VIRTUAL, AND WEB-BASED.

SKILL PRACTICE COURSE
ORDER NO. EXLCPP

Effective coaching is one of the most important drivers of team member performance. Whether leaders are guiding people toward success in new or challenging situations, or helping people improve or enhance their work performance, their ability to coach and provide feedback makes the difference between mediocrity and high performance.

By helping learners understand the importance of three coaching techniques and how to effectively handle both proactive and reactive coaching discussions, this course helps leaders have more effective and efficient interactions.

DO YOU FACE ANY OF THESE ISSUES?
> Are your leaders missing opportunities to provide individuals with coaching to ensure success or improve work performance?
> Do leaders spend their time getting individuals back on track instead of setting them up for success?
> Do leaders fail to follow up with people they have coached or set responsibility for measuring results?

PERFORMANCE OBJECTIVES
Helps leaders:
> Encourage people to take ownership of, and be accountable for, their work performance.
> Create a work environment where people are comfortable taking on the risks associated with new responsibilities.
> Boost morale, improve productivity, and increase profitability by coaching for peak performance in each person.
> Manage work performance issues in a fair, consistent manner.

PRIMARY COMPETENCIES DEVELOPED
> Coaching 2.0 and 3.0
> Coaching and Developing Others 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED
> Communication 2.0 and 3.0
> Influencing 3.0 (Gaining Commitment 2.0)

COURSE OVERVIEW
> What Is Coaching?: Facilitator shares the definition and characteristics of both proactive and reactive coaching. Learners are divided into two teams to debate the impact of each type of coaching on people, productivity, and profitability. After reviewing the three types of coaching and thinking about where they spend most of their time, participants identify and record their own coaching situations.
> Interaction Essentials and Coaching Techniques: Learners engage in a competitive quiz on their knowledge and understanding of the Interaction Essentials in the context of proactive and reactive coaching. They learn about and explore the coaching techniques in more depth by rotating through three self-discovery learning stations.
> Case Study Coaching Situations: A case study is introduced in which a leader is preparing for two different coaching situations—one proactive and the other reactive. Participants watch a video of a leader conducting a proactive coaching situation and provide the leader with STAR feedback. Learners provide advice to the same leader, who is now preparing for a reactive coaching discussion. Participants watch the leader use the skills and then provide feedback.
> Skill Practice: Learners prepare for and conduct three rounds of skill practice using their own coaching situations.
> Closing Reflections: Working individually, participants reflect on how they will apply what they have learned on the job and outside of the workplace. Learners share their responses with the large group and the facilitator highlights any patterns that emerge.

VIDEO SEGMENT SUMMARIES
> Setting the Course: A leader conducts a proactive coaching discussion with his team member using the Interaction Essentials and the Balance Seeking and Telling coaching technique.
> Getting Back on Track: The leader uses the same skills and techniques, but with a different focus, as he conducts a reactive coaching discussion with another team member.

COURSE DETAILS
> Target audience: Frontline leaders.
> Course length: Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: Communicating for Leadership Success or Essentials of Leadership.
> Series: Suitable for all environments. Industrial and healthcare versions available.
> Group size: Nine to 15 people.
> Course Prep: None.

RELATED COURSES
> Adaptive Leadership
> Addressing Poor Performance
> Advanced Coaching
> Coaching for High Performance (for mid-level managers)
COMMUNICATING FOR LEADERSHIP SUCCESS

LEARNING FORMAT: CLASSROOM, VIRTUAL, AND WEB-BASED.

ORDER NO. EXLCLS

Organizations need leaders who can do more and be more in order to succeed in today's complex environment. They need frontline leaders with strong interpersonal skills who can get things done by mobilizing and engaging others.

This foundation course for most Interaction Management® courses helps leaders communicate effectively so they can spark action in others. The course teaches leaders the interaction essentials they need to handle the variety of challenges and opportunities they encounter every day in the workplace and beyond.

DO YOU FACE ANY OF THESE ISSUES?
> Do leaders lack the essential interaction skills that are critical for leadership success?
> Are leaders seen as unsupportive because they fail to demonstrate empathy?
> Do leaders fail to provide the ongoing feedback team members need to be successful?
> Are employees less focused on results because they don’t feel valued or appreciated?

PERFORMANCE OBJECTIVES

Helps leaders:
> Achieve results through others by building strong interpersonal relationships.
> Plan for successful interactions with team members—in person and virtually.
> Provide meaningful, supportive feedback that motivates team members and helps individuals improve their performance.
> Impact business outcomes by consistently meeting the personal and practical needs of others.

PRIMARY COMPETENCIES DEVELOPED
> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)
> Communication 2.0 and 3.0
> Emotional Intelligence Essentials 3.0
> Managing Relationships 3.0

SECONDARY COMPETENCY DEVELOPED
> Influencing 3.0 (Gaining Commitment 2.0)

COURSE OVERVIEW
> Leadership Today (and Every Day): Working in teams, learners conduct the discussion they read about in the Course Prep. Participants watch a video that shows the variety of demands a leader faces, and the facilitator highlights the importance of meeting team members’ needs. Facilitator leads an activity to introduce personal and practical needs, and then introduces the Interaction Essentials.
> Key Principles to Meet Personal Needs: Facilitator introduces the Support Key Principle. Working in teams, learners discover key insights about the Esteem, Empathy, or Involvement Key Principle and teach their assigned Key Principle to the rest of the group. The facilitator introduces the Share Key Principle and leads a discussion about the benefits of using these skills in the workplace.
> Working to Meet Personal Needs: Participants watch two video segments that show a manager using Key Principles. Facilitator leads the group as they read several situations and choose an effective response for each one. Working in pairs, learners read additional situations and write an effective response for each one.
> Up Close and Personal: Working with a partner, learners take turns responding to statements “on the spot” using the Key Principles. Learners graph the results of their self-assessment and identify actions they will take to address any challenges they might encounter in using the Key Principles effectively.
> Practically Speaking: Facilitator overviews the Interaction Guidelines to meet practical needs. Participants watch a video leader effectively use these skills during a discussion with a team member. Learners begin to complete a Discussion Planner for an upcoming workplace discussion.
> Using Effective Feedback for Leadership Success: Facilitator leads a discussion about the nature of feedback in the learners’ environment. Facilitator introduces the STAR approach to providing positive and developmental feedback. Participants practice by writing a STAR and delivering it to a fellow participant.
> Wrap-Up: Teams prepare and present a brief presentation of five specifics for the assigned concept learned in the course, including its business impact.

VIDEO SEGMENT SUMMARIES
> A video illustrates the leader’s busy day and foreshadows many challenges.
> In a two-part video, a manager uses the Empathy and Share Key Principles when recognizing the demands placed on two frontline leaders, and later uses the Involvement and Share Key Principles when a leader comes to him with an urgent request.
> A leader effectively uses the Interaction Guidelines to conduct a challenging discussion with a team member about an issue with the project team.

COURSE DETAILS
> Target audience: Informal and frontline leaders.
> Course length: Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments. Industrial and healthcare versions available.
> Group size: Nine to 15 people.
> Course Prep: Yes. Fifteen minutes.

RELATED COURSES
> Communicating with Impact (comparable workforce course)
> Mastering Emotional Intelligence (comparable mid-level manager course)
CREATING A SERVICE CULTURE: THE SERVICE LEADER’S ROLE

LEARNING FORMAT: CLASSROOM.

ORDER NO. IMEX129

Many service initiatives are built upon “a fix”—a three-month or one-year initiative to make the organization customer-service focused. But creating a service culture is not a one-time, skills-training event. It’s an ongoing organizational commitment driven by effective service leaders.

Once the strategic focus is defined, service leaders need to know exactly how to make the service vision a reality. This course helps leaders identify barriers to service excellence and provides them with five leader practices to create a service culture.

DO YOU FACE ANY OF THESE ISSUES?

> Do you know what obstacles prevent a higher level of customer service?

> Do leaders know what they must do to ensure service excellence and increase customer loyalty?

PERFORMANCE OBJECTIVES

Helps leaders:

> Choose opportunities to use authority and influence to improve customer service.

> Focus their efforts and those of the service providers to achieve the results most important to customers.

> Inspire service providers to take actions that create customer loyalty.

PRIMARY COMPETENCY DEVELOPED

> Customer Focus 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED

> Aligning Performance for Success 2.0 and 3.0

> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)

> Building Talent 3.0 (Developing Others 2.0)

> Communication 2.0 and 3.0

> Delegation and Empowerment 3.0 (Delegating Responsibility 2.0)

> Engagement Readiness 2.0 (Moved to Personal Attributes in 3.0)

> Influencing 3.0 (Gaining Commitment 2.0)

> Guiding Team Success 3.0 (Building a Successful Team 2.0)

> Initiating Action 2.0 and 3.0

> Leadership Disposition 2.0 (Moved to Personal Attributes 3.0)

> Leading Teams 2.0 and 3.0

COURSE OVERVIEW

> Importance of the Service Leader: Leaders begin watching a video about “The Road” to a service culture (shown throughout). They visualize obstacles that exist and discuss impacts on customers, service providers, and the organization. A Service Culture Analysis Worksheet and the Service Success Loop are reviewed, and five leader practices are introduced.

> Creating an Operational Service Vision: Leaders list common customer expectations and choose an important one that has the greatest chance for improvement. They write a service objective that will meet or exceed this expectation and develop a tracking strategy for it.

> Customer-Centric Work Processes: Leaders discuss what makes a work process customer focused. They brainstorm what customers say when a process isn’t customer focused and review traits of processes not focused on customers.

> Partnerships: Leaders simulate actions of work areas that do not meet customer expectations due to ineffective partnerships. They identify a partnership and factors that make it ineffective.

> Knowledge and Skills: Leaders identify the skills and knowledge service providers will need to meet customer expectations.

> Giving Authority: Leaders review tactics to increase authority and brainstorm ways to maximize the benefits but minimize the risks of increased authority.

> Action Plan: Leaders review the obstacles identified and finalize an action plan. They watch the conclusion of the video.

VIDEO SEGMENT SUMMARIES

> A six-part video follows “The Road” to establishing a service culture and highlights challenges encountered by a leader and her team.

COURSE DETAILS

> Target audience: Service leaders.

> Course length: Four hours (Classroom), or two hours (Fast-Track Classroom).

> Facilitator certification: DDI-certified facilitator required.

> Prerequisites: None.

> Series: Suitable for all environments.

> Group Size: Nine to 15 people.

> Prework: No.

RELATED COURSES

> Service Plus Healthcare: Building Patient Loyalty

> Strategies for Influencing Others
DELEGATING WITH PURPOSE

LEARNING FORMAT: CLASSROOM, VIRTUAL, AND WEB-BASED.

ORDER NO. EXLDWP

Delegation is a critical skill for leaders in today’s business environment. Fewer resources, changing motivations, and virtual or global workforces are a few of the challenges leaders face as they attempt to meet ever-increasing workplace demands.

In this course, leaders learn skills to address these challenges, gain team member commitment, develop individual skills, and enhance the overall capability and capacity of their teams. Leaders learn to identify tasks they need to delegate, select appropriate individuals, and assess capabilities and commitment. They outline the delegation discussion, which includes the level of decision-making authority, amount of support, and methods for monitoring progress and measuring results.

DO YOU FACE ANY OF THESE ISSUES?

> Do leaders spend time on responsibilities and tasks that others could do?
> Can leaders match people to opportunities that build on strengths or development areas?
> Do leaders use methods for monitoring the progress of delegations that allow them to stay in touch without getting in the way?

PERFORMANCE OBJECTIVES

Helps leaders:

> Achieve key business results by leveraging the entire team’s abilities.
> Build the team’s capabilities and capacity through developmental delegations.
> Free up time to focus on mission-critical responsibilities.
> Delegate with increased confidence.

PRIMARY COMPETENCIES DEVELOPED

> Delegation and Empowerment 3.0  
  (Delegating Responsibility 2.0)
> Sharing Responsibility 3.0  
  (Empowerment/Delegation 2.0)

SECONDARY COMPETENCIES DEVELOPED

> Building Talent 3.0 (Developing Others 2.0)
> Coaching 2.0 and 3.0
> Coaching and Developing Others 2.0 and 3.0
> Follow-Up 2.0
> Influencing 3.0 (Gaining Commitment 2.0)

COURSE OVERVIEW

> **Why Delegate, What, and To Whom?** Learners describe what team members think, feel, and say when their leader doesn’t delegate effectively. Facilitator explains what delegating with purpose involves and asks learners how they react when their leader delegates in this way. Learners share their delegation opportunities, match people to the tasks, and then identify challenges to delegating and tactics they could use to overcome them.

> **Planning Your Strategy:** Learners watch a case study video of two delegation candidates, and then divide into teams to consider the pros and cons of delegating to each candidate. They watch a video showing the leader’s rationale for the person he chose. Learners divide into four teams and use the delegation Planning Points to consider how to approach a delegation based on the person’s needs and concerns.

> **Communicating Your Strategy:** Facilitator leads a discussion on how the Interaction Essentials and Discussion Planner help leaders plan for and meet employees’ personal and practical needs in a delegation situation.

> **Planning Your Delegation:** Peer Coaching: Facilitator provides an overview of peer coaching. Learners plan their own delegation strategy using a Planning Strategy and in pairs share their strategy and provide coaching to each other. Facilitator debriefs the activity and leads a discussion of delegating virtually.

> **A Positive Model:** Learners watch a leader using the Interaction Guidelines and Key Principles as he conducts a delegation discussion with an employee.

> **Ongoing Follow-up and Coaching:** Facilitator leads a discussion about applying techniques to monitor progress, measure results, and provide ongoing coaching and support. Participants review the tips and techniques of seeking rather than telling, readjusting the initial plan, and using multiple channels of communication.

> **Your Delegation Tools:** Facilitator reviews the delegation tools, and participants reflect on what they’ve learned and how they will apply it. Volunteers share their insights and plans for application.

VIDEO SEGMENT SUMMARIES

> **Meet Stefan and Brittany:** Two candidates for a delegation share their thoughts about accepting the new responsibility and explain their relative strengths and weaknesses.

> **Brittany’s a Good Choice, But . . .:** The leader will be delegating the responsibility to an employee in the first video explains the rationale for his choice.

> **More than a Task, Part 1:** The leader conducts the delegation discussion with the employee he has chosen to take it on.

> **More than a Task, Part 2:** The leader continues the discussion, identifying the support needed by the employee and agreeing on a plan for following up to ensure success.

COURSE DETAILS

> **Target audience:** Frontline leaders.

> **Course length:** Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).

> **Facilitator certification:** DDI-certified facilitator required.

> **Prerequisites:** Communicating for Leadership Success or Essentials of Leadership.

> **Series:** Suitable for all environments.

> **Group size:** Nine to 15 people.

> **Course Prep:** Yes. Thirty minutes.

RELATED COURSES

> Advanced Coaching

> Coaching for Peak Performance
DEVELOPING YOURSELF AND OTHERS

Learning format: Classroom and Web-Based.

ORDER NO. EXLDYO

Development is critical to attracting and retaining talent, driving employee engagement, preparing future leaders, and ultimately ensuring the success of the organization. Clearly, development is just as important to leaders as it is to their direct reports.

In this course learners are introduced to a practical process to guide their own and their direct reports’ development-planning efforts. The outcome is a meaningful development plan that supports the organization’s current and future business needs.

DO YOU FACE ANY OF THESE ISSUES?

| > Are development plans something that people only do if they have time? |
| > Does development planning break down at key points? |
| > Do leaders fail to guide and support their people’s development? |
| > Do leaders fail to measure and monitor the progress of development plans? |

PERFORMANCE OBJECTIVES

Helps leaders:

| > Recognize the role of the leader and the team member in development planning and execution. |
| > Recognize the importance of development to the success of individuals, teams, and the organization. |
| > Use a three-step process—Assess—Acquire—Apply—to identify strengths and growth areas, plan development actions, and successfully implement development plans. |
| > Employ a set of best practices to overcome common development barriers and challenges. |
| > Measure the effectiveness of their development efforts so they know they are successful. |

PRIMARY COMPETENCIES DEVELOPED

| > Building Talent 3.0 (Developing Others 2.0) |
| > Continuous Learning 2.0 and 3.0 |
| > Leveraging Feedback 3.0 |
| > Personal Growth Orientation 2.0 and 3.0 |

SECONDARY COMPETENCIES DEVELOPED

| > Building Self-Insight 2.0 and 3.0 |
| > Coaching 2.0 and 3.0 |
| > Influencing 3.0 (Gaining Commitment 2.0) |

COURSE OVERVIEW

| > Why is Development Important?: Learners share examples of business needs, successful development, and barriers in their organization. The facilitator discusses shared responsibility and introduces the concept of high-payoff development. |
| > The Development Process: Assess: The facilitator describes the three phases of the Development Process—Assess, Acquire, and Apply—and the Assess best practices. Table teams share high-payoff development and potential application opportunities for their direct reports. Learners write a development goal focused on a growth area. The facilitator shows a video of a person who is indifferent to learning new skills. Learners share observations on the Assess best practices they observed. |
| > What’s Next? Apply: The facilitator provides an overview of Apply and progressive application. Partners work to identify application opportunities for their growth area and share examples. The facilitator explains monitoring and measuring the acquisition and application of skills, knowledge, or competencies, and introduces progress and outcome measures. Learners write measures for their progressive application opportunities. The facilitator shows a video of a person seeking manager support and asks learners which best practices they would use in the situation. |
| > Planning Your Development: The facilitator asks learners to identify a high-payoff development opportunity and decide how they will acquire and apply the skills. Learners describe and discuss what they’ve learned. The facilitator points out creative examples for discussion, and discusses the importance of reflecting on a learning experience and being open to unplanned application opportunities. |

VIDEO SEGMENT SUMMARIES

| > Challenge 1: A leader responds to a development challenge with a direct report who would prefer to work alone rather than train other team members. |
| > Challenge 2: A leader collaborates with a direct report who is feeling overwhelmed to create a high-payoff development goal that is integrated into the person’s current workload. |
| > Challenge 3: A direct report wants to create a development opportunity but needs to get a commitment of support from her leader, who is not receptive at first. |

COURSE DETAILS

| > Target audience: Individual contributors, frontline and mid-level leaders. |
| > Course length: Three hours, 30 minutes (Classroom), two hours with bookmarking flexibility (Web-based). |
| > Facilitator certification: DDI-certified facilitator required. |
| > Prerequisites: None. |
| > Series: Suitable for all environments. |
| > Group size: Eight to 16 people. |
| > Course Prep: Yes. Fifteen minutes. |

RELATED COURSES

| > Advanced Coaching |
| > Coaching for Peak Performance |
| > Setting Goals and Reviewing Results |
In today's complex and competitive environment, it's no surprise that 70 percent of workplace change initiatives fail. For workplace change initiatives to be successful, organizations need leaders who are able to turn resistance into commitment and inspire team members to take ownership of change. This course provides the skills and resources leaders need to accelerate the process of implementing change with their team members and to create an agile work environment where people are more open to change.

Do you face any of these issues?

- Do leaders fail to hold employees accountable and allow them to slip back into the old way of doing things?
- Are your leaders able to identify the aspects of change they can control and influence?
- Do leaders fail to gain the buy-in or support of team members to implement change?
- Are your leaders a positive model when it comes to embracing change, or do they fail to use new approaches themselves?

Performance Objectives

Helps leaders:

- Accelerate the process of making change happen.
- Minimize the potential negative effects change can have on productivity, morale, and collaboration.
- Turn resistance into commitment and inspire team members to take ownership of change.
- Clearly communicate the business rationale and benefits of change for the team and the organization.

Primary Competency Developed

- Facilitating Change 2.0 and 3.0

Secondary Competencies Developed

- Adaptability 2.0 and 3.0
- Continuous Improvement 2.0 and 3.0
- Influencing 3.0 (Gaining Commitment 2.0)

COURSE OVERVIEW

- Your Role in the Business of Change: Teams find and identify best practices for implementing change. Facilitator leads a discussion about why change initiatives fail. Learners are introduced to three Change Accelerators. Participants discuss the business rationale and expected benefits related to their change situations.
- Reactions and Resistance: Facilitator introduces four common reactions to change and the importance of moving people toward embracing it. Facilitator leads a discussion about the benefits of drawing out resistance and the importance of seeking reactions and feelings (a Change Accelerator).
- The Personal Needs of Change: Facilitator explains the critical role of Key Principles in meeting personal needs during change, particularly Empathy and Involvement. Learners practice using these skills to respond in real time to people resisting change.
- Regaining Control: Learners identify an aspect of their change situation that can be controlled or influenced in an effort to help their team members gain control (a Change Accelerator). With a partner, they determine how they can influence a non-control factor using one of the Change Accelerators.
- A Model for Change: Facilitator leads a discussion on how leaders can use the Change Accelerators with the Interaction Guidelines to meet people's practical needs in change discussions. Participants watch a two-part video and discuss how the leader uses these skills to move team members toward embracing the change.
- Skill Practice: Learners prepare for and conduct three rounds of skill practice using their own change situations.
- Plan to Accelerate: Participants complete an action plan for helping their teams move closer to embracing change, using the skills and tips from the course.

Video Segment Summaries

- In the first part of the positive model video, three team members discuss a change implementation happening in their workplace.
- In part two, the team leader discusses the change with the team members and helps move them toward embracing change, particularly a team member who is resisting.

Course Details

- Target audience: Informal and frontline leaders.
- Course length: Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: Communicating for Leadership Success or Essentials of Leadership.
- Series: Suitable for all environments. Industrial and healthcare versions available.
- Group size: Nine to 15 people.
- Course Prep: Yes. Fifteen minutes.

Related Courses

- Embracing Change (for workforce)
- Fostering Innovation
- Making Change Happen (for mid-level managers)
- Strategies for Influencing Others
COURSE OVERVIEW

> **The Difference Engagement Makes:** In an opening activity learners see two videos of a leader interacting with individuals during a typical workday. The facilitator highlights what the leader said and did and how these actions impacted engagement. Learners then identify what it feels like to be engaged at work.

> **Everyday Engagers:** Facilitator introduces Everyday Engagers, and table teams respond to questions as they explore this concept. Learners then record Everyday Engagers that they will use in the workplace.

> **Engagement and Retention Drivers:** Facilitator introduces three Engagement and Retention Drivers. Then, based on their self-assessment results, learners identify which Engagement and Retention Drivers the group uses most frequently and discuss the implications. Learners review the Engagement and Retention Drivers and Actions and choose one Action they’ve used effectively for the first two Drivers. Table teams then share and discuss insights followed by a large group debrief.

> **Individual Value:** Facilitator leads a group discussion about Individual Value and then presents research results on the impact of recognition on individuals in the workplace. In teams, learners explore various topics related to recognition. Learners identify which Engagement and Retention Drivers they use most and least, based on their self-assessments, and begin to plan how they’ll increase overall engagement in the workplace.

> **Engagement Conversations:** Facilitator introduces engagement conversations to identify what most matters to individuals at work. In pairs, they practice a conversation, preparing to initiate such a discussion with a direct report.

> **Retention:** The group discusses reasons that people leave their jobs and how a leader influences retention. Learners work individually to identify a valuable contributor they want to retain and then watch a video to track how a leader conducts a proactive retention conversation with a direct report.

> **Retention Skill Builder:** Learners consider what they will say to initiate their retention conversations, as well as questions they might ask. In pairs, learners then practice initiating and participating in retention conversations with a direct report.

> **Drivers Revisited and Next Steps:** Facilitator leads an activity to review the Engagement and Retention Drivers and how direct reports might feel when these are present.

VIDEO SEGMENT SUMMARY

> A leader displays behaviors that discourage or cause individuals to disengage.

> The same leader demonstrates behaviors that have a positive effect on his team members’ level of engagement.

> The leader takes a proactive approach to retaining one of his direct reports.

COURSE DETAILS

> **Target audience:** Frontline through mid-level leaders.

> **Course length:** 3 hours, 30 minutes (Classroom).

> **Facilitator certification:** DDI-certified facilitator required.

> **Prerequisites:** None.

> **Series:** Suitable for all environments.

> **Group size:** Eight to 16 people.

> **Course Prep:** Yes.

RELATED COURSE

> Building and Sustaining Trust
EXECUTING STRATEGY
AT THE FRONT LINE

LEARNING FORMAT: CLASSROOM AND VIRTUAL.
ORDER NO. EXLESFL

In order to achieve their business strategies, organizations count on leaders at the frontline to understand and execute the top priorities for their team.

In this course, leaders will learn the three key elements of executing strategy at the front line—Focus, Measurement, and Accountability. They learn how to focus on the few most critical priorities, to measure progress toward the accomplishment of these priorities, and to hold themselves and their team members accountable against the metrics.

Participants will also explore best practices for accountability, such as determining and communicating accountability—including consequences. The Strategy Execution Tool helps leaders capture in one place their top priorities, progress and outcome measures, and those accountable for achieving the priorities. Using the three elements of execution ensures that leaders and their teams get the right things done, in spite of daily distractions.

DO YOU FACE ANY OF THESE ISSUES?
> A lot of time spent on developing business strategies that remain only a priority of senior management.
> Frontline leaders spend too much time and energy on work that doesn’t support the top business priorities.
> Team members are unsure of what they are working toward because goals and how to measure progress and success are ambiguous, at best.
> Leaders have trouble imposing consequences on those accountable for getting the work done.

PERFORMANCE OBJECTIVES
Helps leaders:
> Maintain focus on important work in the midst of the daily pressure of business.
> Explain the importance of critical work to their team and others.
> Track progress and outcomes against relevant measures to ensure successful execution.
> Communicate accountabilities so that team members understand the importance, impact, and expectations regarding priority work.

PRIMARY COMPETENCY DEVELOPED
> Driving for Results 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED
> Aligning Performance for Success 2.0 and 3.0
> Planning and Organizing 2.0 and 3.0

COURSE OVERVIEW

> Pinpointing Priorities: A senior leader highlights the importance of achieving top business priorities and introduces the three elements of execution: Focus, Measurement, and Accountability. Using their Course Prep, learners discuss with a partner their top priorities and how they align to business goals. Leaders complete a brief self-assessment related to the elements of execution. Groups identify challenges related to their assigned element and share the top two with the larger group.

> Maintaining Focus: Learners look at how they spend their time and determine whether these activities support their top priorities. Facilitator assigns three challenges of maintaining focus, and small groups brainstorm solutions to these challenges. The Strategy Execution Tool is introduced and learners identify which of their three priorities they will focus on for the rest of the session.

> Measuring Progress and Outcomes: A video illustrates the relationship between progress and outcome measures. Learners participate in an engaging Cart Sort activity, determining if a measure is a progress or outcome measure. In small groups, learners look at their own departments and determine the measurements that they use. The Strategy Execution Tool is revisited with learners noting the measures that are used with their chosen priority, and to what degree the priority is on track.

> Ensuring Accountability: In a large group, leaders discuss how they hold their team accountable. Facilitator introduces four best practices, highlighting the importance of consequences and the problem with joint accountability. Learners work in small groups to analyze scenarios and determine how to apply the accountability best practices. After identifying who is accountable for the priority on their Strategy Execution Tool, leaders work with a partner to discuss how to address accountability and get the measure back on track.

> Putting Elements into Practice: Learners regroup to brainstorm solutions to the challenges that they identified at the beginning of the session. Participants spend time on their Reflections page, and identify what they want to discuss most with their manager and teams back on the job.

VIDEO SEGMENT SUMMARY

> A senior leader talks about the importance of executing strategy, and how the execution elements enable leaders at the front line to accomplish this.
> The importance of both progress and outcome measures to achieving priorities is illustrated using an air traffic control example.

COURSE DETAILS

> Target audience: Emerging leaders through mid-level leaders.
> Course length: Three hours, 30 minutes (Classroom), three hours (Virtual).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Eight to 16 people.
> Course Prep: Yes. Thirty minutes.

RELATED COURSES

> Delegating with Purpose
> Making High-Quality Decisions
> Planning and Managing Resources
> Translating Strategy into Results (for mid-level managers)
LEARNING FORMAT: CLASSROOM AND VIRTUAL.

ORDER NO. EXLF1

Leaders are the major influencers of innovation for every organization. Frontline leaders manage individual contributors and are the conduit for up-to-date knowledge, business challenges, and information about your customers.

This course provides a practical approach, and tools and techniques, to help leaders and their teams think differently about how they work and to help them generate new ideas that add value to your organization and your customers. Leaders also learn what they can say and do to foster innovation with their teams.

DO YOU FACE ANY OF THESE ISSUES?

> Does your organization lack new ideas to meet your customers’ needs?
> Are your leaders able to help team members turn flawed ideas into promising ideas…without damaging their self-esteem?
> Do your leaders need tools and techniques that they can apply the very next day to generate, test, and implement innovative ideas?

PERFORMANCE OBJECTIVES

Helps leaders:

> Help their teams contribute to business objectives when they:
  - Focus on innovation opportunities that will help their customers meet their objectives.
  - Build robust innovative ideas that consider many perspectives.
  - Learn and benefit from both success and failure.
  - Work together to advocate for the innovation and ensure that valuable new ideas are not lost.
> Enhance their contributions as a leader by fostering innovation with their team.

PRIMARY COMPETENCIES DEVELOPED

> Driving Innovation 2.0 and 3.0
> Innovation 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED

> Continuous Improvement 2.0 and 3.0
> Facilitating Change 2.0 and 3.0
> Inspiring Others 3.0 (Inspiring Others 2.0 and Leading Through Vision and Values 2.0 combined)
> Risk Taking 2.0

COURSE OVERVIEW

> Let’s Get Started: Learners participate in an engaging activity using their Course Prep depicting their customer’s experience with their product or service. Participants discuss the meaning of innovation and are introduced to four fostering innovation practices.

> Spark Inquiry: Facilitator explains the first fostering innovation practice, Spark Inquiry, and learners use a tool that presents thought-provoking questions related to the innovation actions of this practice. With a partner, learners identify an innovation opportunity. In table teams, one innovation opportunity is chosen to focus on for other activities.

> Generate New Ideas: Working in their teams, learners identify unusual sources of input for their ideas. Then, they use a tool to generate many ideas for their innovation opportunity. Facilitator introduces tools to help leaders identify which ideas to test and move forward. Teams select a promising idea related to their innovation opportunity.

> Test to Learn: Facilitator introduces the practice, Test to Learn, and the importance of testing small parts. A well-known innovation example is used to explain the innovation actions for this practice. Teams draft a test goal and work on a primitive prototype on the part they chose to test. Facilitator explains how test outcomes can be used to enhance ideas.

> Take Action: Facilitator introduces the Take Action practice, focusing on the innovation action of communicate impact. Participants learn about the Golden Nugget technique for communicating impact and in their teams craft one for their innovation idea.

> Leaders Who Foster Innovation: Learners are introduced to the characteristics of leaders who foster innovation and compare them to success within the four practices. Facilitator then introduces three communication techniques leaders can use to manage ideas that are not ready to move forward. Participants watch and then discuss a video of a leader using the communication techniques as she works with the team on a new idea. Learners discuss their challenges in fostering innovation with their teams.

VIDEO SEGMENT SUMMARY

> A leader recounts how, through the use of communication techniques, she and her team were able to take an idea that seemed to lack promise and build it into an award-winning one.

COURSE DETAILS

> Target audience: Informal and frontline leaders.
> Course length: Three hours, 30 minutes (Classroom), three hours (Virtual).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Eight to 16 people.
> Course Prep: Yes. Twenty minutes.

RELATED COURSES

> Building and Sustaining Trust
> Coaching for Peak Performance
> Driving Change
> Driving Innovation (comparable mid-level manager course)
LAUNCHING A SUCCESSFUL TEAM

LEARNING FORMAT: CLASSROOM.
ORDER NO. IMEX126

Organizational structures are more dynamic than ever, requiring leaders to form new teams and work groups to keep pace. Starting a new team, taskforce, or work group, or restarting a floundering team is the focus of this course.

Leaders learn the process of setting up a team charter, including goals, ground rules, and other important elements of a successful team. The course provides practical, actionable tools to help members stay on track, avoid the problems that plague many teams, and achieve success.

DO YOU FACE ANY OF THESE ISSUES?
> Do leaders short-cut the upfront chartering process that sets solid foundation for team performance?
> Have team members or team responsibilities changed and you need to re-charter?
> Do new teams have a clear purpose?
> Do they focus on accountabilities and goals?
> Do team members lack ground rules and operating guidelines, resulting in conflict and work inefficiencies?

PERFORMANCE OBJECTIVES

Helps leaders:
> Develop a team charter using guiding questions and team member involvement to create a formal charter that will quickly lead teams to top performance.
> Focus team efforts on high-priority actions that directly support your organization’s goals and strategies.
> Enhance team’s effectiveness by leading members through the creation of ground rules that guide meetings and establish how to work together.
> Lead a new team to high performance quickly or help an existing team that is working below its potential reach high levels of performance.

COMPETENCIES DEVELOPED
> Guiding Team Success 3.0
  (Building a Successful Team 2.0)
> Leading Teams 2.0 and 3.0

INTERACTION MANAGEMENT®:
EXCEPTIONAL LEADERS

COURSE OVERVIEW

> Prelaunch Concepts: Learners watch a video of a team meeting in which the team is unclear about its goals, is confused about responsibilities, has conflict about priorities, and is falling behind schedule because team members are not completing their responsibilities when promised. Participants are introduced to the stages of team development. They learn each component of a team charter and discuss how having a team charter could have helped the team in the video. The group discusses how a team founded on a strong charter supports organizational business strategy. The facilitator leads a discussion about what groups will benefit from having a charter.

> Chartering the Team’s Direction: Facilitator reviews personal and practical needs and discusses how the interaction process skills are important when leading a team through the development of a team charter. Learners use Key Principles and guiding questions to write a purpose statement, draft accountabilities for their workplace teams, and then work together to refine these statements. The goals charter component and the importance of visual displays of team results are explained.

> Putting Ground Rules in Place: Learners understand how Interaction Guidelines can help them to set ground rules as team leaders. Table teams work together to help one team leader develop draft ground rules. Working with a partner, all learners complete a draft charter to later refine with their workplace teams.

> Application: Team success factors are related to the components of a team charter. Leaders receive a robust tool kit containing worksheets, examples, and tools to help them apply what they have learned.

VIDEO SEGMENT SUMMARY

> A dysfunctional team is not meeting its goals. When the team first came together, the team members were not willing or able to find the time to develop a charter.
> The leader of a team guides the team in developing a purpose statement.

COURSE DETAILS

> Target Audience: Leaders of intact or work group teams.
> Course Length: Three hours, 30 minutes (Classroom).
> Facilitator Certification: DDI-certified facilitator required.
> Prerequisites: Communicating for Leadership Success or Essentials of Leadership.
> Series: Suitable for all environments.
> Group Size: Nine to 15 people.
> Prework: Yes. Fifteen to 20 minutes.

RELATED COURSES

> Adaptive Leadership
> Building and Sustaining Trust
> Maximizing Team Performance
> Reaching Agreement
> Working as a High-Performing Team
LEADING VIRTUALLY

LEARNING FORMAT: VIRTUAL AND WEB-BASED.

To effectively compete in a global economy, your organization must be able to conduct business from anywhere at any time using the most qualified people, regardless of where they live. Leading a team is challenging enough, but when people work remotely, perhaps across time zones and cultures, those challenges can be magnified.

This online course teaches leaders how to overcome the challenges of time and distance to work as a cohesive team focused on achieving results.

DO YOU FACE ANY OF THESE ISSUES?
> Are virtual team members feeling isolated and less committed to the team and organization?
> Do your leaders know how to build trust and create a shared team culture when team members interact less frequently?
> Are your leaders losing sight of the fact that they are dealing with people at the other end?

OBJECTIVES
Helps leaders:
> Build community among virtual team members.
> Communicate more effectively in a virtual environment.
> Enhance trust among members separated by time and/or distance.
> Focus their team by keeping team members and their goals visible and in sight.

PRIMARY COMPETENCIES DEVELOPED
> Guiding Team Success 3.0
  (Building a Successful Team 2.0)
> Communication 2.0 and 3.0
> Creating a Culture of Trust 3.0
  (Building Trust 2.0)
> Leading Teams 2.0 and 3.0

SECONDARY COMPETENCY DEVELOPED
> Guiding Interactions 3.0
  (Meeting Leadership 2.0)

COURSE OVERVIEW
> Pre-Check: Learners answer questions to test their existing knowledge of the course content. The feedback they receive helps them determine which units they might want to spend more time on.
> Introduction: Learners are introduced to their role in bridging the time-distance gap to build community with their virtual team members to successfully achieve shared goals. Three foundations for building community—communicating effectively, building trusting relationships, and keeping team members and goals visible and in focus—are explored throughout the course, and realistic mini scenarios offer learners practice in virtual leadership skills.
> Communicating: Is Anybody Out There?: Learners are shown how to effectively use the interaction process skills to communicate in a clear, understandable way in a virtual environment. Various communication methods and the pros and cons of each are explored. Learners walk through how to conduct virtual meetings and engage remote participants as well as establish ground rules for communication.
> Trusting Relationships: Who Are You?: This unit presents skills and tools for building trusting relationships that promote teamwork and commitment to shared goals among dispersed and diverse workers, including how to leverage people’s personal and cultural differences. Learners practice using the Empathy and Share Key Principles to build trust with remote team members by working through two multimedia-based scenarios.
> Visibility: Do You See What I See?: Learners explore how to create and maintain lines of sight between their team and the organization, between them and their team, and between team members themselves.
> Mastery Check: Learners answer questions to test their knowledge of the course content and receive a personalized certificate upon successful completion of the Mastery Check.
> Applying Your Skills: This unit helps learners advance from simply understanding the concepts and skills in this course to applying them and provides tools and application opportunities that support further development.
> Resources: Throughout the course, learners are presented with tools they can use with their virtual teams back in the workplace.

VIDEO SEGMENT SUMMARY
In a two-part video, two team members use the Empathy and Share Key Principles to rebuild trust with a remote team member.

COURSE DETAILS
> Target Audience: Informal and frontline leaders.
> Course Length: Two hours with bookmarking flexibility (Web-based).
> Prerequisites: Communicating for Leadership Success or Essentials of Leadership.
> Series: Suitable for all environments.

RELATED COURSES
> Building and Sustaining Trust
> Launching a Successful Team
> Maximizing Team Performance
> Making Meetings Work
> Your Leadership Journey
Sound decision making in today’s tough business environment demands much more than just coming up with or picking the best alternative or option. It requires analyzing potential problems or opportunities and making sound judgments based on analysis.

Using an engaging simulation, this course teaches a logical decision-making process that addresses the critical elements that result in high-quality business decisions. Participants will develop the skills and confidence to generate options and compare them to important decision criteria, and to select the best course of action. Utilizing this process will also help individuals avoid the pitfalls that often undermine high-quality decision making.

DO YOU FACE ANY OF THESE ISSUES?
- Do individuals jump to evaluating alternatives instead of using creative-thinking approaches to identify all potential alternatives?
- Is your business losing ground because associates miss the early signs of problems or opportunities?
- Do associates fail to gauge the levels of risk and reward of the alternatives they are considering before they make the decision?

PERFORMANCE OBJECTIVES
Helps individuals:
- Make business decisions more effectively and confidently.
- Avoid obstacles to objective analysis and judgments.
- Involve the right people at the right time in the decision-making process.
- Gain the help and support needed to make high-quality decisions and to implement them.

PRIMARY COMPETENCY DEVELOPED
- Decision Making 2.0 and 3.0

SECONDARY COMPETENCY DEVELOPED
- Risk Taking 2.0

COURSE OVERVIEW
- **Introduction**: Facilitator introduces the two parts of making high-quality decisions—analysis and judgment—and overviews the decision-making process. Working in pairs, participants share tips and lessons learned for making high-quality decisions.
- **It Starts with Analysis**: Facilitator conducts Part I of the Sip-for-a-Spell simulation. Working in teams, learners apply the steps in the analysis portion of the decision-making process to determine the cause of declining sales. Facilitator explains the key points to cover in a problem/opportunity summary. Participants discuss challenges when gathering and interpreting information, as well as best practices to overcome common pitfalls. Participants identify a step or pitfall in which they would like to improve when analyzing problems or opportunities.
- **The Business Impact of Decision Making**: Facilitator leads a discussion about key business initiatives and the connection to decisions made by the participants and their teams. Learners identify problems or opportunities tied to business objectives that require analysis and judgment and record them on the Decision-Making Planner.
- **Good Judgment, Good Decisions**: Facilitator conducts Part II of the Sip-for-a-Spell simulation. Working in teams, learners apply the steps in the judgment portion of the decision-making process to determine a course of action to improve sales. Facilitator models techniques for generating alternatives as the group brainstorms ideas for improving sales. Teams use tools in their Resource Guide—Risk and Reward and Impact/Effort Grid—to evaluate options and choose an alternative. Participants identify a step or pitfall in which they would like to improve when making judgments.
- **Final Application and Close**: Using the problems or opportunities they recorded earlier, learners identify the best practices and tools they will use to apply the decision-making process. Participants share their situation and insights with their team members. Facilitator encourages learners to use their job aid and Resource Guide—which includes the best practices, tips, and tools from the course—back in the workplace.

VIDEO SEGMENT SUMMARIES
- This course does not have video.

COURSE DETAILS
- **Target audience**: All employees through frontline leaders.
- **Course length**: Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).
- **Facilitator certification**: DDI-certified facilitator required.
- **Prerequisites**: None.
- **Series**: Suitable for all environments.
- **Group size**: Eight to 16 people.
- **Course Prep**: Yes. Ten minutes.

RELATED COURSES
- Accelerating Business Decisions
- Mastering Decision Dynamics (for mid-level managers)
- Planning and Managing Resources
- Reaching Agreement
MAKING MEETINGS WORK

LEARNING FORMAT: CLASSROOM AND WEB-BASED.

SKILL PRACTICE COURSE (OPTIONAL)
ORDER NO. IMEX125

Most people say they hate meetings, but what they really dislike are unproductive, poorly run meetings. Meetings are a great tool for achieving business results when the right people meet with a clear purpose and specific agenda. This course helps leaders save time and resources by leading meetings that support business needs. Leaders learn how to plan, facilitate, and follow-up on meetings (including virtual meetings) to ensure that there is a payoff for the time invested in meetings.

DO YOU FACE ANY OF THESE ISSUES?
> Do your leaders know when a meeting is necessary and who should attend?
> Do your meetings fail to improve productivity?
> Do your leaders know how to deal with the challenges that cause meetings to get off track?
> Are your leaders good at planning and facilitating meetings but lacking the skills to follow up?

PERFORMANCE OBJECTIVES
Helps leaders:
> Plan, facilitate, and follow up on meetings to ensure that business results are achieved.
> Use appropriate intervention techniques to keep meetings on track.
> Ensure that participants contribute effectively and support the meeting’s outcomes.
> Create and implement a strategy for effectively leading virtual meetings.

PRIMARY COMPETENCIES DEVELOPED
> Guiding Interactions 3.0 (Meeting Leadership 2.0)
> Meeting Participation 2.0

SECONDARY COMPETENCY DEVELOPED
> Guiding Team Success 3.0 (Building a Successful Team 2.0)

COURSE OVERVIEW

> Introduction: Learners watch a video that shows a leader who fails to prepare for and effectively lead a meeting. They review the components of a successful meeting—planning, facilitating, and following up. Learners rate recent meetings they have attended and identify the problems in those meetings.

> Planning: Participants learn the six steps for planning effectively for meetings. They discuss the challenges of planning a virtual meeting and review a list of best practices. Learners use planning tools to plan for an upcoming meeting that they will lead.

> Facilitating: Learners analyze a positive model and then practice their opening for an upcoming meeting they will lead. Participants are introduced to the Interaction Process for conducting successful meetings and review best practices for facilitating virtual meetings. They discuss how to plan for and prevent challenges that might arise during a meeting. Learners use Intervention Techniques and Key Principles to address challenging meeting situations.

> Following Up: Teams explore best practices for following up after in-person and virtual meetings. The facilitator introduces tools that leaders can use to follow up on meeting outcomes.

> Application and Close: Referring to the meeting problems identified earlier, participant teams apply meeting leadership techniques to solving those problems. Learners identify barriers to applying the skills in the workplace and brainstorm ideas for overcoming them.

VIDEO SEGMENT SUMMARY
> A meeting leader fails to use appropriate meeting preparation and leadership skills. The meeting is not productive and the participants are frustrated.

> The meeting leader in the previous setting gets a second chance and uses appropriate meeting preparation and leadership skills and the meeting is productive.

COURSE DETAILS
> Target audience: Informal leaders and frontline leaders through mid-level managers.

> Course length: Three hours, 30 minutes (Classroom), two hours with bookmarking flexibility (Web-based).

> Facilitator certification: DDI-certified facilitator required.

> Prerequisites: Communicating for Leadership Success or Essentials of Leadership.

> Series: Suitable for all environments. A manufacturing version is also available.

> Group size: Nine to 15 people.

> Prework: None.

RELATED COURSES
> Adaptive Leadership
> Reaching Agreement
> Strategies for Influencing Others
Learning about interpersonal skills critical to being an effective leader is one thing. Applying the skills and changing behavior is another. IM®: EX® courses help leaders realize and practice those interaction skills that are strengths and those that need development. Now they must commit to mastering the skills so they’ll realize better working relationships and accomplish business results.

Using job-related situations, this supplement helps leaders significantly improve their confidence and mastery in using the IM® leadership skills. Leaders explore the issues that they face, practice their skills, and receive feedback on their use of the Interaction Process skills.

**DO YOU FACE ANY OF THESE ISSUES?**

- Do your leaders need to take their interaction skills to the next level?
- Are leaders facing work situations where they need help planning exactly what to say and do?
- Do they lack confidence in leading workplace discussions, and could they benefit by practicing in a safe environment?
- Do leaders share their own expertise and experiences and benefit from others’ insights?

**PERFORMANCE OBJECTIVES**

**Helps leaders:**

- Effectively use Interaction Management® techniques and skills in important workplace discussions.
- Build confidence and competence in achieving their discussion goals.
- Effectively address challenges that might arise during discussions.
- Use effective interaction skills on the job to build productive relationships.

**PRIMARY COMPETENCY DEVELOPED**

- Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)

**SECONDARY COMPETENCY DEVELOPED**

- Communication 2.0 and 3.0
Managers can misdiagnose the root causes of team conflict or less-than-optimal team performance when they consider only the capabilities or character of individual team members. Often there are more systemic conditions that undermine a team’s cohesiveness, collaboration, or ability to achieve goals.

This course focuses on how leaders can work with their teams to build the infrastructure that enables maximum performance. Leaders gain experience in diagnosing and applying the five Team Success Factors—Results, Commitment, Communication, Process, and Trust.

DO YOU FACE ANY OF THESE ISSUES?
> Do your leaders have a strong team that continuously underperforms?
> Are associates unsure of their team’s purpose or the role they play on the team?
> Is there an underlying lack of trust amongst co-workers in your organization?

PERFORMANCE OBJECTIVES
Helps leaders:
> Avoid misdiagnosing problems that negatively impact team performance.
> Focus their team’s efforts on high-priority actions that directly support the organization’s goals and strategies.
> Enhance the effectiveness of their team by addressing conditions that prevent it from achieving higher levels of performance.
> Foster an environment of collaboration and shared responsibility (with virtual team members, as well), to achieve team goals.

PRIMARY COMPETENCIES DEVELOPED
> Guiding Team Success 3.0
  (Building a Successful Team 2.0)
> Leading Teams 2.0 and 3.0

SECONDARY COMPETENCY DEVELOPED
> Influencing 3.0 (Gaining Commitment 2.0)
For an organization to be successful, all employees must complete their assignments—on time. Many are able to meet daily challenges and complete their tasks and projects. However, there are some who have difficulty getting things done because of conflicting priorities, changes in scope, or procrastination. They might also be unaware of all the resources available to them and how to utilize them effectively.

This self-study course helps associates develop the skills they need to use time and manage resources more effectively so they are able to make stronger contributions to the organization. Using the tips, techniques, and tools in this course will also help learners complete projects successfully by anticipating obstacles and devising plans to address them.

DO YOU FACE ANY OF THESE ISSUES?
> Do associates lose focus and fail to get their work done on time?
> Are projects managed ineffectively and important deadlines missed?
> Do associates know what resources they need and how to acquire them?

PERFORMANCE OBJECTIVES
Helps associates:
> Ensure that they are focused on critical activities.
> Make the best use of available resources.
> Manage projects efficiently and productively.
> Meet schedule milestones and complete assignments on time.
> Identify potential risks to their work plans and develop contingency plans.

PRIMARY COMPETENCIES DEVELOPED
> Managing Work 2.0 and 3.0
> Planning and Organizing 2.0 and 3.0

SECONDARY COMPETENCY DEVELOPED
> Decision Making 2.0 and 3.0

COURSE OVERVIEW
> Why Can’t I Get Things Done?: Learners watch a video in which an employee sees how he is contributing to his own difficulties with getting work done. They then review a list of pitfalls, and determine the situations and outcomes for those with which they struggle.
> Prioritizing Work: Learners read a scenario and determine how someone prioritizes their work and decide if they would do something different. Next, they explore the differences between “urgency” and “importance” and complete an activity that helps them prioritize better. Tips are provided to help learners say “no” when they are about to overcommit.
> Making the Best Use of Resources: Learners complete an inventory of the resources (people, information, space, equipment) available to them. Next, they learn how to secure those resources by communicating appropriately and effectively. Learners watch a video and critique the way the person seeks support from a colleague. They review key points for optimizing resources.
> Staying Focused: Learners discover four main obstacles to staying focused. Next, they identify where they spend time and pinpoint their focus breakers. Learners use tips and a tool to break down tasks into smaller units to help them overcome procrastination. A video highlights how clutter and disorganization can impact focus. Best practices are presented for improving team focus, including working virtually.
> Project Planning Simulation: Taking on the role of a team leader, learners work through a simulation that has them determine tasks and allocate resources to coordinate the relocation of two merged teams.
> Scheduling: Four steps to creating a schedule are introduced. Learners create a project schedule and note contingency plans for the relocation project. They use a checklist to help anticipate obstacles that can throw the project off track.

VIDEO SEGMENT SUMMARY
> A team member talks with his leader about his problems with getting his work done.
> An associate uses an ineffective approach in seeking support from a colleague.
> A video montage shows the impact of workplace interruptions.
> A manager’s disorganization affects his ability to respond to a team member.

COURSE DETAILS
> Target audience: All employees through frontline leaders.
> Course length: Three hours with flexibility to be completed at learner’s own pace (Self-study).
> Facilitator certification: None.
> Prerequisites: None.
> Series: Suitable for all environments.
> Course Prep: No.

RELATED COURSES
> Accelerating Business Decisions
> Executing Strategy at the Front Line
> Making High-Quality Decisions
The velocity of work, the diversity of ideas and people, and the rapid flow of information make it increasingly difficult to get groups to agree and commit to action. This course focuses on the dynamics of group agreement, and the importance of having everyone’s commitment. It teaches seven techniques for making clear, high-quality decisions that have the buy-in and commitment of every group member.

DO YOU FACE ANY OF THESE ISSUES?
> Are groups unable to make effective decisions that all members will support?
> Do leaders know how to involve all group members in the decision-making process?
> Are decisions made by edict or minority rule rather than group consensus?
> Do leaders fail to document and communicate group decisions to people who might be affected by them?

PERFORMANCE OBJECTIVES
Helps leaders:
> Drive business results through consensus building.
> Ensure that all group members contribute to the decision-making process.
> Select and apply the best consensus-building techniques for the situation.
> Increase their work groups’ commitment to group decisions.

PRIMARY COMPETENCY DEVELOPED
> Decision Making 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED
> Collaborating 3.0 (Contributing to Team Success and Collaboration 2.0)
> Guiding Interactions 3.0 (Meeting Leadership 2.0)
> Meeting Participation 2.0

COURSE OVERVIEW
> The Challenge of Reaching Agreement: Learners complete a survey to assess how their group reaches agreement. (Optional). A video depicts a group doing a poor job of reaching agreement. Leaders discuss how ineffective processes impact group members and the quality of their decisions. The facilitator explains how using consensus-building techniques and ground rules can help a group be more effective at reaching agreement. Leaders link organizational objectives with the decisions their group(s) make. Participants are introduced to seven techniques for building consensus.

> Agreement Techniques: In this unit, learners view video segments that introduce the seven consensus-building techniques. Following each segment, participants work in teams to apply these techniques to prepared group decisions. Learners discuss when to “let go” of a position.

> Applying the Techniques: Working in teams, participants identify which techniques would be most effective to use to reach agreement in each of three situations. Learners identify which technique(s) to use for an upcoming workplace group decision. The facilitator overviews three roles a leader plays when making decisions by consensus—initiator, facilitator, and communicator. Participants develop an action plan for fulfilling these three roles in the workplace. Optional activities include applying the consensus-building techniques in prepared situations or to their team’s actual workplace situation (for intact teams only).

VIDEO SEGMENT SUMMARIES
> A segment shows some common challenges a cross-functional group faces in reaching agreement.
> The Montagues and Capulets have agreed that Romeo and Juliet may marry. They use three consensus-building techniques to move toward agreement on where the wedding will be held.
> Pirates use two consensus-building techniques to agree on which ship to seize and to move toward agreement on which action to take after they get the ship.
> The Montagues and Capulets and the pirates come to consensus on their respective decisions.

COURSE DETAILS
> Target Audience: Informal and frontline through mid-level leaders.
> Course length: Three hours, 30 minutes (Classroom), three hours (Virtual).
> Facilitator Certification: DDI-certified facilitator required.
> Prerequisites: Communicating for Leadership Success or Essentials of Leadership.
> Series: Suitable for all environments.
> Group Size: Nine to 15 people.
> Prework: No.

RELATED COURSE
> Accelerating Business Decisions
INTERACTION MANAGEMENT®: EXCELLENT LEADERS

COURSE OVERVIEW

> **Approach to Leadership Development:** Senior leader from organization delivers a welcoming message to the learners and sets expectations for the managers. Working in teams, learners determine how to handle common challenges related to reinforcing leadership development. In pairs, learners share insights from their Course Prep.

> **Research Indicates:** Learners participate in a team challenge that features research on the importance of supporting leadership development and training transfer. Facilitator presents additional research on the importance of the manager's role in the success of leadership development initiatives.

> **Excite, Engage, Encourage:** Facilitator introduces a model for reinforcing leadership development that includes three actions—Excite, Engage, and Encourage. In teams, participants identify best practices in the Excite and Engage actions and discuss real-life examples. Learners explore Encourage by identifying the most effective best practices to support leaders after training and ways to overcome barriers to applying them. Facilitator introduces STAR/AR as a way for managers and leaders to monitor progress and measure results. Learners begin to work on their Personal Action Plan.

> **The Interaction Essentials:** Facilitator presents research that links the Interaction Essentials to emotional intelligence and what it means to be the “best-ever leader”. The Key Principles are overviewed, and a team-based activity helps learners explore a Key Principle in further depth and share their findings with others. Learners overview the Interaction Essentials and review a completed Discussion Planner. Participants watch a video of a leader effectively using the Interaction Essentials in a difficult conversation. Facilitator introduces the Manager’s Guide as a tool managers can use to understand and reinforce the skills their leaders have been introduced to in their training.

> **Planning for Challenges:** Learners discuss common challenges they have faced when it comes to reinforcing the development efforts of their frontline leaders. In teams, they identify ways to use the best practices learned in the session to overcome these challenges. Time is given for participants to finish their Personal Action Plan and discuss, with a partner, ideas to overcome their challenges.

VIDEO SEGMENT SUMMARY

> A leader makes effective use of the Interaction Essentials to conduct a structured discussion to build her team member’s skill and confidence in resolving a conflict.

COURSE DETAILS

> **Target audience:** Mid-level leaders.

> **Course length:** Two hours, 30 minutes (Classroom), three hours (Virtual).

> **Facilitator certification:** DDI-certified facilitator required.

> **Prerequisites:** None.

> **Series:** Suitable for all environments.

> **Group size:** Eight to 16 people.

> **Course Prep:** Yes. Fifteen minutes.

RELATED COURSES

> Advanced Coaching

> Coaching for High Performance (for mid-level managers)

> Developing Organizational Talent (for mid-level managers)

> Mastering Emotional Intelligence (for mid-level managers)
Today’s business environment challenges organizations to increase productivity, improve quality, shorten cycle time, and reduce costs. An unfortunate but natural byproduct of these challenges is conflict. While conflict can lead to discoveries such as new ideas and innovative breakthroughs, it can, if allowed to escalate, result in damage to critical working relationships.

This course teaches leaders how to recognize the signs of escalating conflict and take appropriate action to minimize damage. Leaders are introduced to two resolution tactics—coach and mediate—and practice using the Interaction Essentials as they coach then mediate to resolve a conflict.

**DO YOU FACE ANY OF THESE ISSUES?**

- Does conflict escalate because leaders fail to recognize the signs?
- Do leaders know what to do when a conflict is affecting productivity or morale?
- Do leaders have the skills to mediate a conflict when emotions are strong?
- Are your leaders able to help employees take accountability for their role in conflict?

**PERFORMANCE OBJECTIVES**

**Helps leaders:**

- Reduce the damaging effects of workplace conflict on individuals, groups, and the organization.
- Effectively address workplace conflict and enhance productivity, efficiency, and morale.
- Help others take responsibility for resolving their own conflicts.
- Promote a culture of trust and mutual respect within their work group.

**PRIMARY COMPETENCY DEVELOPED**

- Resolving Conflict 3.0 (Managing Conflict 2.0)

**SECONDARY COMPETENCIES DEVELOPED**

- Coaching 2.0 and 3.0
- Influencing 3.0 (Gaining Commitment 2.0)

**COURSE OVERVIEW**

- **Accountability and Conflict:** Facilitator introduces the course and leads a discussion of the stages of conflict. Learners build the Accountability Matrix, a construct that identifies behaviors that help leaders to either facilitate or enable conflict, and employees to either take ownership or avoid resolution of conflict. Learners reflect on a series of questions about how well they facilitate conflict resolution.

- **Coaching to Meet Personal Needs:** Facilitator explains when to coach an employee and when to step in and mediate. The role of the Key Principles, especially Empathy and Involvement, in addressing people’s personal needs during conflict is emphasized. Learners watch a video leader who defuses emotions and meets the personal needs of an employee who is involved in a conflict. Learners discuss how asking powerful, open-ended questions can involve people and strengthen their commitment to resolving conflict.

- **Coaching to Meet Practical Needs:** Facilitator leads a discussion on how the Interaction Guidelines can help leaders work through people’s practical needs in conflict discussions. Learners watch the leader from the previous video as she coaches her employee to resolve the conflict.

- **Coaching Skill Practice:** Participants conduct two prepared skill practices using the coaching resolution tactic.

- **Mediating Toward a Common Goal:** Participants discuss the difference between coaching and mediating and are given a list of tips for a successful mediation. They then conduct a prepared mediating skill practice where two partners play the role of the people in conflict.

- **Session Close:** Learners reflect on their course experience and how they can use the skills and techniques to successfully resolve conflict back in the workplace.

**VIDEO SEGMENT SUMMARIES**

- A leader relies on the Key Principles, particularly Empathy, to defuse emotions and meet the personal needs of a team member who is involved in a conflict with a coworker. A leader coaches a team member on how to resolve his conflict, leading to various discoveries and building his confidence in his ability to handle the situation himself.

- The conflict from Part 1 has inched closer to Dispute, and the leader must conduct a structured coaching discussion to build her team member’s skill and confidence for resolving it. She does this by using the Key Principles, combined with Powerful Questions.

**COURSE DETAILS**

- **Target audience:** Frontline leaders through mid-level managers.
- **Course length:** Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).
- **Facilitator certification:** DDI-certified facilitator required.
- **Prerequisites:** Communicating for Leadership Success or Essentials of Leadership.
- **Series:** Suitable for all environments. Industrial and health care versions available.
- **Group size:** Nine to 15 people.
- **Course Prep:** Yes. Fifteen minutes.

**RELATED COURSES**

- Advanced Coaching
- Coaching for Peak Performance
- Navigating Beyond Conflict (for workforce)
COURSE OVERVIEW

> **Shared Ownership:** Learners share with a partner the insights they gained about themselves in their self-assessment— with respect to performance management. Facilitator introduces a performance cycle, roles and responsibilities, and the recommended discussions throughout the performance cycle.

> **SMART Performance Goals:** SMART goals are introduced. A video-based activity helps learners identifying what can go wrong when goals are not SMART, and how to avoid these situations. Leaders practice writing SMART goals; after, a partner reviews and critiques the goals.

> **The Interaction Essentials® and Performance Discussions:** The group discusses the importance of personal and practical needs when setting goals and reviewing results. Facilitator reviews the Interaction Essentials, followed by an activity in which learners identify the Key Principles and Interaction Guidelines that are most helpful in each type of discussion. Discussion Planner and Discussion Outline are introduced.

> **Setting Goals Skill Practice:** Facilitator explains the skill practice process with two roles—leader and direct report. A prepared skill practice is used by the learners to practice a challenging goal-setting discussion with a partner.

> **Gathering Data:** Two types of performance data—behavioral and operational—is introduced. Facilitator reviews the STAR format as a way of gathering behavioral data. A case study is used for leaders to analyze performance data and track the progress of a direct report.

> **Reviewing Results Skill Practice:** The case study continues via a positive model video of a leader using the Interaction Essentials and performance data—in a performance review discussion. Learners participate in a challenging reviewing results skill practice.

> **Resources:** Leaders receive a Resource Kit for both them and their direct reports to use back on the job.

VIDEO SEGMENT SUMMARY

> Three vignettes illustrate what can happen as a result of setting performance goals that don’t meet the SMART criteria.

> A positive model of a leader is shown during a reviewing results discussion.

PERFORMANCE OBJECTIVES

Helps leaders:

> Ensure direct reports take a more active role in managing their performance.

> Manage performance on an ongoing basis while working within the organization’s time parameters for goal setting and performance reviews.

> Provide the ongoing coaching and feedback your direct reports need to achieve their goals.

> Increase your direct reports’ confidence and commitment to their own success.

PRIMARY COMPETENCIES DEVELOPED

> Aligning Performance for Success 2.0 and 3.0

> Influencing 3.0 (Gaining Commitment 2.0)

SECONDARY COMPETENCIES DEVELOPED

> Leading Teams 2.0 and 3.0

> Guiding Team Success 3.0

(Building a Successful Team 2.0)
Whether it's an innovative breakthrough or a simple process improvement, making it happen generally requires commitment from others in the organization. The best way to gain this commitment is to have a strategy for each stakeholder.

This course shows leaders and individual contributors how to package their ideas in a way that will win over even the most skeptical individuals. Participants learn strategies for effectively capturing people’s attention, transforming their perspectives, and gaining their commitment to taking action.

DO YOU FACE ANY OF THESE ISSUES?
> Are associates having trouble gaining commitment for ideas that will improve business products, procedures, and outcomes?
> Are associates hesitant to act on their ideas because commitment is needed by others outside their team or at a higher-level within the organization?
> Do good ideas not get implemented because others did not understand the benefit it will have to the organization?

PERFORMANCE OBJECTIVES
Helps associates:
> Capture stakeholders’ attention, gain their commitment, and make things happen.
> Leverage their personal power to gain other’s commitment to take action on promising ideas and alternatives that achieve business results.
> Implement new ideas, improvements, and alternatives that will have the greatest impact on organizational objectives.

PRIMARY COMPETENCY DEVELOPED
> Influencing 3.0 (Gaining Commitment 2.0)

SECONDARY COMPETENCY DEVELOPED
> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)

COURSE OVERVIEW
> Influence to Achieve Results: Facilitator reviews the context of influencing in today’s business world. The three components of influencing are introduced.
> First Things First: Learners discuss the levels of commitment. The Commitment Worksheet is introduced and learners list the names of their stakeholders. In pairs, they identify the current commitment level and what level is needed to move their ideas forward.
> Seven Strategies: Seven strategies of influencing are introduced with learners discussing how to adapt strategies depending on the stakeholder. Learners participate in an activity based on one of the strategies, Consider Environmental Factors. Learners review the importance of gathering data and how it can be used when determining strategy. Through a video-based activity, learners gain a understanding of three other strategies they can use to gain commitment. Learners continue to work on their own opportunity on their Commitment Worksheet.
> Package Your Strategies: Facilitator uses a demonstration to illustrate how the best packaging engages hearts and minds. Learners watch a video to see the three packaging techniques in action. The debrief overviews the packaging technique of The Unexpected. In small groups, learners use the Paint the Picture technique to present an idea. The last technique, The Power of Questions, is reviewed and learners work in teams to generate provocative questions. They report out their questions to the rest of the group. Learners determine which packaging techniques will work with their stakeholders and then discuss with a partner.
> Get Commitment to Act: Facilitator reviews the final steps in gaining commitment—Gauging Readiness and Agree on Next Steps. Referring back to the video, learners determine what clues might facilitate these final steps. Learners answer reflection questions and discuss what they will do differently going forward.

VIDEO SEGMENT SUMMARY
> An introduction to a frustrated stakeholder and someone trying to get his request moved up in a production schedule.
> A positive model video of using strategies and packaging techniques to show a stakeholder how an idea will have a positive impact on the organization.

COURSE DETAILS
> Target audience: All employees through frontline leaders.
> Course length: Three hours, 30 minutes (Classroom), three hours (Virtual).
> Facilitator certification: Yes.
> Prerequisites: None.
> Series: Suitable for all environments.
> Course Prep: Yes. Twenty minutes.

RELATED COURSES
> Making Meetings Work
> Making High-Quality Decisions
> Networking for Enhanced Collaboration
> Resolving Workplace Conflict
STRENGTHENING YOUR PARTNERSHIPS

LEARNING FORMAT: CLASSROOM
ORDER NO. EXLSYP

Partnerships, whether internal or external, are more important than ever in reaching organizational goals. Strong partnerships can mean achieving objectives, yet changing boundaries and responsibilities make it difficult to build and sustain partnerships.

This course focuses on six Checkpoints that help partners identify and focus on important issues and promote open communication. In addition, learners are also introduced to the Partnership Scorecard, a tool used to provide feedback and measure progress on key elements of the partnership.

DO YOU FACE ANY OF THESE ISSUES?

> Are partnerships strained across your organization, or do organizational silos exist?
> Do learners understand their role in building business partnerships?
> Have partnerships stalled or failed because there is no consideration of the relationship?

PERFORMANCE OBJECTIVES

Helps individuals:

> Identify six important areas of agreement—called Partnership Checkpoints—that are critical to a successful partnership.
> Use these Checkpoints as the basis for defining and agreeing on key aspects of what is to be accomplished and how the partners will work together.
> Recognize common areas of misunderstanding in partnerships.
> Create and apply measurement tools and methods to monitor progress and facilitate the exchange of feedback.

PRIMARY COMPETENCY DEVELOPED

> Building Partnerships 2.0
> Earning Trust 3.0

SECONDARY COMPETENCY DEVELOPED

> Building Networks 3.0
> Communication 2.0 and 3.0
> Creating a Culture of Trust 3.0 (Building trust 2.0)
> Emotional Intelligence Essentials 3.0
> Managing Relationships 3.0

COURSE OVERVIEW

> Defining Partnerships: Learners become familiar with and watch a video of two individuals talking about their partnership. The facilitator leads a discussion about the state of this partnership, and learners discuss attributes of successful partnerships they have had and share their experiences.

> Understanding the Relationship: The facilitator introduces six Partnership Checkpoints—Outcomes, Benefits, Barriers, Approach, Support, Measurement. These critical areas provide a comprehensive framework for effective partnerships and provide a means for analyzing and strengthening them. Learners receive the Partnership Planner to use in their own partnerships.

> Exploring Their Own Partnerships: Learners assess their own partnerships against the Checkpoints, using each other’s experience to obtain a group assessment and consider implications. The facilitator guides learners through a deeper study of the Checkpoints, revisiting the video partnership through a role-play activity to improve their understanding of each other’s perspectives of their partnership.

> Challenges to Partnership Success: The facilitator guides a discussion about barriers learners have faced in their own partnerships or observed in others. The class identifies top barriers and, in small groups, begins to troubleshoot them.

> Moving Forward in Partnerships: After discovering the importance of clear roles and responsibilities, learners share tools they have used to clarify and track roles and responsibilities. Learners consider the impact of communication methods on partnership success. They capture insights for their own partnership and discuss best practices at their tables. In pairs, they seek insights and suggestions about support.

> Measuring Your Partnerships: Learners see the necessity of both quantitative and qualitative measures. Focusing on the qualitative, learners are introduced to the partnership scorecard and how, in the interest of strengthening the partnership, a scorecard can make a discussion more objective.

> Action Planning for Strengthening Partnerships: Learners select categories for measuring their partnerships and discuss at their tables. Participants capture insights about scorecard categories, as well as quantitative measures, for their own partnership. A Checkpoint activity helps them decide their most critical next step. They conclude by declaring the actions they will take to strengthen their partnership.

VIDEO SEGMENT SUMMARY

> Partners are shown to be making assumptions about the other’s motivations and point of view; however they also have mutual goals that could provide the basis for a strong partnership.

> The partners conduct a discussion around the effectiveness of their partnership, and work together to build trust.

COURSE DETAILS

> Target audience: All employees through frontline leaders.
> Course length: Three hours, 30 minutes.
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Course Prep: Yes. Twenty minutes.

RELATED COURSES

> Building and Sustaining Trust
> Strategies for Influencing Others
YOUR LEADERSHIP JOURNEY

LEARNING FORMAT: CLASSROOM, VIRTUAL, AND WEB-BASED.

ORDER NO. EXLYLJ

Making the transition from individual contributor to leader is both exciting and challenging. Unfortunately, we often promote individuals based on their hard work, and they struggle because being a leader is a career change, not just a slight shift in the work they do.

This course arms a new or prospective leader with the knowledge and skills they need to confront the challenges they face early in their leader career. The course encourages the learner to think about the transitions that newer leaders face and how to handle those challenges. They are introduced to three leadership differentiators that are most important to building a positive reputation as well as contributing to the organization’s success.

DO YOU FACE ANY OF THESE ISSUES?
> Do newer leaders struggle to understand what the priorities are for themselves and the team?
> Do leaders understand the importance of bringing out the best in their team members?
> Do newer leaders struggle with the transition from being a peer of team members to being the new “boss”?
> Are leaders defensive rather than receptive to feedback from others, including their team?

PERFORMANCE OBJECTIVES

Helps leaders:
> Reduce the stress associated with the shift to leading others.
> Act with authenticity to build trust.
> Bring out the best in others to enhance engagement and capacity.
> Look for and accept feedback with grace.

PRIMARY COMPETENCY DEVELOPED
> Creating a Culture of Trust 3.0 (Building Trust 2.0)

SECONDARY COMPETENCY DEVELOPED
> Inspiring Others 3.0 (Inspiring Others 2.0 and Leading Through Vision and Values 2.0 combined)

COURSE OVERVIEW

> Leadership Transitions: In a group activity, learners identify actions they said would “always do” and “never do” as a leader. Learners talk about the stresses of being a new leader and some of the challenges they have had in their new role.
> What’s Important?: A video shows a new leader struggling with all of the things that compete for her attention. Learners take time to reflect on the many priorities in their role and use a checklist to determine things they still need to find out from others. Through a group activity, participants learn the value of seeing their team’s work from three perspectives: balcony, treetop, and helicopter.
> Be Authentic: Facilitator introduces the Leadership Differentiators and divides learners into three groups. Each group prepares a presentation around their assigned Leadership Differentiator. The first group presents the Be Authentic differentiator. Teams discuss how they would handle a situation that requires authenticity and share their ideas with the rest of the learners.
> Bring Out the Best in People: The second group does its presentation on the Bring Out the Best in People differentiator. Mock interviews are conducted in pairs to help learners discover how a leader can uncover a team member’s skills and motivations. Learners record commitments for long- and short-term success.
> Be Receptive to Feedback: The third group presents the Be Receptive to Feedback differentiator. A two-part video activity shows how a leader reacts to ineffective and effective feedback and a group discussion follows. In pairs, learners discuss past feedback they have received that was difficult to hear but was helpful. The facilitator provides tips for collecting feedback.
> What Will People Say?: Participants discuss challenges and best practices of leading former peers. They work on a long-term goal they would like to accomplish and decide which Leadership Differentiator will help them achieve that goal.

VIDEO SEGMENT SUMMARIES
> A new leader is struggling to see the big picture and prioritize her workload as she faces many conflicting expectations.
> A leader is given feedback that is vague and unwelcome, and she reacts defensively.
> The leader apologizes to the team member and explains her position without revealing too much information about the situation.

COURSE DETAILS

> Target audience: Prospective and first-time frontline leaders.
> Course length: Three hours, 30 minutes (Classroom), three hours (Virtual), two hours with bookmarking flexibility (Web-based).
> Facilitator certification: DDI-certified facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Eight to 16 people.
> Course Prep: No.

RELATED COURSES
> Building and Sustaining Trust
> Coaching for Peak Performance
> Communicating for Leadership Success
> Delegating with Purpose
LEADERSHIP MIRROR®

FORMAT: ONLINE

Leadership Mirror®, DDI’s flexible, web-based 360° feedback system, allows clients to implement standard or customized surveys based on organizational needs. You can choose from:

- A traditional multirater survey,
- Targeted Feedback®, our unique alternative multisource approach.

This “look in the mirror” provides a unique and important understanding of an individual’s strengths and growth areas.

With Leadership Mirror® your organization can:

- Evaluate people (or teams) against the competencies required for successful performance.
- Identify people’s specific strengths and development needs.
- Give people clear development suggestions for improving performance.
- Match people’s development needs with training and learning resources.
- Benefit from a pre- and post-training evaluation tool.

DDI provides implementation consulting to ensure that Leadership Mirror® is fully integrated with your overall development initiatives. We also offer follow-up services to help subjects interpret their reports and create solid development plans.

SYSTEM OVERVIEW

With Leadership Mirror®, you can easily create, distribute, and collect 360° assessment surveys that are appropriate for each individual and position. Using easy-to-interpret reports, Leadership Mirror® displays strengths and development needs of individuals and groups. The system also allows you to link specific development resources to performance areas.

LEADERSHIP MIRROR® STANDARD SURVEYS

- **Individual Contributor-Aspiring Leader**: Focuses on individual contributors who aspire to leadership roles. Competencies measured include Coaching, Customer Focus, and Decision Making.

- **Individual Contributor-Aspiring Specialist**: Designed for individual contributors whose career goals do not include managing others. Includes competencies such as Building Customer Loyalty, Collaboration, and Innovation.

- **Operational Executive**: Focuses on mid- to upper-level managers. Competencies measured include Coaching/Teaching, Driving for Results, and Operational Decision Making.

- **Strategic Executive**: Appropriate for upper-level managers and executives. Includes competencies such as Change Leadership, Establishing Strategic Direction, Executive Disposition, and Selling the Vision.

- **Sales Executive**: Designed for managers and executives in a sales function. Includes competencies such as Business Acumen, Communicating with Impact, Customer Orientation, and Sales Persuasion.

- **Leadership Imperatives**: For supervisors, team leaders, and managers. Assesses Leadership Imperatives and competencies. Helps provide orientation and feedback for the focus of leadership development programs, such as DDI’s Interaction Management®: Exceptional Leaders . . . Extraordinary Results®.

- **Nine Roles of the Strategic Leader**: For senior leaders and executives and those targeted for senior strategic leadership. Assesses roles rather than competencies. Helps provide orientation and feedback for the focus of DDI’s Strategic Leadership Experience® program.

TARGETED FEEDBACK®

Included as an option in DDI’s Leadership Mirror® system is Targeted Feedback®, a breakthrough alternative multisource approach designed to accelerate behavior change and to overcome some of the common barriers to traditional 360—assessments. Targeted Feedback® takes away the misperceptions, misunderstandings, and negativity associated with many 360-assessment processes. It energizes development by revealing an individual’s top-priority strengths and growth areas. Participants come away with clearer direction for their development plans.
LEADERSHIP MIRROR® (CONT’D)

SYSTEM DETAILS

> **Target audience:** Individual contributors to executive-level leaders.

> **Length:** Most surveys take 20 to 30 minutes to complete.

> **Administration:** By DDI or a designated individual within your organization.

> **Customization:** Content and rating scales can be customized.

> **Language availability:** English, French, German, Spanish, Japanese, and Chinese (simplified and traditional) are available as standard languages, with the option to easily add up to 39 additional languages.

> **Technology:** Fully web and e-mail enabled. Standard Windows® environment.

SYSTEM ADVANTAGES

> **Increases objectivity and buy-in.** Research indicates that the use of multiple raters with different on-the-job experiences increases the objectivity and validity of the assessment experience. Individual buy-in also increases, generating commitment to personal development and increasing the likelihood of improved performance through subsequent training.

> **Fast turnaround time.** After data collection ends, results are available online instantly.

> **Highly flexible.** You can choose from eight standard surveys that address different skill sets and job levels, create a survey based on DDI’s library of competencies, or customize a survey based on your organization’s competencies.

> **Linkage to development resources.** Competency-specific development guides—including tips, developmental activities, and lists of relevant books and articles—help an individual to build skills. A link can also be provided to DDI’s online performance support system, OPAL®, to provide immediate access to just-in-time coaching and development support specifically matched to competencies that an individual needs to develop. Direct links to any number and kind of other development resources may also be made in the system. Additionally, DDI’s numerous training programs can be matched to identified group or organizational development needs.

> **Broader perspectives and more data.** Organizations have an acute and growing need for more and broader behavioral information for development purposes. Feedback can be used to monitor the development process, identify trends, prioritize training, evaluate training effectiveness, and measure organizational performance or success over time.

> **Global application.** The same survey can be sent simultaneously to respondents in multiple languages—English, French, German, Spanish, Japanese, and Chinese (plus up to 39 additional languages)—with cumulative results being returned to the subject in his/her preferred language.

> **Customization.** Leadership Mirror® makes it easy for you, with or without DDI consulting help, to edit survey content. It allows you to easily edit any of DDI’s standard surveys, competencies, and key actions, or to create your own survey from scratch. Leadership Mirror® supports rating scales with three to ten points, with standard or custom labels.

> **Targeted Feedback®.** A cutting-edge, optional approach to 360° feedback that is offered within the Leadership Mirror® system. Feedback is more targeted, focusing on the top three strengths and top three growth areas.

> **What Now?** To learn effective ways for individuals to use Leadership Mirror®, Targeted Feedback®, or other multisource survey data, the What Now? booklet, written by William C. Byham, Ph.D., will help them enhance their skills by taking advantage of the insights provided in their survey feedback. This booklet is embedded in the Leadership Mirror® system and is accessible when individuals view their report.

TECHNICAL SPECIFICATIONS

PERFORMANCE SUPPORT

Organizations are leaner than ever, with fewer people performing the same amount of work. Learning often becomes impossible to fit into the heavy workloads that many of these employees are carrying.

DDI’s solution to this ongoing dilemma is performance support, where employees obtain the skills they need on a schedule that best fits their workload. In addition to leadership web-based training, post-training experiences include OPAL® and the IM: ExL® courses Mastering Interaction Skills and Boosting Business Results.

The OPAL® computer-based personal enhancement system, which originates from an organization’s own intranet or the Internet, can supplement classroom training, provide coaching, and serve as an individual’s personal development program. Boosting Business Results and Mastering Interaction Skills provide participants with post-training opportunities to continue practicing and building skills.

ADVANTAGES

DDI’s electronic performance support system, OPAL®, and other post-training experiences will help your organization:

> Improve employee performance.
> Drive career, succession, and individual development planning.
> Ensure the competence of your workforce to meet business requirements.
> Encourage employees to take responsibility for their own employability.
> Do more with less.
> Reach employees in remote locations.
> Leverage your training and development investment.

Performance Support includes:

OPAL® .................................................................................................................................................. 104
OPAL®
(ONLINE PERFORMANCE AND LEARNING)
OPAL® helps shift the responsibility for personal and career development away from the organization and onto the individual by providing just-in-time coaching for challenging situations and development support for important competencies. It provides a cost- and time-effective way for employees to learn new skills to make themselves more valuable to your organization. OPAL® presents the tools your employees need to build skills and perform better on the job, such as insightful information, action planners, assessments, worksheets, performance tools, and more, on a clear, intuitive interface right at their computers.

PERFORMANCE OBJECTIVES
OPAL® helps associates:
> Receive just-in-time coaching and expert guidance on handling work situations.
> Learn and develop important job-related competencies.
> Access online skill-building exercises that provide hands-on learning.

PRIMARY COMPETENCIES DEVELOPED
OPAL® supports 39 competencies from DDI’s High-Performance Library. Customization options are available.

SYSTEM OVERVIEW
OPAL® includes hundreds of job aids, including action planners, surveys, interview worksheets, and discussion guides. The system features an individual development plan, multimedia clips, and a comprehensive competency library.

OPAL® has two components: Advisor: Your Personal Resource for Handling Tough Work Situations®, and Developer: Your Online Mentor for Professional Development®.

COMPONENT OVERVIEWS
> Advisor: This component provides a range of just-in-time learning resources for handling tough work situations. It includes practical tips and guidelines, 331 learning tools, and 230 topics separated into 16 groups. These groups include topics such as change, coaching, conflict, influencing, meetings, and teams. Video clips can be provided for a more dynamic learning environment. (The multimedia content is optional to accommodate organizations that cannot stream video across their systems due to bandwidth limitations or policies.)
> Developer:Developer helps employees improve their skills in any of the 39 competencies from DDI’s library, including adaptability, building trust, coaching, decision making, innovation, and planning and organizing. Developer also offers 345 skill-building exercises to reinforce knowledge and transfer it to the job.

SYSTEM DETAILS
> Target audience: Frontline to mid-level leaders, team members, and individual contributors.
> Customization: Customizations options available. Contact DDI for more information.
> Language availability: English only.
> Technology: Fully web-enabled. Standard Microsoft Windows® environment. Can be accessed over the Internet or intranet (fully behind your firewall).

SYSTEM ADVANTAGES
> Anytime, immediate access to coaching and development support. Users can access OPAL® at any time and at any computer to get the assistance they need. Organizations are spread out all over the world and it is a challenge to provide face-to-face coaching to every employee. OPAL® becomes your face-to-face coach with its broad reach through your organization.
> Broad content areas. OPAL® addresses a wide variety of topic areas and competencies. Your organization may not need to implement companywide training on running effective meetings, but a few individuals may need some additional coaching in this area. OPAL® provides that additional support for running effective meetings, as well as supporting over 220 other topics.
> Consistent language and content. One way to ensure transfer of skills learned in training courses is to provide job aids, planners, and other tools to aid in skill development. The concepts, models, and ideas used in DDI’s training courses are the same in OPAL®. Your learners will see the consistency between what they learned during the course and what they see in OPAL®.
> Link to multirater assessment system. OPAL® can be fully linked with DDI’s Leadership Mirror® multirater assessment system. Individual survey subjects can participate in the multirater process and then immediately access the developmental tools and resources in OPAL®.

TECHNICAL SPECIFICATIONS

IMPLEMENTATION OPTIONS
> Client-site server: OPAL® is installed on your server for access via your intranet.
> Internet access: OPAL® is accessed via the Internet from DDI’s server by your organization for a low per-person license fee.
> Hosted-server model: OPAL® is accessed via the Internet from a server hosted by DDI.
LEADERSHIP DEVELOPMENT FOR OPERATIONAL (MID-LEVEL) AND STRATEGIC LEADERS

It’s a challenge to equip mid-level (operational) leaders and senior (executive) leaders with the skills they need to meet the ever-changing demands of their organizations—today, and tomorrow.

Mid-level leaders need high-impact solutions designed specifically for them, which enable them to turn senior leaders’ vision for the organization into reality. Senior leaders need continuous learning experiences linked directly to their business needs. Together with the *Interaction Management®* system for frontline leaders and individual contributors, DDI provides a complete portfolio of development offerings spanning the entire leadership pipeline.

ADVANTAGES
DDI’s leadership development programs for mid-level and senior leaders offer:

> Unique designs by level.
> A broad focus on not just individual needs, but needs relevant to the leader’s role and business as well.
> Relevant, active learning for immediate application.
> Outstanding consultants and faculty.
> Integration of assessment/diagnostics with development to create breakthrough insights.

LEADERSHIP PROGRAMS
*Business Impact Leadership®*: Mid-level Series

*Strategic Leadership Experience®*

*Business Impact Leadership®*: Senior-level Series

Executive Focus Coaching

RELATED PROGRAM
*Maximizing Performance®*
Operational and strategic leaders face a complex array of responsibilities. Operational (or mid-level) leaders turn senior leaders’ vision for the organization into reality, and may someday ascend to the executive ranks. If they do, transitioning into the senior ranks means wrestling with significant changes in the political network, job complexity, time horizons, and human dynamics of the work environment, any of which have the potential to cause tremendous stress. And once in an executive role, it often takes years to master it—and perfect one’s leadership style.

Business Impact Leadership® includes courses for mid-level and senior leaders. At each level, these solutions increase the capacity of leaders to meet business needs.

PERFORMANCE OBJECTIVES

Business Impact Leadership’s® Mid-level Series develops leaders who can:

> Drive performance in a changing world.
> Manage horizontal integration in a complex organization.
> Lead and develop talent.
> Make tough decisions.

Business Impact Leadership’s® Senior-level Series is built to help executives navigate a complex, often ambiguous role that requires them to:

> Establish a long-range vision for their organization.
> Flourish in the face of new competitors from all corners of the globe.
> Be entrepreneurs who devise ways to innovatively meet client needs.
> Create a high-performance culture that elevates talent strategy to business strategy.
> Execute under intense scrutiny and with little leeway from their board, their shareholders, the media, and the public at large.

SYSTEM OVERVIEW

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Coaching at the mid-level is significantly different from coaching at lower organizational levels. Leaders are now expected to continue to lead across generations while also leading people from different functions and increasing productivity across the board. Leaders need to develop multidirectional coaching skills and learn the proactive inquiry method for more effective interactions with their teams.

**DO YOU FACE ANY OF THESE ISSUES?**

- Do your leaders lack the skills to coach their direct reports, peers, or even senior leaders?
- Are leaders able to create a coaching culture in your organization?
- Do they spend more time sharing their expertise than asking provocative questions while coaching?
- Do your leaders struggle to drive performance, engagement, and retention in the workforce?

**PERFORMANCE OBJECTIVES**

Helps leaders:

- Clearly differentiate and seek higher-level coaching opportunities that provide significant payoff to the individual, team, and organization.
- Apply advanced skills to conduct more compelling, collaborative, and rewarding coaching discussions.
- Seek and offer feedback that people can accept and act on to ensure achievement of business goals.
- Monitor and measure the continuous improvement of coaching skills in themselves and those they coach.
- Build and sustain a coaching culture within their team.

**PRIMARY COMPETENCIES DEVELOPED**

- Coaching 2.0 and 3.0
- Coaching and Developing Others 2.0 and 3.0

**SECONDARY COMPETENCIES DEVELOPED**

- Building Organizational Talent 2.0 and 3.0
- Building Talent 3.0 (Developing Others 2.0)
CULTIVATING NETWORKS AND PARTNERSHIPS

LEARNING FORMAT: CLASSROOM.
ORDER NO. BIL306

Meeting critical business objectives requires knowing with whom to network, how to optimize existing network contacts, and how to build and maintain internal and external relationships. It also requires having effective partnerships, and using strategies to help maximize those partnerships to meet mutual goals. In this course, leaders learn to evaluate their current network and take steps to close gaps. They identify personal and organizational barriers that hamper efforts to negotiate, collaborate, and communicate as they build partnerships.

DO YOU FACE ANY OF THESE ISSUES?
> Do your leaders struggle to partner and network beyond formal structures and relationship paths?
> Do the new realities of business—such as globalization—mean leaders need to extend their networking and partnership skills across teams, departments, and/or regions?
> Is collaboration hindered by the extensiveness of a leader's network, both within and outside your organization?
> Do leaders struggle to add reciprocal value and share a value-added point of view to build and sustain a broad network?

PERFORMANCE OBJECTIVES
Helps leaders:
> Navigate complexity in your role and accomplish critical business objectives by using strategic networking and partnership tools and skills.
> Advance your organization's objectives by building effective networks and strong partnerships.
> Evaluate your active network to close gaps and enhance the network's strategic value.
> Identify critical checkpoints to plan, execute, monitor, and maintain partnerships.

PRIMARY COMPETENCIES DEVELOPED
> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)
> Cultivating Networks and Partnerships 3.0 (Cultivating Networks 2.0)

SECONDARY COMPETENCIES DEVELOPED
> Influencing 3.0 (Gaining Commitment 2.0)
> Strategic Influence 3.0 (Influence 2.0)

COURSE OVERVIEW
> **Complexity in Your World:** Participants engage in an activity to analyze their current role or business, and the complexity that surrounds it.
> **Four Practices of Strategic Networkers:** Participants learn the four practices that strategic networkers embrace to navigate the complexity in their role: Determine Network Requirements, Expand Key Contacts, Optimize Your Network, and Nurture Your Network.
> **A Deeper Dive into Networking:** Throughout the session, participants engage in activities to: evaluate their existing networks and how they relate to their existing business goals; determine how to expand and strengthen them by practicing their networking skills, as well as evaluating the value they bring; and learn best practices for maintaining their networks over time, and as their roles may change.
> **Partnerships—Seeing the Big Picture:** Participants work together on an activity that drives understanding of why partnerships are important.
> **Four Strategies of Effective Partners:** Participants explore the four strategies that help build and maintain effective partnerships: Expand Your Mindset, Question Assumptions, Be Flexible, and Redefine Boundaries.
> **A Deeper Dive into Partnering:** As participants explore the Partnership Strategies, they discuss stereotypes that negatively impede relationships; explore personal limiters when working with others; explore tools for strategically creating and evaluating effective partnerships; and review ways to measure the effectiveness of their partnering skills. They apply what they've learned by creating a plan for a potential partnership opportunity in their current role.
> **Summary and Call to Action:** Participants reflect on their learning and key insights—from both the networking and partnerships portions of the session—and consider what they will stop, start, and continue doing.

COURSE DETAILS
> **Target audience:** Mid-level/operational leaders through senior-level leaders.
> **Course length:** Six hours, 40 minutes (Classroom).
> **Facilitator certification:** DDI-qualified BIL facilitator required.
> **Prerequisites:** None.
> **Series:** Suitable for all environments.
> **Group size:** Eight to 16 people.
> **Prework:** Yes. Forty to 50 minutes to complete a self-assessment for networking, begin completing a Networking Strategy Tool, and determine a partnership opportunity to develop during the session.

RELATED COURSES
> Driving Innovation
> Influencing for Organizational Impact
> Mastering Decision Dynamics
> Mastering Emotional Intelligence
> Networking for Enhanced Collaboration
> Leading with a Global Perspective
> Strengthening Your Partnerships
> Translating Strategy into Results
Leaders play a key role in accelerating the growth of their teams, which results in more leaders and staff being prepared to deliver on critical business imperatives. Leaders learn to define the current state of team development as well as the ideal future state, pinpointing team and individual strengths and growth needs. They also need to know how to identify and develop high potentials for future leadership roles, assess the impact and effectiveness of development efforts, and provide feedback.

DO YOU FACE ANY OF THESE ISSUES?

> Is the future success of your leaders limited by their abilities to build a strong team of managers?
> Are your leaders unsure of what to focus on, who to focus on, and how to develop their direct reports to impact team success?
> Do leaders accurately assess what is hindering their team and what will enable them to achieve the goals and priorities of the organization?
> Do your leaders take a strategic approach to developing talent and appropriately distribute limited resources around development?

PERFORMANCE OBJECTIVES

Helps leaders:

> Identify their team’s development needs related to achieving business priorities.
> Describe the experienced leader’s role in developing direct reports.
> Recognize how to achieve the highest pay-off for their efforts in developing others.
> Use a three-phase process—Assess, Acquire, Apply—to help individuals identify strengths and growth areas, plan development strategies, and acquire and apply new or enhanced knowledge, skills, and experience.
> Measure and provide feedback on the effectiveness and impact of development efforts on the individual, team, and organization.

PRIMARY COMPETENCIES DEVELOPED

> Building Organizational Talent 2.0 and 3.0
> Building Talent 3.0 (Developing Others 2.0)
> Coaching and Developing Others 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED

> Valuing Differences 3.0 (Leveraging Diversity 2.0)
DRIVING INNOVATION

LEARNING FORMAT: CLASSROOM.

ORDER NO. BIL311

The need to innovate has always been important. As companies navigate through the new normal, it’s one of the top business drivers and mandates we’re hearing about from clients. The pressure to find innovative solutions that result in competitive differentiation is tremendous. Leaders have to push their thinking and approach to meet these new requirements.

We believe leaders don’t have to be highly creative to drive a culture of innovation. In this course, we train leaders to use techniques that support innovation, employing a Human-Centered Design approach. By gaining experience with these techniques in an engaging classroom setting, leaders will be equipped to model ideal conditions for innovation—and be a keeper of the culture that inspires and rewards their teams.

DO YOU FACE ANY OF THESE ISSUES?
> Do leaders need to create the conditions for—and instill the discipline of—executing innovation?
> Are you looking for a way to equip leaders with the self-insight, knowledge, skills and tools they can apply the very next day, to drive innovation?
> Can your leaders overcome challenges to innovation (e.g., risk aversion, failure to produce ideas)?
> Do your leaders behave in a consistent and impactful way that drives a culture of innovation?

PERFORMANCE OBJECTIVES

Helps leaders:
> Create and sustain the conditions for innovation.
> Identify the most critical challenges to innovation and take leadership actions to overcome them.
> Foster new thinking and apply practical tools used by top performing companies to develop “human-centered” solutions.
> Ensure successful execution of solutions by identifying implications early in the innovation process.

PRIMARY COMPETENCIES DEVELOPED
> Driving Innovation 2.0 and 3.0
> Entrepreneurship 2.0 and 3.0
> Innovation 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED
> Energizing the Organization 3.0
(Selling the Vision 2.0)
> Inspiring Others 3.0 (Inspiring Others 2.0 and Leading Through Vision and Values 2.0 combined)

THE BUSINESS IMPACT LEADERSHIP® SERIES

COURSE OVERVIEW
> Session Opening: Participants view video clips from Fast Company that prompt leaders to think about their role in driving innovation.
> Define Innovation and Align Understanding: Participants learn DDI’s definition of innovation and explore the different types and ranges of change associated with innovation. They explore the challenges that prevent their organization from successfully innovating to create measureable business value.
> Minimizing the Challenges to Innovation: Overview of The Leader’s Role: Participants learn four critical leadership behaviors to create the conditions for innovation. They rate their own effectiveness in exhibiting these leadership behaviors and gain insight into how they compare against others. The discipline and practice of human-centered design (HCD) as a way to build a culture of innovation is discussed.
> Exploring the Challenges to Innovation: Participants explore each of the four challenges to innovation in detail, including the causes and ways to overcome them. In small groups, they learn how to use HCD tools to overcome the challenges to innovation and apply them to the problem of “How to build a more innovative organization”.
> Problem Framing- Abstraction Laddering: Participants learn the importance of problem framing and how to frame problems in levels of abstraction as a way to identify various problem statements and implications on innovation efforts.
> Summary and Call to Action: Participants overview key concepts in the course and make plans for application. They receive a job aid: Catalog of Human-Centered Design Tools which contains the complete library from The Luma Institute. They commit to what they will stop, start, and continue to do as leaders of innovation.

VIDEO SEGMENT SUMMARIES
> Four short videos showcase leaders talking about innovation in their organizations.
> A video illustrates the concepts of Human-Centered Design.

COURSE DETAILS
> Target audience: Mid-level/operational leaders through senior-level leaders.
> Course length: Six hours, 50 minutes (Classroom).
> Facilitator certification: DDI direct-delivery only.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Eight to 16 people.
> Prework: Yes. Forty-five minutes to complete an index around challenges to innovation, assess conditions for Innovation in their organization, and read several articles about innovation.

RELATED COURSES
> Cultivating Networks and Partnerships
> Fostering Innovation
> Influencing for Organizational Impact
> Making Change Happen
> Mastering Decision Dynamics
> Mastering Emotional Intelligence
> Translating Strategy Into Results
INFLUENCING FOR ORGANIZATIONAL IMPACT

LEARNING FORMAT: CLASSROOM.
ORDER NO. BIL309

Today’s complex global organizations require cross-functional teams to accomplish their business objectives. The challenge is that leaders need to get things done through influence instead of position power, as they often don’t have authority over their colleagues. Here leaders learn how to create an influence strategy that clearly links their ideas and recommendations to changes that will have a positive impact on individual, team, and organizational performance.

DO YOU FACE ANY OF THESE ISSUES?
> Are your mid-level and senior leaders challenged to influence peers to move a strategic opportunity forward within the organization?
> Do leaders fail to appropriately leverage their network and take specific actions to gain commitment to their ideas?
> Can your leaders package their ideas in a way that captures the hearts and minds of their audience?

PERFORMANCE OBJECTIVES
Helps leaders:
> Identify and assess influence opportunities and choose strategies to achieve business results.
> Evaluate their business network and build supportive and reciprocal long-term working relationships at all levels of the organization.
> Leverage their personal power to move people to take action on those ideas, opportunities, and recommendations that will have the greatest impact on organizational priorities.
> Use techniques that allow them to engage people both emotionally and rationally.
> Assess the people they need to influence—understanding their motivations, needs, and concerns—so they can change or reinforce their perceptions and gain their commitment.
> Capture people’s attention and make things happen.

PRIMARY COMPETENCIES DEVELOPED
> Influencing 3.0 (Gaining Commitment 2.0)
> Strategic Influence 3.0 (Influence 2.0)

SECONDARY COMPETENCIES DEVELOPED
> Communication 2.0 and 3.0
> Compelling Communication 2.0 and 3.0

> Course Overview
> Session Opening: Participants define influence in the business environment, partner to assess an influence opportunity, and evaluate the effectiveness of a manager’s influencing behaviors as presented in the prework’s case study.
> Strategy: Participants use the case study to learn about seven techniques that support the first influence component—strategy—which enables them to focus on the big picture. They consider how the techniques work in their own organization. And, they begin to complete their plan for their own influence opportunity.
> Packaging: Participants review three elements of Packaging, which address the best way to engage the hearts and minds of others. The three elements are painting the picture, the power of questions, and adapting your approach. Individually, participants continue to work on plans for their own influence opportunity.
> Commitment: Participants discuss commitment techniques and decision-making tools. Pairs discuss how to gain commitment for their specific influence situation, seeking feedback and advice from their partners.
> Summary and Call to Action: Participants record what they will stop, start, and continue doing to be more effective influencers.

COURSE DETAILS
> Target audience: Mid-level/operational leaders through senior-level leaders.
> Course length: Three hours, 45 minutes (Classroom). (Please note in Asia, all courses are six hours, 30 minutes.)
> Facilitator certification: DDI-qualified BIL facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Eight to 16 people.
> Prework: Yes. Forty-five minutes to read a case study and identify an influence opportunity to develop during the workshop.

RELATED COURSES
> Cultivating Networks and Partnerships
> Driving Innovation
> Making Change Happen
> Mastering Emotional Intelligence
> Leading with a Global Perspective
> Strategies for Influencing
LEADING WITH A GLOBAL PERSPECTIVE

LEARNING FORMAT: CLASSROOM.
ORDER NO. BIL308

Successful leaders do not automatically translate into successful global leaders—the playing field is broader and harder to navigate, and the stakes are much higher. As a result, leaders need to broaden their perspectives while letting go of preconceptions about how business operates and how interactions are managed. Leaders develop a long-term strategy for leading in a global environment.

DO YOU FACE ANY OF THESE ISSUES?
> Do your leaders lack the ability to think and operate from a global perspective (especially if they are sitting in their home office)?
> Does the success of your organization suffer when leaders can't work effectively with people from multiple cultural backgrounds?
> Are your leaders failing to take into account all the necessary perspectives when interacting with their global colleagues?

PERFORMANCE OBJECTIVES
Helps leaders:
> Recognize the impact of globalization on their business.
> Understand the mind-set, knowledge, and skills required to execute their global leadership responsibilities.
> Enhance their effectiveness to lead in a global environment.
> Commit to actions they will take to positively impact the business.

PRIMARY COMPETENCIES DEVELOPED
> Global Acumen 2.0 and 3.0
> Global Perspective 3.0

SECONDARY COMPETENCIES DEVELOPED
> Building Partnerships 3.0 (Building Partnerships and Building Strategic Work Relationships 2.0)
> Navigating Complexity 2.0
> Optimizing Diversity 2.0 and 3.0
**MAKING CHANGE HAPPEN**

**LEARNING FORMAT:** CLASSROOM.

**ORDER NO. BIL303**

We hold leaders responsible for the “breakthroughs” that will catapult the business forward despite increasing competition. But how can leaders lead change if they’re not ready for it or bought into it themselves? Leaders learn the ability to drive change by understanding the importance of stakeholders, multiple viewpoints, communication, and buy-in.

**DO YOU FACE ANY OF THESE ISSUES?**

- Are associates feeling de-motivated as a result of shifting strategies, shifting structures, and less resources?
- Do your leaders lack the strength, energy, and skills to drive change in today’s environment?
- Are your leaders unaware of their personal preference toward change, and their team’s preferences at each step of the change process?

**PERFORMANCE OBJECTIVES**

Helps leaders:

- Develop their ability to drive change by understanding the importance of involving stakeholders, dealing with resistance, communicating, and building buy-in.
- Improve their understanding and ability to leverage insights from the Change Style Indicator® (CSI).
- Enhance their skills in leading and motivating others through organizational change initiatives.

**PRIMARY COMPETENCIES DEVELOPED**

- Facilitating Change 2.0 and 3.0
- Leading Change 2.0 and 3.0

**SECONDARY COMPETENCIES DEVELOPED**

- Engagement Readiness 2.0
  [Moved to Personal Attributes in 3.0]
- Navigating Complexity 2.0

**COURSE OVERVIEW**

- **Session Opening:** An experiential activity illustrates how leaders must consistently pay attention to their environment so that they know when and how to act. They discuss the challenges associated with driving change, particularly as it relates to mid-level leaders.
- **Driving Change:** Participants use the Change Analysis Worksheet to explore the change initiative they identified in the prework. They analyze their situation leveraging peer consultation.
- **Change Styles:** Participants complete the Change Style Indicator® (CSI), which measures three individual styles of approaching and managing change: Conservers, Pragmatists, and Originators. They explore how each style is perceived by others.
- **The Change Process:** Participants learn the four-stage change model: Acknowledging, Reacting, Investigating, and Implementing. They consider people’s reactions, as well as leadership enablers and derailers at each stage.
- **Summary and Call to Action:** Participants discuss what they will stop, start, and continue doing regarding change initiatives.

**COURSE DETAILS**

- **Target audience:** Mid-level/operational leaders through senior-level leaders.
- **Course length:** Three hours, 45 minutes (Classroom). (Please note in Asia, all courses are six hours, 30 minutes.)
- **Facilitator certification:** DDI-qualified BIL facilitator required.
- **Prerequisites:** None.
- **Series:** Suitable for all environments.
- **Group size:** Eight to 16 people.
- **Prework:** Yes. Fifteen minutes to identify a change initiative.

**RELATED COURSES**

- Driving Change
- Driving Innovation
- Influencing for Organizational Impact
- Mastering Emotional Intelligence
- Embracing Change
Leaders, especially those at the mid- and senior levels, are routinely faced with complex, high-impact decisions that require expedient yet effective resolutions. Perhaps most challenging is the fact that these decisions come with an intricate set of dynamics with strong forces that can pull a leader toward less-than-optimal outcomes. Leaders learn a decision-making discipline that will help them manage these dynamics and overcome the forces both within themselves and across their organization that can compromise their decision-making ability.

DO YOU FACE ANY OF THESE ISSUES?

- Do your leaders struggle making complex decisions, especially when time is short and the stakes are high?
- Do biases exist within your organization that affect your leaders’ ability to make effective, objective decisions?
- Are your leaders unaware of how their personal biases affect their decision making?
- Do your leaders fail to consider the full implications of their decisions on key stakeholders?

PERFORMANCE OBJECTIVES

Helps leaders:

- Recognize the presence of complex dynamics that can negatively impact the ability to make objective, informed business decisions.
- Identify specific decision-making biases to which the organization and leaders are most susceptible.
- Apply a decision-making discipline to manage these biases and other decision dynamics.
- Apply this same discipline to diagnose past decisions and coach others in making decisions.

PRIMARY COMPETENCIES DEVELOPED

- Decision Making 2.0 and 3.0
- Operational Decision Making 2.0 and 3.0

SECONDARY COMPETENCIES DEVELOPED

- Leadership Disposition 2.0
- Navigating Politics 2.0

COURSE OVERVIEW

Session Opening: Facilitator introduces the complex dynamics surrounding decisions made by senior leaders, The Decision Lenses (factors to manage those dynamics effectively), and biases that cause leaders to base decisions on subjective factors.

Values: Guidance and Challenge: Participants explore the Values lens, and how to use it to choose between competing values or objectives and overcome values-related biases.

Perspectives: Gaining a Vantage Point: Facilitator introduces the Perspectives Lens and guides the group as they examine methods for exploring various perspectives in making decisions and avoiding biases.

Experience: Drawing on Life’s Lessons: In teams, participants debate the role of past experience as a basis upon which to make decisions, and how to use experience beneficially.

Risk: Managing Uncertainty: Participants examine the role that risk plays in decision-making, compare their risk tolerance to that of their organization, and review the implications on them as decision makers.

Decisions in Full Focus: Participants discuss how all four lenses can be used in concert to create a clear, objective view of a decision from all angles. Using what they’ve learned in the session, they assess their own abilities to use the four lenses.

Summary and Call to Action: Participants share key lessons and reflect on what they will stop, start, and continue to do to master decision dynamics.

COURSE DETAILS

Target audience: Mid-level/operational leaders through senior-level leaders.

Course length: Three hours, 45 minutes (Classroom). Course can be lengthened with optional activities. (Please note in Asia, all courses are six hours, 30 minutes).

Facilitator certification: DDI-qualified BIL facilitator required.

Prerequisites: None.

Series: Suitable for all environments.

Group size: Eight to 16 people.

Prework: Yes. Forty-five minutes to one hour to conduct a discussion with managers on their decision-making styles and track record. Also, to identify an important business decision they will analyze during the session.

RELATED COURSES

- Cultivating Networks and Partnerships
- Driving Innovation
- Leading with a Global Perspective
- Making High-Quality Decisions
LEARNING FORMAT: CLASSROOM.

SKILL PRACTICE COURSE
ORDER NO. BIL302

Leaders can’t do it alone. They need to understand how building their own emotional intelligence (EQ) contributes to improved performance for their teams, their partnerships, and their organization. Leaders assess their own EQ and learn to prevent the emotional hijacking that can interfere with personal intentions and organizational outcomes.

DO YOU FACE ANY OF THESE ISSUES?
> In these times of intense pressure, do your leaders sacrifice focusing on their people in favor of operational matters?
> Are leaders hard-pressed to read the environment, people, and others’ perceptions, which reduces their full impact?
> Have you ever seen your leaders become emotionally hijacked?
> On a day-to-day basis, do the behaviors of your leaders fall short when it comes to building a high-performance, high-trust environment?

PERFORMANCE OBJECTIVES

Helps leaders:
> Realize how emotional intelligence (EQ) affects business results.
> Understand how emotional hijacking interferes with values and outcomes.
> Recognize the five elements of EQ and learn skills to strengthen each one.
> Analyze their own EQ and the impact of their skill level on those around them.
> Identify their emotional triggers and apply techniques so they can respond effectively rather than react inappropriately.

PRIMARY COMPETENCIES DEVELOPED
> Building Self-Insight 2.0 and 3.0
> Earning Trust 3.0
> Emotional Intelligence Essentials 3.0

SECONDARY COMPETENCIES DEVELOPED
> Executive Presence 3.0 (Executive Disposition 2.0)
> Continuous Learning 2.0 and 3.0

COURSE OVERVIEW
> Session Opening: Participants discuss if emotions are appropriate in the workplace and review session objectives.
> Good Boss/ Bad Boss: Teams describe the characteristics and impact of good and bad bosses, then discuss how a leader’s emotional intelligence (EQ) affects business results.
> Values, Emotions, Behavior, and High Performance: Participants explore the elements of a model and the connection between values, behavior, and trust. Then they discuss the concept of emotional hijacking and its effects on others—when emotions override values and intentions.
> Emotional Intelligence Model: Facilitator reviews the five areas of EQ and explains the building nature of emotional intelligence.
> Developing EQ: Participants gain insight from completing the Index for Emotional Intelligence, and examine their strengths and areas for development. The group explores self-awareness and triggers by completing an activity. They also review self-talk and voices, and the impact they have on EQ. Using their prework, participants complete a skill builder activity using Key Principles and other techniques learned in this course.
> Summary and Call to Action: Participants outline what they want to stop, start, and continue doing to enhance their leadership skills relative to emotional intelligence.

COURSE DETAILS
> Target audience: Frontline leaders to senior-level leaders.
> Course length: Three hours, 45 minutes (Classroom). (Please note in Asia, all courses are six hours, 30 minutes.)
> Facilitator certification: DDI-qualified BIL facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Eight to 16 people.
> Prework: Yes. Thirty to 40 minutes to identify an issue involving someone whose view differs from their own. They read about the Key Principles and complete the Index for Emotional Intelligence.

RELATED COURSES
> Coaching for High Performance
> Communicating for Leadership Success
> Cultivating Networks and Partnerships
> Developing Organizational Talent
> Driving Innovation
> Influencing for Organizational Impact
> Leading with a Global Perspective
> Making Change Happen
> Translating Strategy into Results
TRANSLATING STRATEGY INTO RESULTS

LEARNING FORMAT: CLASSROOM.

ORDER NO. BIL301

Organizations are looking for leaders who can implement strategy from the middle. They need to identify execution priorities and manage their time to ensure execution and sustainability. Leaders learn actions they can take to engage themselves and their team in executing priorities and how to overcome the challenges that interfere with effective strategy realization.

DO YOU FACE ANY OF THESE ISSUES?

> Are your leaders unsure of how to produce results while still engaging their subordinate leaders and teams?
> Are your leaders unable to translate high-level strategies into specific actions for themselves and their teams in a sustainable way?
> Do your leaders struggle to focus their time and energy on the right activities, at the right times, to drive team performance?
> Are leaders challenged to create the lead measures (or progress indicators) in addition to managing the lag (or outcome) measures?

PERFORMANCE OBJECTIVES

Helps leaders:

> Understand the essential elements required to successfully implement strategy.
> Overcome the challenges that interfere with implementing strategy.
> Keep themselves and their teams engaged in executing strategy.
> Realize how to sustain execution in the long term.

PRIMARY COMPETENCIES DEVELOPED

> Driving Execution 2.0 and 3.0
> Establishing Strategic Direction 2.0 and 3.0
> Strategic Planning 3.0 (Strategic Decision Making 2.0)

SECONDARY COMPETENCIES DEVELOPED

> Driving for Results 2.0 and 3.0
> Execution 3.0

COURSE OVERVIEW

> Introduction to Execution: The essential elements of strategy execution—Focus, Accountability, Engagement, and Sustainability—are introduced.
> Maintaining Strategic Focus: Participants explore how the concepts of chaos, focus, and perspective relate to implementing strategy. They perform a Strategic Focus Analysis to see how they use their time and energy in relation to the organization’s strategic priorities.
> Measuring What You Manage: Participants learn about importance of measurement, and the criteria for ensuring that they have effective lead and lag measures.
> The Discipline of Accountability: Participants discuss the challenges of accountability within their organization and how to overcome them, including the concepts of capability, capacity, behaviorally-focused feedback, and process tension.
> Engaging Yourself and Your Staff: Participants use an experiential activity to gain insight into the role that engagement plays in executing strategy.
> Evaluating Alignment: Participants reflect on the systems and processes that will be enablers and barriers to accomplishing their strategic objectives.
> Ensuring Sustainability: Participants examine the 5 factors that a leader can leverage to sustain strategy execution and assess themselves against each factor.
> Summary and Call to Action: Participants are asked to reflect on what they will stop, start, and continue doing regarding implementing and sustaining their strategy.

COURSE DETAILS

> Target audience: Mid-level/operational leaders.
> Course length: Six hours, 30 minutes (Classroom).
> Facilitator certification: DDI-qualified BIL facilitator required.
> Prerequisites: None.
> Series: Suitable for all environments.
> Group size: Eight to 16 people.
> Prework: Yes. Sixty minutes to complete the Strategic Focus Analysis. Participants are also asked to bring their performance plans to the session.

RELATED COURSES

> Cultivating Networks and Partnerships
> Developing Organizational Talent
> Driving Innovation
> Executing Business StrategySM
> Executing Strategy at the Front Line
> Making Change Happen
> Mastering Emotional Intelligence
PROCESS OVERVIEW

> **Phase 1 – Experience BIL:** The two options for qualification are Full Series or Select Series certification. In both cases, client facilitators first participate as learners in a DDI-delivered BIL: MLL course.

   Experiencing the content from the learners’ perspective enables the client facilitators to anticipate questions and determine what they might need to do to adjust their own delivery approach for this target audience.

> **Phase 2 – In-House Facilitator Coaching Session:** As prework, each facilitator prepares for a 2 hour demo assignment from one of the courses identified by your organization for immediate implementation. This demo will help them and their colleagues experience these courses within your organizational context. In addition, they review the facilitator materials from the other course(s) and come to the session prepared with questions and concepts/content requiring additional clarification.

**Option A (Full Series Certification):** The Full Series is a 2-day workshop, which includes a maximum of four facilitator candidates using up to four selected courses.

   – **Day One:** Learners are introduced to the BIL: MLL series and overview the Facilitator Criteria required for capturing the head and the heart of mid-level leaders. DDI’s Master Trainer will lead the learners in a discussion around the business, organizational, and cultural context relevant to the topics of the courses selected. Together they identify relevant business and HR systems, practices and engagement/cultural survey, values, and the competency profiles of mid-level leader in their organization, if available. The Master trainer calibrates with client facilitators the key messages/points of view to articulate in the courses. The first two client facilitators deliver their assigned demos. The DDI Master Trainer rounds out their understanding of the specific course by overviewing the concepts, models, tools, and experiential exercises not included in the demo. The DDI Master Trainer also provides facilitation tips, along with “watch outs,” and responds to questions posed by client facilitators for each selected course.

   – **Day Two:** Following the same process described above, the remaining client facilitators deliver assigned demos. The DDI Master Trainer provides an overview of components not covered. The DDI Master Trainer also overviews the remaining courses in the BIL: MLL series. An implementation discussion concludes the session.

**Option B (Select Series Certification):** The Select Series is a 1-day workshop for one or two (maximum) facilitator candidates receiving certification in up to 2 selected courses from the full BIL: MLL Series. This one day session parallels the full series session described above, with two facilitators presenting their demos.

This session does not include an overview of courses beyond the two selected by the organization.

**SESSION DETAILS**

> **Target Audience:** Experienced facilitators who have the competencies required for facilitation at the mid-level, credibility at the mid-level, working knowledge of the organization’s business, compelling communication, master integrator, and global acumen.

> **Facilitator qualification:** DDI Master Trainer required.

> **Prerequisites:** Certification in the Facilitation Skills Workshop.

> **Series:** Suitable for all environments.

> **Group size:** Up to four people Full Series; up to two people Select Series.

> **Prework:** Yes. Four to six hours.
PROGRAM OVERVIEW
This intense four-day program immerses participants in business situations commonly faced by senior strategic leaders to improve their understanding of critical business challenges and strategies. Participants experience and apply nine situational roles (navigator, strategist, entrepreneur, mobilizer, talent advocate, captivator, global thinker, change driver, and enterprise guardian) proven to be key differentiators between successful leaders and those who fail to effectively make the transition from an operational to a more senior strategic role.

Using a leadership simulation, participants safely experience three years of challenges and situations in the life of a senior strategic leader. They deal with marketing, staffing, budgeting, allocating resources, and motivating the workforce. They make crucial decisions—applying the appropriate roles—and then see the outcomes of these decisions on the business and the organization.

Participants also gain personal insight—through self-assessment tools, journaling, and peer feedback—into their strengths and development needs relative to the nine roles of effective senior strategic leaders. Plus they acquire familiarity with executive derailers—personal characteristics that, when used to an extreme, can undermine a leader’s success as he or she advances to higher levels in the organization. All combined, participants walk away able to target areas for development to effectively lead more strategically in an operational role, or transition into a senior strategic role.

DAY-BY-DAY OVERVIEW

Day One: Having gained insight from prework, participants learn about the company, its industry, its market position, its competitors, and the challenges it faces. They start to build working relationships with their team members, and together, with an eye on business outcomes, they guide the company through Year One of the leadership simulation. Along the way, they begin to learn the key roles of effective senior strategic leadership. At the end of a non-stop day, there is an evening activity and homework assignments.

Day Two: The focus is on additional key roles and on guiding the company through a new set of challenges in Year Two. The business and cultural impact of every business decision becomes more apparent. At the end of the day, each team receives its Year Two company-performance results, and participants spend the evening preparing for Year Three.

Day Three: Additional roles are covered, and new challenges confront the company. In teams, participants learn how specific strategic senior leader roles come more easily to some than to others. They continue to discover the importance of the roles relative to achieving business outcomes. The evening assignment includes assembling a strategic review to be presented to the entire group.

Day Four: Participants assess the performance of the company, make their presentation to “the Board,” and receive peer feedback on their personal performance. In working with their team members to grapple with difficult decisions, form consensus, and plot strategy, participants gain a new appreciation for the unique demands of senior strategic leadership and acquire an awareness of the roles. They come away with valuable insight into their own strengths and development needs to effectively lead more strategically at a senior level.

PROGRAM DETAILS
Target audience: Leaders moving from operational to senior strategic roles; high-potential leaders; aspiring senior leaders; and operational leaders acting strategically.

Session length: Four days.
Group size: Twelve to 28 people.
Certification: DDI direct-delivery only.
Prework: Four to six hours.
Prerequisites: None.

RELATED COURSE
Business Impact Leadership®: Mid-level Series
BUSINESS IMPACT LEADERSHIP®: SENIOR-LEVEL SERIES

Today's executives face an array of significant business complexities, and the future of their organizations sit squarely on their shoulders. Those transitioning into the senior ranks must wrestle with changes in the socio-political landscape, risk management, technology, job complexity, time horizons, and human dynamics. And once in an executive role, it often takes years to master it—and produce the kind of results today's stakeholders expect. Developing the skills of this sophisticated audience requires a solution crafted to meet the unique needs of these critically important leaders.

DESCRIPTION

Business Impact Leadership®: Senior-Level Series is built to help executives navigate a complex, often ambiguous, role that requires them to:

- Establish a long-range vision despite an uncertain economic and political future.
- Flourish in the face of new, often unexpected competitors from all corners of the globe.
- Be entrepreneurs who devise ways to innovatively meet client needs.
- Create a high-performance culture that elevates talent strategy to business strategy.
- Execute under intense scrutiny and with little forgiveness from their board, their shareholders, the media, and the public at large.

At this level, executives and high-potentials need a customized approach to development that fits their needs and those of the organization. With Business Impact Leadership®: Senior-Level Series, we'll collaborate with you to design a high-impact solution that addresses individual and executive team leadership gaps, and ultimately drives speed-to-productivity and organizational transformation.

OVERVIEW

Leveraging our Excellence in Design process, we determine:

- The business and leadership challenges your solution needs to meet.
- The skills, knowledge, personal attributes, and experiences needed to meet these challenges.
- The proper mix of development solutions balanced across leaders' needs to better understand their business, their roles, and themselves as leaders.
- A scalable solution that utilizes our most current thought leadership, content, case studies, action learning, exercises, self-insight tools, and behavioral assessments.
- The most effective ways in which your executive sponsors might play a part in the solution.
- The best-fitting senior facilitators for your organization.
- A plan for measuring the impact of the solution on individual leaders and the organization overall.

We offer customized solutions related to these critical areas:

- Executing Strategy through topics such as thinking strategically, maintaining strategic focus, execution, and sustainability.
- Igniting a High-Performance Culture by exploring ways to create a development culture and embracing the need to reach higher, analyze competing forces, drive innovation, and lead with greater courage.
- Accelerating Change through driving organizational transformation and inspiring change.
- Elevating Senior Team Performance by uncovering and addressing issues such as lack of vision, strategy misalignment, hidden agendas, dysfunctional behaviors, internal competition, and mistrust.
- Optimizing Talent by developing a strategic talent mind-set, coaching for high performance, mentoring, and managing across cultures.
- Forging Strategic Relationships by elevating emotional intelligence, and mastering the art of networking and partnering in today's complex, interdependent world.
BUSINESS IMPACT LEADERSHIP®:
SENIOR-LEVEL SERIES

(BONT'D)

BENEFITS

Business Impact Leadership®: Senior-Level Series will:

> Transform your leaders and your business by developing leaders as individuals, while linking development to their roles and your business objectives.

> Leverage DDI assessment options to uncover leadership gaps relative to business needs. By leveraging assessment insights, our development engagements are highly targeted to your needs, which ultimately drive exceptionally powerful results.

> Allow for flawless implementations that are scalable to meet your unique needs, and are designed to drive results.

> Engage world-class faculty, solutions designers, and thought leaders.
EXECUTIVE FOCUS COACHING

Current and aspiring executives are facing enormous performance challenges. Overwhelmed by competing priorities, stretched by role changes, and constrained by time, executives need rich advice and increased focus to keep up with today’s complex and fast-paced business environment.

Unfortunately, few executives receive support and guidance when making major career leaps, overcoming personal performance issues, and tackling business strategies. Without guidance, executives often lack the focus and integrated plan needed to effectively execute the most important work priorities. Consequently, personal and organizational performance suffers.

DDI’s executive coaching is a highly personalized relationship that strengthens executives’ performance by helping them identify, organize, and execute important work priorities.

DESCRIPTION

Through a mutual exploration process, DDI executive coaches guide executives as they interrelate personal aspirations and role demands with the organization’s current and future business challenges and goals. The result is a focused action plan supported by hands-on guidance that ensures performance success.

OVERVIEW

Our executive coaches work intimately with the executive to identify and integrate key factors important to the business situation, current role demands, and the individual. Through a holistic view of the executive’s challenges, the executive and coach identify specific actions and development priorities that will contribute to both business and individual success. With their help, executives are able to maintain strategic focus.

The focus of the coaching relationships can range from supporting executives tackling current and future business challenges, to helping leaders transitioning into senior roles master important fundamentals. No matter the length or specific focus of the coaching engagement, DDI’s services always involve the following results-driven activities:

> Confirming stakeholder expectations of performance.
> Establishing clear coaching objectives.
> Analyzing job challenges.
> Conducting candid self-assessment.
> Identifying development priorities.
> Targeting development resources.
> Driving development through assertive support.
> Ensuring adequate focus on most strategically relevant priorities.
> Measuring and ensuring improved performance success through metrics and follow-up.

This approach ensures a productive engagement and guarantees that executives emerge with the specific actions and plans needed to develop the right skills at the right time.

BENEFITS

> Initiates an action plan that drives clarity and focuses on business requirements.
> Increases retention by considering individual career aspirations and motivations.
> Provides assertive guidance and easily accessed development resources.
> Targets development that benefits both the business and the individual.
> Leverages experienced coaches who work with executives across all industries.
LEARNING JOURNEY DESIGN

Ensure that your development initiatives build better knowledge, skills, and experience to improve performance and raise engagement in the new business landscape.

Leadership is a journey of learning opportunities, in which individuals face transformational challenges that help them grow with time. For this reason, no two journeys are alike. A Learning Journey must be a unique creation that is perfectly tailored to your organization’s leadership style and culture, and designed to deal with the realities of execution.

Learning Journeys are a strategic development approach anchored in business strategy—and designed for practical application. Intended for groups, cohorts, or communities of leaders, a Learning Journey takes place over time. It incorporates multiple formal and informal development components into a unique design, which optimizes your training investment and maximizes learning stickiness and behavior change.

Consider the following questions to gauge the quality of your organization’s leadership development initiative:

> Does your organization utilize a cookie-cutter approach to leadership development? Is your approach personalized for your organization and your learners?
> Are you simply sequencing development components aimed at building leadership competencies? Do these components consider the before and after elements surrounding training, to ensure sustainable development?
> Do you have a graphic learning map to aid in the marketing of your approach within your organization? Does this design connect your leaders to your business and your business to their development?

THE BENEFITS

> Ensures alignment between development solutions and your organization’s strategies.
> Fuels individual, group, and organizational transformation via a combination of 70:20:10 learning applications (instruction, coaching, post-session application, and leadership involvement).
> Spans boundaries, promoting networking and relationship-building.
> Produces new perspectives, self-awareness and insight, a common leadership language, and mastery of leadership skills.
> Helps optimize the innovations and flexibility built into DDI’s leadership development systems—Interaction Management℠: Exceptional Leaders (IM: ExL℠) and Business Impact Leadership℠—to expand, refresh, apply, and track learning.
> Provides clear pathways of action for immediate application by your organization.

THE DETAILS

Learning Journey creation requires a methodology rooted in instructional design and organizational development principles. It is based upon the strategic and cultural challenges facing the organization, and the actions leaders need to take to drive the business forward.

DDI utilizes a collaborative design process to create a Learning Journey. In working sessions, key stakeholders, program managers, and a DDI Learning Journey design expert work closely together throughout a series of phases, to gain a common understanding of your organization’s unique business needs.

The product of the design session includes a unique Learning Journey design map, structured in accordance with the principles of 70:20:10. Additional supporting materials provide documentation of the organizational landscape discussions and design implications that emerged during the session. Last, but not least, we gauge the appropriate level of project management support you’ll need as your journey moves from design through implementation.
SOLUTIONS THAT WORK FOR DEVELOPMENT

Organizations today face many difficult issues, such as leadership gaps, high turnover, decreased customer service, overworked employees, and more. To succeed in the face of such formidable challenges, organizations must incorporate a multifaceted approach to training and development.

At DDI, we understand that the challenges you face often cannot be resolved with a single training workshop. To help, we have developed the following recommended solutions for your most common business issues.

These solutions help your organization succeed in today’s competitive marketplace because they incorporate multiple development components that will result in a skilled workforce.

ADVANTAGES

> **Competency-based**—DDI pioneered the use of competencies, and every DDI program allows you to hire, assess, promote, train, develop, and manage people against consistent criteria that are relevant for your jobs and your organization.

> **Built-in assessment and evaluation**—Our comprehensive learning programs contain carefully crafted needs analysis and assessment instruments to help determine training needs, assess post-training behavioral change, and evaluate organizational impact.

> **Powerful integration**—We provide a highly integrated learning system that, by design, can be easily customized to meet your organization’s needs.

> **Flexible learning**—You will find our systems offer more flexibility—both in content and delivery options—than any other learning programs available today.

> **Proven effectiveness**—Our systems, which are used throughout the world in a variety of industries and organizations, are proven to build skills in critical, job-related competencies and to positively change behavior.

> **Constant updating**—DDI continuously researches, evaluates, and revises its offerings to keep pace with changes in the way people learn and with evolving workplace demands around the world.

SOLUTION AREAS

> Leadership

> Health Care

> Customer Service

> Workforce

ADDITIONAL SUPPORT SYSTEMS

> The solutions provided are basic recommendations to build skills typically needed. DDI recommends the assessment of individual strengths and development needs through assessment centers and **Leadership Mirror®**.

> **Maximizing Performance®**—Aligns individual performance with an organization’s vision, values, and strategic priorities.

> **OPAL®** and **SCOPALs**—Provides Internet or intranet reinforcement and just-in-time coaching.
Recommended Solution for:

ACCELERATING NEW LEADER DEVELOPMENT

In today’s highly competitive environment, organizations must be able to jump-start the productivity of their new leaders. Most new frontline leaders struggle—not with the technical aspects of the job, but with the fundamental leadership skills that are critical to success in this new role. They must be able to:

> Achieve results through others by building strong relationships with team members.
> Provide proactive coaching for success and support for improvement.
> Help others identify performance expectations that align with the organization’s goals.
> Successfully delegate the right tasks to the right individuals.

Because they are new to the leadership role, it is important for new leaders to:

> Understand and focus their efforts on the organization’s business strategies.
> Identify strengths and development needs for themselves and their team.

COURSE RECOMMENDATIONS

The following courses arm new frontline leaders with the knowledge and skills they need to achieve results more quickly in their new leadership role.

Your Leadership Journey (IM: ExLSTM)—New leaders learn how to handle the challenges of their new roles while building a positive reputation and contributing to the organization’s success.

Communicating for Leadership Success (IM: ExLSTM)—This foundation course for all Interaction Management® courses teaches leaders the essential interaction skills critical to leadership success.

Coaching For Peak Performance (IM: ExLSTM)—Teaches three coaching techniques to help leaders handle both proactive and reactive coaching discussions.

Setting Goals and Reviewing Results (IM: ExLSTM)—Helps leaders understand their role and their direct report’s role in performance management. Also provides leaders the tools and skills to have meaningful performance planning and review discussions.

Delegating with Purpose (IM: ExLSTM)—Helps address the “do more with less” business environment by teaching leaders how to assess their team’s skills and delegate tasks that will develop others skills and abilities while enhancing team capacity and capability.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

Developing Yourself and Others and Setting Goals and Reviewing Results from IM: ExLSTM

Making Meetings Work from IM: EX

High-Impact Feedback and Listening and Networking for Enhanced Collaboration from IM: ExPSM

OPAL® and SCOPALs—Provides Internet or intranet reinforcement and just-in-time coaching.

RATIONALE

New leaders are asked to take on a whole new list of responsibilities that are often challenging for even the experienced manager. Too often work group performance drops as new leaders work under higher visibility and expectations to undo their “rookie” mistakes. It is important for new leaders to develop a plan, with their manager’s support, that focuses on the new skills that are critical to success. They must be able to take an objective look at their teams and proactively find ways to leverage their existing skills, help them develop new skills, and provide the coaching and support they need to be successful.
Recommended Solution for:
BUILDING ADVANCED COACHING SKILLS

Research shows that effective leaders are good day-to-day coaches. They spend more of their time coaching for success (proactive coaching), but are effective at coaching for improvement when needed. Unfortunately, after mastering the basics of coaching, few leaders raise their coaching skills to the next level. They miss opportunities to get even higher levels of performance or grow and develop people. The best coaches:

> Master the subtleties of adapting their leadership style to the person and the situation.
> Constantly hone their day-to-day coaching skills.
> Work with individuals to leverage their strengths and develop knowledge, skills, and experiences.
> Constantly check team members’ level of job satisfaction and take action to retain people.
> Create an environment where individuals and teams are motivated to accomplish goals.

COURSE RECOMMENDATIONS
The following courses help leaders achieve higher levels of work group performance through effective coaching:

Adaptive Leadership (IM: EX)—Teaches leaders how to tailor their approaches based on team members’ motivations, personality styles, the organizational environment, and the situation.

Advanced Coaching (IM: ExLSM)—Equips experienced leaders, who are already proficient with the Interaction Essentials, to coach effectively when they have limited time. Also equips leaders to ask high-gain coaching questions to get greater impact in coaching discussions.

Developing Yourself and Others (IM: ExLSM)—Equips leaders with a practical process to guide their own and their direct reports’ development efforts.

Engaging and Retaining Talent (IM: ExLSM)—Provides leaders with a model to determine individuals’ engagement as well as how to conduct engagement and retention conversations.

Mastering Interaction Skills (IM: EX)—Helps leaders significantly improve their confidence and mastery in using the IM leadership skills. Leaders explore the issues that they face, practice their skills, and receive feedback on their use of the Interaction Process skills.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS
Communicating for Leadership Success (foundation course) from IM: ExLSM

Coaching for High Performance, Developing Organizational Talent, and Mastering Emotional Intelligence from Business Impact Leadership®: Mid-Level Leader Series.

Leadership Mirror®

OPAL® and SCOPALs—Provides Internet or intranet reinforcement and just-in-time coaching.

RATIONALE
Higher levels of retention, motivation, and engagement are the results of effective coaching and leadership. Yet the skills to achieve these higher-level results do not come naturally to leaders, nor can they be easily “picked up” through observation and trial and error. The Advanced Coaching and Development curriculum equips leaders to use their skills and experience in new and more effective ways. The best leaders create an environment where people feel they can make a difference, and grow and develop, and they develop strong business relationships which help bind team members to the team and organization.
Recommended Solution for:

BUILDING ADVANCED LEADERSHIP SKILLS

Once fundamental leadership skills have been attained, leaders can work on some of the more challenging day-to-day tactical skills and strategic skills that help create a high-performance environment. At this stage, leaders need to focus on being able to:

> Build an environment of trust with and among others.
> Develop and retain organizational talent.
> Adapt leadership approaches to meet a variety of personalities, environments, and situations.
> Use personal power (rather than position power) to gain acceptance to ideas and move people to action.
> Motivate employees to achieve higher levels of performance.
> Build partnerships across the organization to achieve goals.
> Select talent to ensure long-term organizational success.

COURSE RECOMMENDATIONS

These courses build leaders’ skills in more challenging situations:

Adaptive Leadership (IM: EX®)—Teaches leaders how to tailor their approaches based on team members’ motivations, personality styles, the organizational environment, and the situation.

Building and Sustaining Trust (IM: ExLSM)—Helps leaders understand that through the right actions, they can build and sustain trust which enables people to take risks, identify and solve problems, and collaborate to achieve business results.

Developing Yourself and Others (IM: ExLSM)—Equips leaders with a practical process to guide their own and their direct reports’ development efforts.

Engaging and Retaining Talent (IM: ExLSM)—Provides leaders with a model to determine individuals’ engagement as well as how to conduct engagement and retention conversations.

Strategies for Influencing Others (IM: ExLSM)—Helps leaders create the right strategy and packaging to gain commitment for their ideas.

Strengthening Your Partnerships (IM: ExLSM)—Focuses on tools that help partners strengthen their relationships through identifying and targeting important issues, promoting open communication, and defining meaningful measurement.

Targeted Selection®—Identifies the competencies needed for all key positions, builds interviewer skills and confidence, and increases the efficiency and effectiveness of the selection process.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

Communicating for Leadership Success (foundation course), Developing Yourself and Others, and Setting Goals and Reviewing Results from IM: ExLSM

Making Meetings Work from IM: EX®

High-Impact Feedback and Listening and Networking for Enhanced Collaboration from IM: ExPSM

Mastering Decision Dynamics, and Mastering Emotional Intelligence from Business Impact Leadership®:

Mid-Level Leader Series

Strong Start®

Leadership Mirror®

OPAL® and SCOPALs—Provides Internet or intranet reinforcement and just-in-time coaching.

RATIONALE

After building initial skills, leaders need to continue developing the skills that will help propel their team and organization to success, such as creating and maintaining an environment of high trust and innovation. Without this environment, productivity decreases and low morale can lead to higher turnover. They need to help team members assess their strengths and development needs. Leaders must also work beyond their own teams, building solid relationships with other groups and individuals to help the organization achieve its objectives. When a leader can successfully match people and responsibilities, the individual, the group, and the organization all prosper.
Recommended Solution for:
BUILDING BASIC COACHING SKILLS

Through their daily interactions, frontline leaders must inspire associates to “give their all” so your organization can accomplish its goals. This can only be accomplished through effective coaching. Leaders who master the basics—identifying the coaching need, following through with coaching and support, and measuring results—will be effective coaches. They will:
> Establish clear performance goals and objectives.
> Encourage people to think through the situation themselves to encourage involvement and build commitment.
> Expand their teams’ capabilities by coaching for success.
> Provide specific, timely, and balanced feedback.
> Address performance and work habit issues in a firm, fair, and consistent manner.

COURSE RECOMMENDATIONS
The following courses help frontline leaders develop the skills they need to provide day-to-day coaching for success and improvement:

Addressing Poor Performance (IM: ExLSM)—Builds leaders’ skills and confidence in addressing chronic poor performance and work habits.

Communicating for Leadership Success (IM: ExLSM)—This foundation course for all Interaction Management® courses teaches leaders the essential interaction skills critical to leadership success.

Coaching For Peak Performance (IM: ExLSM)—Teaches three coaching techniques to help leaders handle both proactive and reactive coaching discussions.

High-Impact Feedback and Listening (IM: ExPSM)—Leaders learn how to foster a feedback culture by not only providing effective feedback but also being receptive to feedback.

Setting Goals and Reviewing Results (IM: ExLSM)—Helps leaders understand their role and their direct report’s role in performance management. Also provides leaders the tools and skills to have meaningful performance planning and review discussions.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS
Developing Yourself and Others from IM: ExLSM

Coaching for High Performance and Mastering Emotional Intelligence from Business Impact Leadership®: Mid-Level Leader SeriesSM

OPAL® and SCOPALs—Provides Internet or intranet reinforcement and just-in-time coaching.

RATIONALE
Coaching will always be a critical component of effective leadership. There is little time today for organizations—and the workforce—to learn from trial and error. A successful coach prepares individuals and teams to accomplish a goal and moves them along the road to success by providing guidance, feedback, and recognition. Successful leaders build new skills and knowledge in their teams by proactive coaching. Their first approach—the best approach—is to “seek” instead of “tell” to encourage involvement and build commitment to the solution. Good coaches also know how to get employees back on track without getting themselves or your organization into trouble.
Recommended Solution for:
BUILDING CUSTOMER LOYALTY

Frontline service providers are your organization’s primary contact with your customers. What they say and do can build customer satisfaction and loyalty, which results in repeat business and increased success. To achieve that success, employees need to:

> Feel confident to handle every customer interaction.
> Provide the kind of service that keeps customers coming back.
> Respond quickly to customer requests with effective solutions.
> Form effective partnerships with internal and external customers.
> Evaluate work processes to look for ways to make them more efficient and customer focused.
> Have their performance objectives aligned with the very critical organizational objective of being customer focused.

COURSE RECOMMENDATIONS

These courses help develop employees who focus on meeting and exceeding customer expectations and increasing customer satisfaction and loyalty.

Communicating with Impact (IM: ExPSM)—Presents the foundational skills for effectively communicating with internal partners and external customers.

Embracing Change (IM: ExPSM)—Provides the skills and resources leaders need to accelerate the process of change and create an agile work environment where people are more open to change.

High-Impact Feedback and Listening (IM: ExPSM)—Emphasizes the importance of feedback and listening to the success of individuals, groups, and the organization.

Navigating Beyond Conflict (IM: ExPSM)—Helps individuals recognize the warning signs of conflict, take action to prevent situations from escalating, and employ conflict resolution skills and tools to navigate through challenging conflicts.

Networking for Enhanced Collaboration (IM: ExPSM)—Teaches learners a set of flexible interaction skills to establish network contacts, secure their help and commitment, and maintain collaborative working relationships.

Taking the HEAT (IM: ExDSM)—Focuses on a set of best practices for taking the “heat” to turn difficult customer situations into positive interactions.

Valuing Differences (IM: ExDSM)—Helps individuals explore, nurture, and leverage different styles, abilities, and motivations.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

Working as a High-Performing Team from IM: ExDSM

RATIONALE

The powerful combination of Communicating with Impact and Taking the HEAT builds exceptional performers’ confidence in handling customer interactions by giving them the skills and tools they need to meet and exceed customers’ personal and practical needs, both on a proactive basis, and when things have gone wrong and customers come to them with problems or concerns. These skills help learners provide the kind of service that keeps customers coming back and telling others about the excellent service they received. In order to be customer focused, it is important that service providers’ seek and embrace changes that will help them provide the highest level of service to their customers. Because service providers often need to work closely with their internal partners to meet customer needs, skills in managing conflict and building and maintaining networks are essential to strengthening customer relationships and increasing customer loyalty. Understanding individual differences, in internal partners and external customers, is an additional key element in building customer loyalty.
Recommended Solution for:

CREATING A SERVICE CULTURE

If customer satisfaction is a strategic priority of your organization, creating a service culture is what it takes to get there. You need a culture where the customers’ needs are central to decisions about systems, processes, and behaviors.

Leaders must:
> Understand their roles as service leaders in creating an effective service culture.
> Identify enablers, barriers, actions, and clear accountabilities to support a service culture and the training required to achieve it.
> Align individual performance with the organization’s service vision, values, and business strategies.
> Focus their efforts and those of the service providers to achieve the results most important to customers.
> Inspire service providers to take actions that create customer satisfaction and loyalty.
> Support and encourage their work groups’ efforts to form effective partnerships with internal and external customers.

Service providers must:
> Feel confident about their skills in handling every customer interaction.
> Make customers feel good about themselves, the service they receive, and the organization.
> Provide the kind of service that keeps customers coming back and telling others about the great service they received.
> Confidently handle problems, unpredictable events, and other job pressures while serving customers.

COURSE RECOMMENDATIONS

These offerings help organizations drive customer satisfaction and loyalty:

*Communicating with Impact and Taking the HEAT (IM: ExPSM)*—Helps service providers build the skills and knowledge they need to provide truly exceptional customer service, leading to customers who exhibit the three R’s of customer loyalty: return, refer, and relate.

*Creating a Service Culture: The Service Leader’s Role (IM: EX®)*—Helps leaders develop the skills needed to conduct a service culture analysis and provides them with the five key leader practices they need in order to create a service culture.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

Courses from *Interaction Management®: Exceptional Leaders...Extraordinary Results®* and *Interaction Management®: Exceptional Performers* develop the leadership and interpersonal skills necessary for exceptional service.

RATIONALE

These offerings establish the framework and build the skills required to create a customer-focused culture that will drive the organization to achieve higher levels of employee satisfaction and retention and increased customer satisfaction and loyalty, resulting in organizational success. Important leadership practices that DDI research shows are essential to creating a service culture:

> Create an Operational Service Vision—Develop specific, measurable, attainable, relevant, and time bound (SMART) ways to ensure everyone in the organization knows what is required to meet or exceed customer expectations.
> Create Customer-Focused Work Processes—Examine how work processes can get in the way of meeting customer expectations, and develop ways to make work processes more customer-focused.
> Build Partnerships—Develop specific actions to build the internal partnerships required to meet or exceed customer expectations.
> Develop Knowledge and Skills—Identify actions to ensure service providers get the knowledge and skills they need to provide excellent service.
> Give Authority—Develop specific actions to give service providers the authority they need to meet or exceed customer expectations; in a way that minimizes risk to the customer, the service provider, and the organization.
Recommended Solution for:
CREATING AN ENVIRONMENT OF INNOVATION

Innovative organizations have an advantage: constant product, service and process improvement keeps them ahead of the competition. Fostering innovation at the senior level is where the most energy is spent, but ideas for improvement can come from throughout the organization. So how can you encourage innovation on the frontlines? The truth is that you can’t train for innovation—but leaders can create an environment where new ideas and appropriate risk-taking is valued. Leaders who create an innovative environment:

> Build a trusting environment where people feel safe to share new ideas.
> Provide effective feedback to continue to encourage innovative ideas.
> Encourage team members to build networks.
> Motivate people to reach higher.
> Coach others in a way they feel supported in generating or implementing new ideas.

**COURSE RECOMMENDATIONS**

**Building and Sustaining Trust** (*IM: ExLSM*)—Helps leaders understand that through the right actions, they can build and sustain trust which enables people to take risks, identify and solve problems, and collaborate to achieve business results.

**Coaching For Peak Performance** (*IM: ExLSM*)—Teaches three coaching techniques to help leaders handle both proactive and reactive coaching discussions.

**Driving Change** (*IM: EX*)—Explores how change affects individuals and teams and shows leaders what they can do to help others adapt.

**Driving Innovation** (*Business Impact Leadership*)—Teaches leaders how create the conditions for sustainable innovation.

**Engaging and Retaining Talent** (*IM: EX*)—Provides leaders with a model to determine individuals’ engagement as well as how to conduct engagement and retention conversations.

**Fostering Innovation** (*IM: ExLSM*)—Helps leaders and their teams think differently to generate new ideas that add value to the organization and its customers.

**High-Impact Feedback and Listening** (*IM: ExPSM*)—Leaders learn how to foster a feedback culture by not only providing effective feedback but also being receptive to feedback from others.

**Networking for Enhanced Collaboration** (*IM: ExPSM*)—Teaches learners a set of flexible interaction skills to establish network contacts, secure their help and commitment, and maintain collaborative working relationships.

**SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS**

**Communicating for Leadership Success** (foundation course) from *IM: ExLSM*

**Mastering Emotional Intelligence** from *Business Impact Leadership*:
Mid-Level Leader Series

**OPAL® and SCOPALs**—Provides Internet or intranet reinforcement and just-in-time coaching.

**RATIONALE**

Leaders often do not realize the critical role they play in a creating a culture of innovation. Sharing new ideas often comes with a feeling of risk to an employee. Because new ideas may be most important during times of change, that sense of risk becomes even greater. Leaders have the responsibility to build and maintain a foundation of trust within an organization to make it feel safe to share new ideas. This environment is not built overnight but rather over time when leaders effectively demonstrate skills associated with trust, such as providing effective feedback and coaching. A good leader realizes that not all ideas are good ideas but it is the leader’s roles to support employees so they will feel safe to present their next great idea.
Recommended Courses for:
DRIVING PERFORMANCE AND ACCOUNTABILITY

Many leaders struggle with getting maximum performance from their work groups. Under pressure to deliver more results with proportionately fewer resources, even experienced leaders lose sight of priorities, send mixed messages, and fail to stop or prevent debilitating turf wars. The result is chronic under-performance of individuals and work groups, and lower levels of job commitment and satisfaction. As the pace of work quickens, leaders need to:

> Establish clear performance goals and objectives and reinforce or reinterpret them as change occurs.
> Monitor work flow and loads and maximize the talents and capabilities of all work group members.
> Monitor personal disagreements and intra-team disputes to prevent escalating conflict.
> Analyze situations and make decisions rapidly and confidently when quick action is needed.

COURSE RECOMMENDATIONS
The following courses help experienced leaders achieve higher levels of workgroup performance:

**Accelerating Business Decisions (IM: ExLSM)**—Helps leaders accelerate the decision-making process, yet still make quality decisions in fast-paced environments with limited time and information.

**Boosting Business Results (IM: EX®)**—Teaches leaders a proactive, strategic process they can apply to leverage their leadership skills with business results.

**Delegating with Purpose (IM: ExLSM)**—Helps address the “do more with less” business environment by teaching leaders how to assess their team’s skills and delegate tasks that will develop others skills and abilities while enhancing team capacity and capability.

**Executing Strategy at the Front Line (IM: ExLSM)**—Teaches leaders how to focus on the most crucial priorities, to measure progress toward the accomplishment of these priorities and to hold themselves and their team members accountable against the metrics.

**Resolving Workplace Conflict (IM: ExLSM)**—Enables leaders to recognize signs of conflict, assess the conflict, and serve as catalysts to achieve resolution.

**Setting Goals and Reviewing Results (IM: ExLSM)**—Helps leaders understand their role and their direct report’s role in performance management. Also provides leaders the tools and skills to have meaningful performance planning and review discussions.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

**Communicating for Leadership Success** (foundation course) from IM: ExLSM

**Translating Strategy Into Results** and **Coaching for High Performance** from Business Impact Leadership®: Mid-Level Leader Series

**OPAL®** and **SCOPALs**—Provides Internet or intranet reinforcement and just-in-time coaching.

RATIONALE
Most organizations can’t execute their business strategies without leaders at all levels, but especially first- and second-level leaders, getting the highest level of performance from the individuals in their work groups. Yet many leaders fail to establish clear performance goals and then hold people accountable (with coaching) to achieve them. Often changing priorities, unexpected events, and increasing demands require leaders to take decisive action, assign broad responsibilities to people and teams, or handle potential conflicts before they escalate. This solution equips leaders to deal effectively with these challenges and maintain both high levels of performance and employee engagement.
Recommended Solution for:

**IMPROVING PATIENT SATISFACTION**

Patient satisfaction is a critical business issue for today’s health care organizations. Massive changes are taking place in the health care industry that require hospitals to consider how their talent can positively impact patient satisfaction. With public reporting of satisfaction data (HCAHPS), the marketplace is much more competitive and consumers are demanding ever-higher levels of service. Health care organizations that fail to respond to this new reality face declining patient populations and financial instability.

To ensure that patient satisfaction is the number-one priority, health care employees need to:

> Provide the best possible patient care—and the best possible patient service.
> Work effectively in teams to coordinate care.
> Employ service skills to make patients and their families feel comfortable and valued.
> Communicate with impact.
> Fill clearly defined roles.
> Be highly engaged and motivated to perform at a high level.

In addition, health care leaders need to:

> Select and promote the best people.
> Foster a workplace culture that attracts and retains talented people.
> Promote teamwork, employee engagement, and employee satisfaction.
> Coach their teams for success.
> Hold employees accountable for performance.

**COURSE RECOMMENDATIONS**

These offerings help health care organizations realize higher levels of patient satisfaction and loyalty:

**Creating a Service Culture: The Service Leader’s Role (IM: EX®)**—Helps leaders develop the skills needed to conduct a service culture analysis and provides them with the five key leader practices they need in order to create a service culture.

**Interaction Management®: Exceptional Leaders**—Provides leaders with the skills they need now to drive team performance and realize great results.

**Maximizing Performance®**—Establishes performance accountability and aligns individual objectives with the organization’s business objectives.

**Service Plus® Health Care: Building Patient Loyalty**—Helps care providers and support staff build the skills and knowledge they need to provide truly exceptional patient service, leading to patients who exhibit the three R’s of loyalty—return, refer, and relate.

**Targeted Selection®**—Identifies the competencies needed for all key positions, builds interviewer skills and confidence, and increases the efficiency and effectiveness of the selection process.

**SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS**

Courses from Interaction Management®: Exceptional Performers provide the interpersonal skills necessary for individual contributors to provide exceptional patient service.

**RATIONALE**

While the patient experience is influenced by a myriad of factors, many of which are impossible for a health care organization to adjust for a specific patient, there are many common amenities and staff behaviors over which hospitals do wield great control. Patients want to stay in safe, pleasant surroundings, they want to be treated with courtesy and respect, and above all, they want to receive high-quality care. In satisfying these patient needs, a health care organization’s culture, systematic processes, departmental interaction, and individual and collective interpersonal behaviors play crucial roles. Understanding and addressing these factors is the first step toward experiencing positive results in any patient satisfaction initiative.
Recommended Solution for:

INFLUENCING THROUGH PERSONAL EFFECTIVENESS

In today's fast-paced business environment, people need strong interpersonal skills in order to be effective. Communication with coworkers, bosses, and other internal and external partners is essential for personal and organizational success. To be successful, individuals need to:

> Choose the most effective way to interact with others in order to reduce wasted time and miscommunication.
> Use two-way communication skills and deal with communication barriers.
> Become more successful by seeking, receiving, and providing feedback more effectively.
> Improve productivity by effectively managing conflict on and off the job.
> Take charge of change by acting on areas they can influence.
> Take responsibility for their own success in multiple aspects of their work lives.

COURSE RECOMMENDATIONS

These courses help develop individuals who proactively take charge of their performance, careers, and contribution to the organization:

Communicating with Impact (*IM: ExPSM*)—Presents the foundational skills for effectively communicating with internal partners and external customers.

Embracing Change (*IM: ExPSM*)—Focuses on the role of individual performers in implementing change in the workplace and having a change mind-set that influences others to embrace workplace change.

High-Impact Feedback and Listening (*IM: ExPSM*)—Emphasizes the importance of feedback and listening to the success of individuals, groups, and the organization.

Navigating Beyond Conflict (*IM: ExPSM*)—Helps individuals recognize the warning signs of conflict and take action to prevent situations from escalating and employ conflict resolution skills and tools to navigate through challenging conflicts.

Networking for Enhanced Collaboration (*IM: ExPSM*)—Teaches learners a set of flexible interaction skills to establish network contacts, secure their help and commitment, and maintain collaborative working relationships.

Taking the HEAT (*IM: ExPSM*)—Focuses on a set of best practices for taking the “heat” to turn difficult customer situations into positive interactions.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

Valuing Differences and Working as a High-Performing Team from *IM: ExPSM*

Strategies for Influencing Others from *IM: ExLSM*

RATIONALE

These courses build skills in areas that lead to personal effectiveness when interacting with others. They focus on improving communication skills and on areas of challenge, such as dealing with change and managing conflict. The strength of these courses is in their ability to heighten employees’ awareness of the need for self-management and to move them to action by providing the tools and techniques that will help them do so.
Recommended Solution for:

LEADING IN A HEALTH CARE ENVIRONMENT

Health care organizations need a leadership development strategy to gain a competitive advantage in a challenging industry. The quality of a health care organization’s leadership directly affects clinical and operational outcomes, including quality of care, patient safety, patient satisfaction, productivity, and profitability, as well as employee retention and engagement. Whether your goal is to improve your HCAHPS scores, achieve national recognition for clinical excellence, or even earn the Baldrige Award, health care organizations must adopt a strategic approach to developing their leaders and provide them with essential skills. In particular, health care leaders must be able to:

> Foster an environment that inspires individuals and teams to perform at their best.
> Provide the coaching and support that are critical to successfully manage a diverse workforce.
> Create and drive culture change in a way that minimizes conflict and resistance and maximizes commitment.
> Help others align individual performance goals with the hospital’s strategic goals.
> Retain valuable nurses and staff who are critical to achieving higher patient satisfaction and loyalty.
> Build partnerships across functional units.

COURSE RECOMMENDATIONS

These courses build the skills that leaders need to move your organization to a team-based, high-performance structure:

Communicating for Leadership Success \( IM: \ ExL^{SM} \)—This foundation course for all Interaction Management\(^{R}\) courses teaches leaders the essential interaction skills critical to leadership success.

Coaching For Peak Performance \( IM: \ ExL^{SM} \)—Teaches three coaching techniques to help leaders handle both proactive and reactive coaching discussions.

Developing Yourself and Others \( IM: \ ExL^{SM} \)—Equips leaders with a practical process to guide their own and their direct reports’ development efforts.

Driving Change \( IM: \ ExL^{SM} \)—Provides the skills and resources leaders need to accelerate the process of change and create an agile work environment where people are more open to change.

Engaging and Retaining Talent \( IM: \ ExL^{SM} \)—Provides leaders with a model to determine individuals’ engagement as well as how to conduct engagement and retention conversations.

Resolving Workplace Conflict \( IM: \ ExL^{SM} \)—Teaches leaders how to recognize the signs of escalating conflict and how to use two resolution tactics to minimize damage.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

Setting Goals and Reviewing Results, Strategies for Influencing Others, and Your Leadership Journey (for first-time leaders) from \( IM: \ ExL^{SM}\)

RATIONALE

Today’s health care leaders—at all levels—face immense challenges. Imagine a nurse who becomes a first-time leader. Overnight, his or her universe expands from a limited number of patients to responsibility for care delivered by dozens of direct reports across a unit. Daily reality checks include resolving conflict and coaching staff, in addition to making rounds and working collaboratively with physicians, patients, and family members. And when frontline leaders are promoted into operational roles, again, their world turns upside down as they become management representatives and change agents expected to articulate and implement policy and assume responsibility for those policy implementations. These leaders must be provided with the skills they need to excel in a challenging environment—if a health care organization is to reach its important goals related to clinical and operational excellence.
Recommended Solution for:
LEADING RAPID CHANGE

Business conditions are rapidly changing and companies are forced to change their business practices just to remain competitive. Whether it’s a major upheaval caused by a merger or downsizing or something as routine as a new process or work schedule, change is inevitable. Organizations need leaders who make change work by modeling and supporting the behaviors that help people adapt to change quickly and effectively. These leaders:
- Involve others in the change process to minimize resistance and maximize commitment.
- Foster open communication and trust during the change.
- Minimize the potentially negative effects on morale, collaboration, and productivity.
- Create and sustain an environment that embraces change.
- Motivate and engage employees in new goals and processes.

COURSE RECOMMENDATIONS

The following combination of courses will enable leaders to manage successfully in a changing environment:

Adaptive Leadership (IM: EX)—Teaches leaders how to tailor their approaches based on team members’ motivations, personality styles, the organizational environment, and the situation.

Building and Sustaining Trust (IM: ExLSM)—Helps leaders understand that through the right actions, they can build and sustain trust which enables people to take risks, identify and solve problems, and collaborate to achieve business results.

Driving Change (IM: ExLSM)—Provides the skills and resources leaders need to accelerate the process of change and create an agile work environment where people are more open to change.

Engaging and Retaining Talent (IM: ExLSM)—Provides leaders with a model to determine individuals’ engagement as well as how to conduct engagement and retention conversations.

Resolving Workplace Conflict (IM: ExLSM)—Teaches leaders how to recognize the signs of escalating conflict and how to use two resolution tactics to minimize damage.

Strategies for Influencing Others (IM: ExLSM)—Helps leaders create the right strategy and packaging to gain commitment for their ideas.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

Communicating for Leadership Success (foundation course) from IM: ExLSM

Embracing Change from IM: ExPSM

Leadership Mirror®

Making Change Happen from Business Impact Leadership®: Mid-Level Leader Series

OPAL® and SCOPALs—Provides Internet or intranet reinforcement and just-in-time coaching.

RATIONALE

Change can challenge trust, erode loyalty, and impact productivity. Leading change is a critical capability for today’s leaders. Smart leaders view change as an opportunity and approach it with a positive mind-set in order to build an environment that embraces change. They are able to recognize and deal with the various emotions and reactions that accompany change in the workplace. Whether they are introducing change, exploring change, or overcoming resistance to change, leaders must be able to facilitate open, trusting communication in order to minimize conflict and see that performance goals are met.
Recommended Solution for:

LEADING TEAMS

The effective implementation of teams can provide a powerful competitive advantage. Organizations worldwide use teams as a business strategy to increase quality and customer service, decrease costs, and improve productivity. These organizations are also reporting improved morale as employees realize opportunities to take part in decision making, learn new job skills, and take on new responsibilities. Leaders are key to the implementation of high-performing teams and must be able to:

> Encourage open communication, strengthen trust, and contribute to their teams’ and organizations’ success.
> Guide others to think for themselves when taking on a new challenge or solving problems.
> Support and encourage teams’ efforts to work with internal and external partners to achieve shared goals.
> Understand their roles and use them to assess and improve team effectiveness.
> Create and maintain a high trust environment.
> Motivate team members to achieve higher levels of performance.

COURSE RECOMMENDATIONS

These courses build the skills that leaders need to move your organization to a team-based, high-performance structure:

**Building and Sustaining Trust** (*IM: ExLSM*)—Helps leaders understand that through the right actions, they can build and sustain trust which enables people to take risks, identify and solve problems, and collaborate to achieve business results.

**Launching a Successful Team** (*IM: EX®*)—Leaders learn the process and tools for setting up a team charter, including goals, ground rules, and other important elements of a successful team.

**Maximizing Team Performance** (*IM: ExLSM*)—Provides leaders with the tools and experience to build an infrastructure with their teams that enables maximum performance.

**Making Meetings Work** (*IM: EX®*)—Leaders learn how to effectively plan, facilitate, and follow up on meetings (including virtual meetings) to ensure that there is a payoff for the time invested.

**Reaching Agreement** (*IM: EX®*)—Teaches the dynamics of reaching agreement in groups.

**Strengthening Your Partnerships** (*IM: ExLSM*)—Focuses on tools that help partners strengthen their relationships through identifying and targeting important issues, promoting open communication, and defining meaningful measurement.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

**Communicating for Leadership Success** (foundation course), **Coaching for Peak Performance**, **Delegating with Purpose**, and **Leading Virtually** (web-based only) from *IM: ExLSM*

**Developing Organizational Talent** from Business Impact Leadership®: Mid-Level Leader Series

**Leadership Mirror®**

**OPAL®** and **SCOPALs**—Provides Internet or intranet reinforcement and just-in-time coaching.

**Strong Start®** from Targeted Selection®

RATIONALE

Leaders must be models of empowerment, trust, and collaboration. They need to motivate and guide team members to self-sufficiency and self-leadership while also creating and maintaining alliances with key internal and external partners. Because of the vast number of meetings required in team environments—to establish charters, reach consensus, examine improvement opportunities, etc.—leaders must be skilled in knowing when to have meetings, who to involve, and how to conduct them in the most efficient, effective manner.
Recommended Solution for:

MOTIVATING AND RETAINING TALENT

As competition and globalization impact the need for qualified people, the ability to attract and retain talent is increasingly challenging. So how do leaders develop, motivate, and retain the people resources they have? Leaders need to:

- Proactively assess the retention risk of top talent and take action to prevent turnover.
- Create an environment in which employees perform at higher levels.
- Identify the development needs of employees and guide them to take charge of their own development.
- Engage employees and motivate them to achieve organizational and personal goals.
- Create and maintain a high-trust environment.
- Make work meaningful and connected to organizational goals.

COURSE RECOMMENDATIONS

These courses help leaders develop, motivate, and retain employees:

Adaptive Leadership (IM: EX®)—Teaches leaders how to tailor their approaches based on team members’ motivations, personality styles, the organizational environment, and the situation.

Building and Sustaining Trust (IM: ExL®)—Helps leaders understand that through the right actions, they can build and sustain trust which enables people to take risks, identify and solve problems, and collaborate to achieve business results.

Developing Organizational Talent (Business Impact Leadership®: Mid-Level Leader Series)—Enables operational leaders to develop their teams (often frontline leaders) to deliver on critical business imperatives.

Developing Yourself and Others (IM: ExL®)—Equips leaders with a practical process to guide their own and their direct reports’ development efforts.

Engaging and Retaining Talent (IM: ExL®)—Provides leaders with a model to determine individuals’ engagement as well as how to conduct engagement and retention conversations.

Strong Start®—Teaches leaders how to help new team members build networks that will enable them to contribute more rapidly from the start.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

Communicating for Leadership Success (foundation course) from IM: ExL®

Leadership Mirror®—Gathers observational information from multiple raters about people’s strengths and development needs.

OPAL® and SCOPALs—Provides Internet or intranet reinforcement and just-in-time coaching.

RATIONALE:

Investment in employee talent and a belief in the value of employee input support the theory behind high-performance work practices. Employees are most valuable when they are highly skilled and capable of making effective decisions. In a high-performance work setting, employees grow, develop, and learn from job experiences. Employee development increases the value of the organization’s workforce and enriches work life because it presents new challenges and provides task variety. The courses listed above teach leaders how to plan for and guide employee development. They also help leaders create a motivating environment of trust and growth that engages employees to pursue organizational goals.
Recommended Solution for:

PARTNERING WITH OTHERS

Teamwork, whether in formal teams or work groups, is one business idea with time-tested validity. It is critical that teams be set up for success from the very beginning. To initiate teams, you need individuals to:

> Work as a group with less direct supervision.
> Set, monitor, and achieve team and organizational goals.
> Actively and effectively participate as a member of a formal/informal team or work group, both one-to-one and with the entire team or group.

Once teams have been launched successfully, a broad range of skills is needed to ensure their continued effectiveness. The effectiveness of your teams defines the effectiveness of your organization. To maintain high performance, teams need to:

> Make more effective and efficient group decisions that have everyone's commitment.
> Focus on high-priority actions and strategies that directly support the organization's goals.
> Demonstrate increased ownership of their performance by assessing and taking responsibility for improving team effectiveness and performance.
> Leverage one another's knowledge and skills.

COURSE RECOMMENDATIONS

These courses help establish and maintain high-performing teams:

**Communicating with Impact (IM: ExPSM)**—Presents the foundational skills for effectively communicating with internal partners and external customers.

**High-Impact Feedback and Listening (IM: ExPSM)**—Emphasizes the importance of feedback and listening to the success of individuals, groups, and the organization.

**Networking for Enhanced Collaboration (IM: ExPSM)**—Teaches learners a set of flexible interaction skills to establish network contacts, secure their help and commitment, and maintain collaborative working relationships.

**Navigating Beyond Conflict (IM: ExPSM)**—Helps individuals recognize the warning signs of conflict and take action to prevent situations from escalating and employ conflict resolution skills and tools to navigate through challenging conflicts.

**Valuing Differences (IM: ExPSM)**—Helps individuals explore, nurture, and leverage different styles, abilities, and motivations.

**Working as a High-Performing Team (IM: ExPSM)**—Gives learners an understanding of the stages of team development and helps them improve the five team success factors—results, commitment, process, communication, and trust.

SUPPLEMENTAL COURSES AND DEVELOPMENT TOOLS

**Embracing Change and Taking the HEAT** from IM: ExPSM

**Cultivating Networks and Partnerships** from Business Impact Leadership®: Mid-Level Leader Series

RATIONALE

These courses build the skills and provide the tools that team members need to understand and move through the stages of team development. Teams need to continually assess and diagnose areas for improvement in their team skills, practices, and environment. To set themselves up for success, teams also need a process to follow and tools to use to establish a team charter, which includes a purpose statement, responsibilities, goals, action steps, performance measures, and ground rules. To be high performing, teams must improve the effectiveness and efficiency of team meetings, establish a sense of trustworthiness among team members, and appreciate and capitalize on each member's various skills, abilities, and motivations.
SUCCESSION MANAGEMENT
WHOS NEXT?

When your CEO asks “Who’s next?” . . . will you know? Succession management is about continually developing and moving talent over time. It’s about having leaders who are ready today to meet your business needs of tomorrow.

DDI brings clarity, structure and accountability through a number of talent management solutions, detailed here and in other sections of this book:

> Identifying leadership potential early on using a set of validated criteria.
> Workforce and leadership development programs, including establishing Acceleration Pools® for rapidly developing high potentials to assume higher and more complex roles.
> Strategic Talent Reviews, part of our Assessing Talent® process, provide comprehensive feedback and recommendations to executives on readiness of individuals and teams to move into critical roles and address future challenges.
> Expert succession management consulting services to enhance the quality of your succession management system design.
> A full range of executive assessment tools to guide individual development and make key placement and promotion decisions. Assessment can be at one of our worldwide Acceleration Centers®, at your facility, or online.
> Executive Team Services that help top management teams improve synergy and collaboration to meet strategic challenges.

IN THIS SECTION
Succession Management
Succession Management System Design
Identifying Leadership Potential
Identifying Potential Inventories

RELATED SOLUTIONS
Assessing Talent® for Operational and Strategic Leaders (See page 28)
From the 1960s through the 1980s, slating individuals to fill specific leadership jobs was the norm. Locked rooms, secret meetings, and wall charts of names of those seen as likely to fill executive roles characterized traditional replacement-planning systems.

Modern business simply moves too fast for replacement-planning systems to keep up. Companies require a more holistic approach to succession management to support their business leadership needs.

**DDI’S APPROACH**

Business agility requires a strategy to identify and accelerate the growth of an organization’s future leaders. DDI’s *Acceleration Pool*® approach focuses not on identifying specific people for specific jobs, but on accurately identifying and rapidly developing select groups of people with the capacity to be effective senior leaders in any number of positions.

> **Services**

A comprehensive suite of succession management services that enables a leadership strategy that meets the unique needs of any organization. Services can be customized to fit into an existing system or integrated to ensure there are processes and infrastructure necessary to identify, develop, and deploy executive talent.

> **Succession Management System Design**

Services for planning and designing a succession management system that is ingrained into the culture and daily practices of the organization.

> **Executive Success Profile**

An organization-specific profile of successful executive performance. The Executive *Success Profile*® is the criteria used for making effective selection, promotion, and development decisions.

> **Identifying Leadership Potential**

A web-based inventory coupled with professional guidance for accurately identifying individuals with the greatest probability of growing into capable strategic leaders.

> **Assessing Talent**®

A compilation of robust assessment simulations, inventories, multirater tools, and interviews for making accurate selection, promotion, and development decisions.

> **Talent Deployment and Benchmarking**

Services providing an in-depth comparison of an organization’s leadership bench strength against strategic initiatives and industry norms.

> **Executive Focus Coaching**

A customized coaching engagement to help key executives better manage, execute, and oversee the accelerated growth of aspiring executives.

**BENEFITS**

Through DDI’s succession management services, an organization has access to industry experts as well as to proven tools and technology for addressing unique business challenges. The ultimate reward is not only a successful implementation but also an integrated executive talent strategy that provides:

> **Strength to win the war for executive talent by growing leaders from within.**

> **Depth from a pool of capable talent ready to assume vital roles as needed.**

> **Security of achieving a sustainable advantage over the competition.**

> **Freedom to take on new markets and new ventures, knowing there is the leadership talent needed to succeed.**
Organizations of all types and sizes are challenged in either fine-tuning their current succession management system or designing a new system from the ground up.

The succession management implementation must be ingrained into the culture and practices of the company, which requires careful planning and clear executive accountability.

DDI helps organizations create effective processes to ensure the succession management system provides the results an organization is looking for at the executive level—improved business performance, decreased turnover, or positions filled from within.

**DESCRIPTION**
DDI’s Succession Management System Design services can be used independently or in conjunction with other succession management services. Our consultants help align an organization’s thinking to the “grow your own leaders” philosophy and provide an in-depth understanding of key elements. These include executive alignment with and support of process execution and awareness of key organizational issues or barriers that need to be addressed.

**OVERVIEW**
DDI offers three major services that can be used independently or in combination:

- **Education Day**: Understand the options for addressing leadership bench-strength concerns. A one-day interactive presentation will detail succession management concepts, tools, and best practices. The day can be customized to address areas of specific need or interest and will help facilitate better internal alignment of the purpose, intent, and best practices for succession management.

- **Planning Process**: Devise a plan for success. DDI conducts one-on-one executive interviews with senior managers, delivers a needs-analysis survey, and details recommendations in a formal report. Follow-up review sessions with key executives and HR professionals will align and prioritize the implementation around core business drivers and cultural priorities. This service results in an implementation roadmap for succession management, integrating and aligning with already existing systems.

- **Succession Management Audit/Needs Analysis**: Identify the most critical areas to be addressed with a specific survey structured around the key phases and common barriers of succession management. DDI consultants perform a quantitative analysis of the survey scales, prepare a summary report, and deliver the results in a client review session. This service results in a shared understanding of the current strengths and weaknesses of the system and provides critical insight into how to make the most of succession management efforts.

**BENEFITS**

- Launches a manageable executive succession plan.
- Has an impact on business results through an existing or newly implemented system.
- Gains support and buy-in of key leaders and decision makers within an organization.
- Ensures a stable supply of well-qualified, ready-to-deploy executive talent.
IDENTIFYING LEADERSHIP POTENTIAL

DDI’s 2011 Global Leadership Forecast showed that only 16 percent of HR professionals feel their organization has the bench strength to drive planned growth, and that less than 40 percent of the organizations surveyed said they have a formal process for identifying and growing high-potential talent.

To be successful, an organization needs an effective identification process that squarely focuses on the hard-to-acquire skills, traits, and abilities that characterize those who can grow into a leader capable of driving business performance.

DESCRIPTION
DDI’s Identifying Leadership Potential process (or DDI’s Sales Leadership Potential process for sales leadership roles), ensures that an organization will have clear criteria for identifying leaders capable of rapid growth as well as the tools to quickly integrate decision makers’ perspectives. DDI’s Identifying Potential Factors, on which the process is based, are research-based variables that have been shown to predict a leader’s ability to rapidly grow and develop over the long term.

OVERVIEW
DDI’s Identifying Leadership Potential process provides the criteria, technology, and structure needed to nominate and identify people with significant leadership growth potential. The process can be used in any organization or industry, enabling the identification of hidden talent, reducing likelihood of leader failure, and paving the way to a stronger return on development investment.

In delivering the Identifying Leadership Potential (or Identifying Sales Leadership Potential) process, DDI will initially guide an organization through four main steps:

1. Strategic alignment: DDI provides guidance for how to best align the identification process with the organization’s current talent management strategy. Experienced DDI facilitators assist in creating a thorough implementation plan and designing a process that can be sustained and replicated across the business.

2. Implementing the tools: DDI offers two easily administered online surveys: the Leadership Potential Inventory (LPI) and the Sales Leadership Potential Inventory (SLPI). These inventories quickly collect and report managerial ratings and performance examples on multiple individuals perceived to have leadership or sales leadership potential. Each inventory quantifies potential by measuring a series of core high-potential factors, including Leadership Promise, Personal Development Orientation, Balance of Values and Results, and Master of Complexity.

3. Nominating high potentials: Depending upon the application, key decision makers are educated in using the LPI or SLPI as part of the Identifying Leadership Potential (or Identifying Sales Leadership Potential) process. Focus is on establishing and calibrating the right criteria, and on maximizing objectivity.

4. Selecting high potentials: DDI will first co-facilitate and then train an organization’s staff to facilitate a discussion in which nominations and inventory results are reviewed and finalized. Individuals with the greatest potential are then selected.

BENEFITS
- Identify and focus development resources on those who are likely to yield the highest return on investment.
- Build a foundation for building or refining a succession management system to produce a supply of qualified leadership talent that meets an increasing demand.
- Identify hidden talent and retain rising leaders who value career growth.
- Educate leaders on how to spot high potential talent.
- Deploy an ongoing, effective, and efficient nomination process that can be utilized across departments and business units.
- Realize a greater likelihood of leadership success and reduced leader failure.
IDENTIFYING POTENTIAL INVENTORIES

The demand for leaders and sales talent is rapidly outgrowing the supply, meaning that organizations must identify and invest in people with the greatest potential to fill these critical roles. Few organizations are doing this effectively.

DDI’s Identifying Potential Inventories are tools that help organizations identify future leaders and sales people who represent the best possible ROI for your development investments.

DESCRIPTION

The Identifying Potential Inventories are online tools that provide a way to collect manager ratings and behavioral examples on both current performance and future potential. They are based on DDI’s Identifying Potential Factors, which are research-based variables that have been shown to predict an individual’s ability to rapidly develop into increasingly complex roles. There are three types of tests, one each for strategic sales positions, leadership positions, and sales leadership positions.

OVERVIEW

The inventory is divided into three sections: Performance, Potential, and Summary Questions. The data collected from the raters creates the following outputs:

- **Individual Candidate Report:** Provides detailed information on the individual, including numerical ratings for both the performance section as a whole, and also the rating provided by each rater for each factor. All comments entered by raters to support the numerical ratings are gathered and displayed on the report as well.

- **Summary Report:** Provides a summary of all candidates’ numerical ratings for both performance and potential.

- **Heat Chart:** Shows a graphical distribution of all the candidates based on the ratings provided by the raters. Individuals are categorized and displayed as low, medium, or high for both performance and potential. This report serves as a discussion tool during the nomination meeting that occurs at the end of the rating process.

- **9-box:** An online tool is used in conjunction with the heat chart and other reports to discuss each candidate during the nomination meeting. Based on the discussion of the nomination committee, candidates may be moved within the 9-box to narrow down those that will be asked to become part of the Acceleration Pool®. Results of the meeting can be saved back to the system for historical data-gathering.

- **Two Delivery Options:** The Standard Inventory allows raters to provide multiple ratings for each factor, considering each of the behavioral questions individually and providing a rating for each behavior, along with supporting comments. The rater also provides an overall rating for each factor. The rating process takes each rater approximately 30-35 minutes per candidate. The Streamlined Inventory asks each rater provide only one overall rating per factor along with supporting comments and takes approximately 15-20 minutes per candidate.

BENEFITS

- Efficiently collect manager ratings and behavioral examples related to both current performance and future potential.

- Accurately identify those most likely to make the most of development experiences and opportunities.

- Maximize return on investment for development.

- Provide an objective and fair process that is viewed favorably by candidates, and which promotes engagement and loyalty.

- Educate your leaders on how to look for high potential talent

TEST TYPES

- Leadership Potential Inventory
- Sales Leadership Potential Inventory
- Sales Potential Inventory
PERFORMANCE MANAGEMENT
DRIVING BOTTOM-LINE PERFORMANCE

Performance management is the greatest catalyst to successful talent management and it is often the most poorly implemented. Done well, it enables the execution of business strategy by creating alignment, accountability and focus.

DDI’s performance management expertise includes:

> **Executing Business Strategy**<sup>SM</sup> — A custom working session that guides leaders through an effective and proven execution process for turning strategies into results.

> **Maximizing Performance**<sup>®</sup> — High-impact training that gives managers and their team members the skills to set and gain commitment to both the “what’s” (measurable goals and accountabilities) and the “how’s” (competencies), and ensures they are linked to overall business goals. Managers also learn to evaluate behavior and conduct meaningful performance reviews.

IN THIS SECTION:
Accountability and Execution System Design

**Executing Business Strategy**<sup>SM</sup>

Executive Team Performance and Alignment Services

**Maximizing Performance**<sup>®</sup>

Performance Management Consulting Services

Performance Management Senior Executive Session
ACCOUNTABILITY AND EXECUTION SYSTEM DESIGN

Formulating strategy is tough. Executing it is even harder. Yet top-performing organizations know that aligning individual performance with organizational strategy helps to create a more engaged, accountable, customer-centric workforce.

So if execution is vital, why do so many organizations struggle with it? Research indicates that two-thirds of all strategies aren’t executed successfully. With DDI’s services, you’ll learn how to break down the barriers to effective strategy execution in an effort to achieve your most important business strategies in the years to come.

OBJECTIVES
DDI’s accountability and execution services help organizations:

> Focus on top priorities to mobilize your workforce in one common direction.
> Align systems and processes to ensure consistent messages, incentives, and understanding of priorities.
> Engage employees and enable them to commit to their role in executing the strategy.
> Achieve results and increase levels of energy and pride.

OVERVIEW
Focus, accountability, engagement, and sustainability. We believe these are the four elements that transform strategy into reality.

> **Focus.** With clear priorities, measures, and a collective plan for achieving them, your leaders are ready to captivate and compel your workforce toward making it happen. Executing Business Strategy℠ helps business unit leaders translate strategy into measurable operational plans (see page 148 for more). Executive Focus Coaching (see page 121) enables senior leaders to integrate their personal development with what’s important to the business.

> **Accountability.** With an accountability system based on best practices, each department’s, team’s, and individual’s performance goals are clearly aligned with your strategic priorities, and each team member and leader is prepared to play their part. Maximizing Performance® (see page 151) is our best practices-based performance management system that helps you accelerate toward achievement of your business goals. Performance Management Consulting Services (see page 153) and Performance Management Senior Executive Session (see page 154) ensure flawless execution of your new performance management system.

> **Engagement.** With enhanced interpersonal skills, your leaders are more adept at the day-to-day interactions that are the essence of execution. The Business Impact Leadership® series (see page 106) helps leaders develop superior leadership abilities necessary to engage others. Executive Team Performance and Alignment Services (see page 150) help optimize teams for more efficient and effective execution.

> **Results.** Woven through all of our solutions is a focus on clear communication, setting accountabilities, identifying and developing the right skills, creating alignment, and measurement. These five focus areas help you to realize the full potential of your accountability systems and sustain effective execution.
ADVANTAGES
DDI’s Accountability and Execution Services offer the following advantages:

> Clear business and culture priorities, which are translated into measurable unit goals and individual objectives.
> Individuals and teams see the significance of their roles and responsibilities.
> Leaders’ quality interactions promote expectation setting, joint problem solving, and timely feedback, resulting in engaged employees.
> All Accountability and Execution Services solutions ensure sustainability by focusing on the right communication, accountabilities, skills, alignment and measures to translate strategy into action.
Developing a sound business strategy is one thing; executing it is another. Your best and brightest can set strategy, but their efforts will be wasted unless they follow through with effective execution.

To turn strategy into reality, leaders must be able to translate business strategy into action, align organizational capability, and leverage organizational systems. Executing Business StrategySM turns key managers into leaders who can successfully execute your company’s strategic initiatives.

**SYSTEM OBJECTIVES**

- Help leaders:
  - Apply a process for translating strategy into action.
  - Determine strategic priorities and measures for their business units.
  - Establish clear accountability to drive strategic priorities and align capabilities for executing strategy.
  - Learn how to leverage organizational systems to achieve business and cultural strategy.
  - Develop a plan for ongoing communication of strategy and tactics.

**SYSTEM OVERVIEW**

Executing Business StrategySM consists of three sessions that can be customized to meet your organization’s needs: Translating Business Strategy into Action, Aligning Organizational Capability, and Leveraging Organizational Systems.

In preparation for the sessions, leaders complete an organizational assessment, collect existing information about the company vision, values, and strategies, and prepare an in-basket simulation.

**SESSIONS OVERVIEW**

- **Translating Strategy into Action:** This session heightens awareness and builds leaders’ skills in strategy execution. Leaders review their organization’s strategies against six typical categories and discuss issues and gaps. They learn how their business unit’s top five strategic priorities can be used to focus the organization’s energy and how the leading and lagging indicators for the organization’s strategic priorities help establish measurement for the strategies’ success. Leaders identify objectives and consider the contribution they can make to each priority.

- **Aligning Organizational Capability:** Leaders learn the benefits of effectively managing and clarifying the organizational culture to achieve their business strategy. They learn about their role in assessing talent, and they customize profiles to identify competencies for the roles that report to them. They begin developing their management team by assessing players against core and job/role competencies. They create an action plan to develop employees and match the right players to the right jobs.

- **Leveraging Organizational Systems:** Leaders assess organizational systems and processes and plan how to improve four systems to better achieve their strategies. They review the importance of communication in sustaining commitment to strategy, complete a self-assessment that provides insight into current communication, and complete a development plan. Action plans are developed for communicating strategy, driving accountability, assessing players, and leveraging systems.

**SYSTEM DETAILS**

- **Target audience:** Mid- to senior-level managers.
- **Program length:**
  - Day One: Eight hours, 20 minutes.
  - Day Two: Five hours, 55 minutes.
  - Day Three: Five hours, 55 minutes.
  - No Fast Track option.
- **Certification:** Initial delivery by DDI facilitator. Clients can be certified after participation in the program.
- **Prerequisites:** None.
- **Group size:** Six to 15 people.
- **Prework:** No.
EXECUTING BUSINESS STRATEGY®

SYSTEM ADVANTAGES

> Provides custom, hands-on learning for your key leaders, working through your strategies, and considering your company’s resources and constraints.

> Helps your leaders tackle pressing strategy-implementation issues because they work through those issues as a team, learning the whys, whats, and hows of the strategy-execution process.

> Offers a permanent, process-oriented solution that can be used on an ongoing basis because leaders are given the necessary knowledge and skills to execute business strategy.

> Focuses on the critical qualities of effective execution. People know what to do because accountabilities are clear, know how to do it because they have the right skills, and are motivated to do it because they see how they are adding value to the organization.

> Forces awareness and galvanizes action because your key leaders work through the process together and come to the same understanding about issues, opportunities, and accountabilities.

PRIMARY COMPETENCIES DEVELOPED

> Aligning Performance for Success 2.0 and 3.0
> Decision Making 2.0 and 3.0
> Establishing Strategic Direction 2.0 and 3.0
> Leading Change 2.0 and 3.0
> Strategic Planning 3.0 (Strategic Decision Making 2.0)

SECONDARY COMPETENCIES DEVELOPED

> Driving Execution 2.0 and 3.0
> Execution 3.0
> Operational Decision Making 2.0 and 3.0

SESSION OUTPUTS

> Clear, specific strategic priorities and measures.
> Clear accountabilities for achieving each strategic priority.
> Identification of core and job/role competencies for your leadership team members.
> Assessment of the capabilities of your leadership team members to implement your business unit’s strategies.
> Identification of systems that help or hinder strategy execution.
> Action plans to leverage organizational systems.
EXECUTIVE TEAM PERFORMANCE AND ALIGNMENT SERVICES

Many issues can limit executive team effectiveness, including a lack of trust among senior team members, the inability to creatively respond to interpersonal conflict, a disregard for accountability, and a failure to maintain focus on the most critical opportunities for success.

Historically, organizations have paid far more attention to forming executive teams than to considering how to best position those teams for success. As a result, performance falls short of expectations—their own as well as others—and fails to add the intrinsic value the team was designed to achieve.

DDI’s Executive Team Performance and Alignment Services help your executives overcome typical executive team stumbling blocks to boost performance and contribute to organizational success.

DESCRIPTION

DDI’s Executive Team Performance and Alignment Services prepare executive teams to improve synergy and collaboration and equip them with the skills they need to meet strategic challenges, strengthen faltering interpersonal dynamics, and improve creativity.

Services can be designed to meet immediate executive needs, or they can be deployed over time in response to identified development needs or desired objectives.

OVERVIEW

DDI’s executive consultants conduct interviews, facilitate focus groups, or administer assessments and surveys to identify performance gaps or developmental opportunities for the executive team. The result is a research-based analysis of the team and a comprehensive, results-focused solution for improvement, with ongoing support as needed.

Services include the following:

> **Enabling Strategy Execution and Focus**: Preparing executive teams to lead or manage major cultural transformations, improve their strategic focus, execute business strategy, reposition the organization for future challenges, and reestablish values.

> **Launching a New Team or Installing a New Team Leader**: Providing a firm foundation for executive teams to ensure immediate as well as long-term success.

> **Providing Executive Team Development**: Identifying, diagnosing, and providing executive teams with solutions to potential interpersonal derailers or strategic challenges.

> **Improving Team Dynamics**: Positioning executive teams for success. This can include providing individual and group insight and training for teams challenged with assimilating new members, building bench strength for the future, creatively managing conflict, enhancing collaboration, or working through or bracing for significant organizational change.

BENEFITS

> Enables an organization to assemble and leverage executive teams that are collaborative and focused on imperatives, with clear accountabilities and established channels for communication and conflict resolution.

> Benefits organization through increased team performance in meeting its goals and from enhanced senior leader performance in general.

> Helps senior leaders become more adept at leading and participating in executive teams, understand how to work with their peers to improve the organization, and become stronger leaders in their own right.
The effectiveness of every organization depends on the ability to execute business strategies successfully. Companies that clearly translate and cascade strategic objectives down to employee performance goals frequently outperform their competitors.

Unfortunately, most organizations lack the processes, skills, and tools to manage individual and group performance. While a sound performance management system can engage and focus employees on critical goals, most companies fail to realize the maximum benefit because:

> Strategic objectives aren’t systematically translated into individual performance goals.
> Managers and employees lack the foundational skills and knowledge necessary to set clear goals, monitor progress, provide coaching, and build commitment to the organization.
> Cumbersome, paper-based processes make it impossible to quickly measure progress on key business objectives.
> The system isn’t clearly connected to other HR systems, such as training and development, career planning, promotion, succession management, and compensation.

DDI’S APPROACH

DDI’s approach to performance management is to optimize business performance through employee alignment, accountability, and commitment.

This approach is based on the following:

> Performance management is not a one-time appraisal discussion but a dynamic tool used to manage the execution of business strategies.
> Organizations clearly define what they want to accomplish and how they’ll accomplish it. These objectives and values are interdependent and help align employee goals with the direction of the organization.
> Employees are more empowered and motivated to accomplish goals when they are engaged in the process and have a clear understanding of how their contributions support the success of the organization.
> Training is essential to elevating performance. Employees must understand the system and build the skills and knowledge needed to develop and track performance goals. Leaders need to be able to coach and engage employees for higher performance.
> Automation is vital to aligning goals and efficiently measuring employee and unit progress toward corporate objectives and milestones.

DESCRIPTION

DDI’s Maximizing Performance® services provide an array of comprehensive, integrated solutions for performance management. Our best-in-class processes and skill development programs are supported by expert consulting for effective utilization at all organizational levels—from the executive team to the entry-level employee.

> Implementation Planning and Support provides the focus needed to successfully deploy and sustain a performance management system. We can show you how to leverage best practices and avoid pitfalls through a one-day education session for organizations with minimal experience in performance management. Organizations ready to implement a new system will benefit from an in-depth planning session covering all components of project success—from communication strategies to system alignment and measurement.
> Skill Development builds the process and interpersonal skills needed to make the performance cycle thrive. Process skills prepare users to successfully and consistently utilize the system tools. Interpersonal skills to equip users with the ability to manage and elevate employee performance on a daily basis are offered in IM: ExL™ courses. Relevant courses include Addressing Poor Performance, Coaching for Peak Performance, Communicating for Leadership Success, Delegating with Purpose, Developing Yourself and Others, Influential Leadership, Setting Goals and Reviewing Results, and Your Leadership Journey.
> Executives gain valuable insights on leveraging the system to drive organizational performance and on their role and responsibility for successfully implementing the system throughout the enterprise. This session also builds the executives’ understanding of key practices that make the performance management cycle effective.
> **Leaders** develop the process skills critical to manage and elevate employee performance on a daily basis. Participants are better equipped to set performance expectations, review goal progress, and guide the development of others.

> **Individual contributors** learn hands-on skills for using the tools and processes necessary for developing objectives, identifying competencies for success, creating development plans, and measuring performance. These fundamental skills engage and empower employees to accomplish work goals and development objectives.

**Web-based Application** is enabled through DDI partnerships with leading software vendors to deliver a total solution that efficiently aligns strategy with individual performance objectives.

**Measurement & Evaluation** services help organizations measure the effectiveness and impact of the system on business performance. A web-delivered environmental survey can pinpoint areas of strength and weakness in each phase of the performance cycle, enabling targeted process improvements. DDI consultants work directly with your executives and implementation team to monitor and analyze the lead and lag measures that drive system success and produce a sustainable positive change in people performance.

**BENEFITS**

By using DDI’s performance management and accountability systems, your organization will realize the following benefits:

> Execution of business strategies on time and according to plan, resulting in stronger financial performance.

> Senior executive-level commitment and understanding of the need to identify and communicate strategic priorities, align workforce efforts, and cascade accountability.

> Leaders with objective performance data provide the feedback and coaching necessary to elevate employee performance.

> Employees with stronger skills for developing appropriate goals, creating development plans, measuring progress, assessing performance, and planning for the future.

> Enhanced efficiency in documenting, tracking, and reporting progress toward individual goals and company objectives.

> Increased agility for modifying priorities and goals in the face of changing business conditions.

**NOTE:** *Maximizing Performance®* has its own facilitator certification process. A *Maximizing Performance®* facilitator skills workshop is available for in-house sessions only. Modified sessions are available for facilitators previously certified by DDI.
When an organization decides to implement a performance management system, it must have a solid understanding of what such a system can do and the steps that have to be taken to ensure success. Organizations that already have a performance management system in place often are not achieving the results and impact they expected. Performance Management Consulting Services assist in implementing or revising a system with maximum effectiveness in mind.

DESCRIPTION
DDI offers a full range of performance management consulting services that provide the guidance and expertise necessary to help organizations overcome barriers at critical project milestones when implementing a performance management system. Our experienced consultants help ensure that the launch of a new system is well thought out and immediately successful. They also work to boost the effectiveness of an existing system by bringing focus to areas that will make an immediate impact on performance levels.

OVERVIEW
DDI offers four distinct consulting services to meet the needs of organizations that are either planning a performance system implementation or seeking guidance on boosting the effectiveness of an existing system.

> The Action Day introduces the ins and outs of performance management and explains how it can help meet the challenges an organization faces. DDI tailors this concise, one-day session to meet established goals and shares research, key success factors, and best practices to help advance the organization’s performance management initiative.

Other possible agenda topics include legal credibility, communication, monitoring system effectiveness, or alignment with the company’s vision, strategic initiatives, or other HR systems.

> Implementation Consulting addresses client-specific performance management practices to align the system’s design and administration with the organization’s unique culture and needs. Experienced consultants work with the client to develop a communication strategy, program rollout plan, and monitoring technique.

> The Environment Survey analyzes the effectiveness of an organization’s current performance management system with a short, 38-item questionnaire that helps pinpoint areas of strength and weakness in the planning, tracking, and reviewing phases of the performance cycle. The survey takes managers and individual contributors approximately 15 minutes to complete. DDI then processes the results and provides a summary report that the organization can use to implement a revised process in a targeted way.

> Success Assurance Consulting ensures ongoing success of the performance management system. At both six months and a year after implementation, DDI consultants meet with senior leaders and the implementation team to discuss strategies for overcoming barriers. Other sessions, such as coaching sessions for senior executives and instructor support sessions, may also be conducted.

BENEFITS
DDI’s Performance Management Consulting Services help an organization get its new or existing performance management system on an effective path. In addition, these consulting services:

> Drive understanding of what a good performance management system can do and what it takes to develop or fix one.

> Uncover the links between performance management and other organizational systems.

> Develop specific strategies to ensure leaders and associates understand the performance management system and are working toward the same results.

> Overcome organizational barriers and challenges to implementing a successful performance management system.
A well-executed performance management system drives business strategies and helps facilitate personnel decisions, such as succession planning and promotions. Simply having a performance management system in place isn’t enough. It must be used consistently and effectively across the organization and—especially—driven by senior management to be a powerful business tool.

Are your senior executives linking the business strategy to the performance management system and holding employees accountable?

DESCRIPTION
DDI’s Performance Management Senior Executive Session prepares your organization’s senior leaders to use and support a new performance management system for driving organizational performance.

DETAILS
The tailored session includes an overview of performance management, abridged training in the new system, insight into the senior executive’s role, and an exploration of the key factors necessary for success. The workshop, which is designed for a senior-level audience, also might include clarification or refinement of strategic priorities as well as the development of measures to gauge progress.

Initial review of strategic business plans and other relevant organizational information enables DDI to tailor the session’s agenda and time frame to meet your organization’s specific needs.

The agenda topics discussed above as well as the following are typical of what could be covered in the workshop:

> Creating strategic focus by understanding the impact an effective performance management system can have on organizational results.
> Establishing key result areas (KRAs) and measures that are linked to strategic priorities.
> Undergoing performance management system training, including establishing objectives, competencies, and development plans; reaching agreement on plans; and coaching and reviewing performance.
> Reviewing performance management key success factors and action planning to ensure a successful implementation.

BENEFITS
DDI’s Performance Management Senior Executive Session provides the skills and knowledge necessary for senior leaders to:

> Drive business success and profitability through an effective performance management system.
> Cascade strategic priorities from mid-level managers down to individual contributors.
> Elevate employee accountability for accomplishing critical objectives and raising job performance.
SOLUTION SUPPORT CAPABILITIES

For a solution to be effective, it must meet an organization’s specific needs—
whether they are aligning people strategies with business strategy, measuring
return on investment, or providing facilitators with access to training resources
and best practices.

To address these needs, DDI offers Solution Support Capabilities, which increase the
value and impact of our solutions and combine with them to position an organization to
realize its desired business outcomes.

CAPABILITIES

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In addition, we also offer a wide range of consulting and delivery services. Through
these services, we apply our wealth of consulting and delivery expertise to provide
or support in these areas:

> Identification and development of high-potential pools and the building of executive
  bench strength.
> Start-ups and rapid workforce expansions.
> Development of comprehensive selection systems and identification of competency-
  based Success ProfilesSM through job analyses.
> Large-scale delivery of training and implementation planning.
> Customization of DDI’s standard training materials or development of new content.
> Outsourced delivery and project management for high-quality workforce and
  leadership training, extensive selection and recruitment services, and in-depth
  executive and employee assessment.

For information on specific consulting and delivery services, visit www.ddiworld.com.
With an ever-increasing emphasis on the bottom line, assessment and development programs are often perceived as a cost, rather than a valuable organizational investment. Without applying analytical methods to measure the effects of these programs and their impact on major business objectives, it will become increasingly difficult to justify their potential value to the organization.

DDI’s Center for Analytics and Behavioral Research (CABER) is available to assist in demonstrating value by providing rich research resources to clients. The efficacy of our methods is clear in our results: CABER has conducted dozens of studies that show significant improvements in both individual behavior and organizational performance resulting from DDI’s assessment and development programs.

CABER ANALYTICS AND RESEARCH CAPABILITIES
CABER is capable of performing all activities associated with the collection, analysis, and interpretation of data, as well as application of the findings. Research can include a wide range of analytical methods for producing the most accurate understanding of a program’s effects, based on the business objective being targeted and the nature of the data available, to gauge impact.

For training and development programs, CABER has the capability to conduct Kirkpatrick’s four levels of evaluation:

> **Level One:** Reaction—providing feedback on participant responses to the intervention, and their likelihood of using the skills obtained.

> **Level Two:** Learning—assessing the amount of learning (on a cognitive and/or a behavioral level) that occurred during the training program.

> **Level Three:** Behavior Change—assessing if participants are actually using the skills on the job as perceived by their managers, peers, and direct reports. In addition to customized Level Three evaluations, DDI also offers a standardized, web-based data-gathering survey that can be used for any training course designed to produce behavior change.

> **Level Four:** Organizational Performance Change and Return on Investment (ROI)—assessing changes to one or more critical success factors that are directly linked to training. Level Four evaluations often involve tailored or experimental studies in which control groups are compared with groups that received training. Level Four analyses also include ROI studies.

For assessment programs across all levels of employees including executives, CABER can also facilitate web-based data-gathering methodologies, to illustrate the program’s impact on individual behavior and the organization overall, and to diagnose opportunities for greater optimization of program impact. These approaches can use a standardized set of questions matched to the assessment program, and can also incorporate customized questions and organization-specific data sources, as needed and appropriate.

Additional DDI-CABER capabilities include analytics consulting, research design, data qualification, and exclusive trend research overviews and benchmarking, based on DDI’s Global Leadership Forecast, Global Selection Forecast, as well as other proprietary research studies.
In striving to meet the training needs of their people, organizations sometimes determine that “off-the-shelf” solutions don’t connect strongly enough to specific job roles, special initiatives, culture requirements, or business goals. Instead, they require a customized solution, and they need a partner to help them make the solution a reality.

With a wide range of capabilities, an experienced, dedicated team, and a commitment to exemplary customer service, DDI’s CustomWorks team can provide the one-of-a-kind solutions that organizations require to address their unique needs.

The range of client needs varies broadly—from giving learner materials a “branded” look to designing programs “built from scratch.” To create the level and type of customization needed, CustomWorks partners with you to produce the highest-quality instructional design and creative delivery concepts integrating real-life issues, initiatives, and challenges.

**CAPABILITIES AND SERVICES**

DDI’s CustomWorks team offers a wide range of capabilities to help meet the customized or tailored training needs of DDI client organizations. Services provided by the CustomWorks team include:

- Creating new courses, materials, or packaging.
- Customizing existing content (the client’s and/or DDI’s) to meet special training requirements and needs.
- Incorporating client brand identity or other design elements.
- Designing effective workshop flow and creative delivery concepts.
- Adapting materials to incorporate the organization’s vision, values, or business strategies.

In addition, the CustomWorks team offers two standardized capabilities, Express Tailoring and Skill Practice Central, which are offered at attractive set prices.

**EXPRESS TAILORING**

When you need simple changes to DDI programs using a streamlined process, DDI’s Express Tailoring services could be the right fit. Changes that can be executed through Express Tailoring include searching and replacing one or more key words with a preferred word or term in participant materials or facilitator guides; designing and replacing workbook covers with a client-branded cover; and reformatting materials so that two or more modules share the same look.

**SKILL PRACTICE CENTRAL**

Skill Practice Central makes it easy to bolster the impact of any DDI classroom or online training program by providing learners with organization- or job-specific skill practice exercises. These skill practices can simulate specific, “real-world” situations your leaders or associates are likely to encounter on the job—increasing participants’ perceived relevance of the training, motivating them to apply what they learn and giving them realistic opportunities in which to initially try out new skills in a safe, supportive environment.

**WORKING WITH CUSTOMWORKS**

CustomWorks consists of a talented cadre of development consultants, project leaders, instructional designers, writers, editors, and desktop publishers. They will work with you to define project requirements and determine how best to use existing content to develop the most cost-effective solution.
THE FACILITATOR EXCHANGE

The Facilitator Exchange is an all-access pass to success stories, proven practices, live and virtual events, and resources, which helps deliver DDI content that is open to all DDI-certified facilitators, administrators, and master trainers. The exchange offers:

> A monthly email communication with content specifically for facilitators.
> Access to The HUB, a robust, online resource center.
> A private LinkedIn group for DDI-certified facilitators to network and share ideas.
> Free webinars on timely and relevant training issues.
> Important DDI product updates.

To be eligible to join the Facilitator Exchange, you need to have successfully completed any of the following:

> The DDI Facilitator Certification Process (formerly the Facilitation Skills Workshop), and become certified as a facilitator for DDI’s learning systems.
> The DDI Targeted Selection®: Program Manager Workshop.
> The DDI Targeted Selection®: Trainer Workshop (and received certification as a Targeted Selection® trainer).
> The Master Trainer Certification (and become certified as a Master Trainer for DDI’s learning systems, Targeted Selection, or Maximizing Performance®).

Learn more about the Facilitator Exchange and request access to The HUB at http://www.ddiworld.com/facilitator-exchange.

The Facilitator Exchange also is open to facilitators in some international locations.

For information, contact The Facilitators Exchange at facilitatorexchange@ddiworld.com.
NEEDS ANALYSIS FOR CURRICULUM SELECTION

At DDI, we believe that the successful implementation of a leadership or workforce development initiative must begin with a thorough needs analysis or other structured assessment. In accordance with this belief, we offer a wide range of needs analysis and assessment processes and tools, including our newest offerings, the Leadership and Workforce Needs Analyses. These are flexible tools used by DDI consultants that are also available to internal HR/OD practitioners.

The Leadership Needs Analysis and Workforce Needs Analysis are designed to allow organizations to easily match the needs of their leaders and individual contributors with the DDI course(s) that can best meet those needs.

Each of these needs analysis tools contains one version to collect self-assessment data from a group of learners, and another version to collect responses from a set of individuals who have observed members of the learner population in workplace settings (e.g., direct reports or managers).

The surveys each contain questions that capture descriptions of behaviors or skills. The Leadership Needs Analysis targets leadership skills, while the Workforce Needs Analysis focuses on needs of individual contributors. For each question, respondents are asked to rate the ability of the target population of leaders or individual contributors to demonstrate the behavior/skill, and also the importance of demonstrating this behavior/skill in the workplace.

In addition to the survey instruments themselves, these needs analyses include a sophisticated Microsoft® Excel spreadsheet in which survey data can be loaded and print summary bar charts can be created. Also included are an instruction guide and a mapping of survey questions to DDI leadership and workforce courses, so that internal HR/OD practitioners can quickly construct a curriculum of courses that best meets their audiences’ needs.

DDI consultants are available to conduct the proper needs analyses for organizations that require this support.

Please contact your DDI account representative if you would like more information regarding how to acquire and use these valuable tools.
BUILDING A HIGH-PERFORMANCE ORGANIZATION CONSULTING SERVICES

Strategy is the engine that drives organizations to succeed. But the execution of strategy—and realizing its intended results, especially where change is required—can present significant challenges to building a high-performance organization. Leaders must understand and support the organizational vision and values, associates need skills and support to ensure that their behaviors are aligned with strategic goals, and individuals at all levels need clear roles and accountabilities.

DDI’s organizational effectiveness consultants can help organizations navigate or overcome these challenges and bridge the gap between their business needs and the performance of their people.

DDI’s organizational effectiveness consultants help organizations maximize the return on their human capital initiatives by:

- Formulating and evaluating effective change strategies.
- Designing systems that drive accountability, build leadership capability through individual and group feedback, and support other important human capital functions.
- Implementing initiatives to change organizational culture.
- Guiding transformation to new cultures, including high-involvement, continuous improvement, service cultures, or competency-based organizations.
- Aligning processes and systems to drive strategic priorities and make role changes stick.

THE BREADTH OF DDI’S ORGANIZATIONAL EFFECTIVENESS CONSULTING CAPABILITIES

The organizational effectiveness consultants support DDI’s full range of solutions for selecting the best people, developing leaders, and optimizing organizational performance. Our consultants facilitate the design and execution of these solutions by working with clients to implement them as part of their change strategies and to use them to realize the most favorable results.

The solutions supported by the organizational effectiveness consultants include:

- Building effective leadership teams.
- Clarifying strategic focus, including vision, values, and strategic priorities.
- Translating strategy into action.
- Instilling accountability throughout the organization.
- Evaluating effectiveness of current human capital processes, and identifying those that need to change to achieve desired business results.
- Successfully implementing and navigating the changes associated with new people processes, including selection, leadership and workforce development, performance management, and multirater feedback.
- Guiding the transformation to a competency-based organization.

With a focus on the business needs of each client organization, DDI’s highly knowledgeable and experienced organizational effectiveness consultants work closely with senior management and human capital staff to implement solutions that will produce optimal results and realize the greatest return on investment.
APPENDIX

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COMPETENCIES

A competency is a cluster of related behaviors that an employee must demonstrate to be effective in a given job or role. Competencies capture the behaviors associated with important work functions such as interpersonal relationships, leadership impact, and business/management skills. They are important for identifying strengths and skill gaps at all levels.

Competencies are the foundation for building effective human resources systems. DDI pioneered the use of competencies and is still the leader in designing training and development solutions around competencies. Every DDI program allows you to hire, assess, promote, train, develop, and manage people against consistent criteria that are relevant to your jobs and your organization.

A core benefit of establishing a specific set of competencies for an organization, job, or family of jobs is the ability to more accurately link learning and development curricula to the requirements of the job. In this way, your organization can more efficiently develop the right competencies in the right employees at the right time.

To aid you and your organization in this effort, the following pages link DDI competencies to the DDI offerings that help develop them.
### COMPETENCY LINKS

**Note:** This chart lists the primary and secondary competencies developed by a course or workshop. Courses/Workshops for which the competency is a *primary competency* are listed in **bold**. Review details of individual offerings to help identify which best meets your needs.

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*Maintaining effectiveness when experiencing major changes in work responsibilities or environment; adjusting effectively to work within new work structures, processes, requirements, or cultures.* | Embracing Change | 60 |
|  | Driving Change | 83 |
|  | Valuing Differences | 66 |
| **Adaptability 3.0**  
*Maintaining effectiveness when experiencing major changes in work responsibilities or environment (e.g., people, processes, structure, or culture); adjusting effectively to change by exploring the benefits, trying new approaches, and collaborating with others to make the change successful.* | Embracing Change | 60 |
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### Building Organizational Talent 2.0 and 3.0
*Establishing systems and processes to attract, develop, engage, and retain talented individuals; creating a work environment where people can realize their full potential, thus allowing the organization to meet current and future business challenges.*

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### Building Partnerships 2.0
*Identifying opportunities and taking action to build strategic relationships between one’s area and other areas, teams, departments, units, or organizations to help achieve business goals.*

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<td>Cultivating Networks and Partnerships</td>
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<tr>
<td>Strategies for Influencing Others</td>
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### Building Partnerships 3.0
*(Building Partnerships 2.0 and Building Strategic Work Relationships 2.0)*
*Developing and leveraging relationships within and across work groups to achieve results.*

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### Building Self-Insight 2.0 and 3.0
*Demonstrating an awareness of own strengths and development needs as well as the impact of own behavior on others; modifying behavior based on self-awareness to improve impact.*

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<td>Developing Yourself and Others</td>
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<td>skills, and abilities so that they can fulfill current or future job</td>
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<td>responsibilities more effectively.</td>
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<td>retain talented employees; creating a sales culture where employees can</td>
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<td>realize their full potential, thus allowing the organization to meet</td>
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<td>needed to accomplish a task or solve a problem.</td>
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Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the message.
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<td><strong>Courage 2.0 and 3.0</strong></td>
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<td>Proactively confronting difficult issues; making valiant choices and taking bold action in the face of opposition or fear.</td>
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<td><strong>Creating a Culture of Trust 3.0</strong></td>
<td>Building and Sustaining Trust</td>
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<tr>
<td>(Building Trust 2.0)</td>
<td>Leading Virtually</td>
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<tr>
<td>Fostering a work environment that encourages people to act with integrity and treat each other and their ideas with respect; creating and protecting a high-trust environment by setting an example, advocating for others in the face of challenges, removing barriers to trust, and rewarding others for demonstrating behaviors that cultivate trust.</td>
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<tr>
<td><strong>Cultivating Networks 2.0</strong></td>
<td>Cultivating Networks and Partnerships</td>
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<tr>
<td>(Cultivating Networks and Partnerships 3.0)</td>
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<tr>
<td>Initiating and maintaining strategic relationships with stakeholders inside and outside the organization (e.g., customers, peers, cross-functional partners, external vendors, and alliance partners) to advance business goals.</td>
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<td><strong>Cultivating Networks and Partnerships 3.0</strong></td>
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<tr>
<td>(Cultivating Networks 2.0)</td>
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<tr>
<td>Initiating and maintaining strategic relationships with stakeholders and potential partners inside and outside the organization (e.g., customers, peers, cross-functional partners, external vendors, alliance partners) who are willing and able to provide the information, ideas, expertise, and/or influence needed to advance understanding of business issues and achieve business goals.</td>
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<td><strong>Customer Focus 2.0</strong></td>
<td>Creating a Service Culture: The Service Leader’s Role</td>
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<td>Ensuring that the customer perspective is a driving force behind business decisions and activities; crafting and implementing service practices that meet customers’ and own organization’s needs.</td>
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<tr>
<td><strong>Customer Focus 3.0</strong></td>
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<tr>
<td>Ensuring that the internal or external customer’s perspective is a driving force behind strategic priorities, business decisions, organizational processes, and individual activities; crafting and implementing service practices that meet customers’ and own organization’s needs; promoting and operationalizing customer service as a value.</td>
<td>Strategic Leadership Experience®</td>
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<td>Identifying and understanding issues, problems,</td>
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<td>and opportunities; comparing data from different</td>
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<td>and probable consequences.</td>
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<td>Identifying and understanding problems and</td>
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<td>prepare; delivering presentations suited to the characteristics and</td>
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<td>processes, and ongoing measurement systems to ensure that strategic</td>
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<td>priorities yield measurable and sustainable results.</td>
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<td>measurement methods to monitor progress toward goals; tenaciously working</td>
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<td>to meet or exceed goals while deriving satisfaction from that</td>
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<td>Creating an environment (culture) that inspires people to generate novel solutions with measurable value for existing and potential customers (internal or external); encouraging experimentation with new ways to solve work problems and seize opportunities that result in unique and differentiated solutions.</td>
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<tr>
<td>Establishing and sustaining trusting relationships by accurately perceiving and interpreting own and others’ emotions and behavior; leveraging insights to effectively manage own responses so that one’s behavior matches one’s values and delivers intended results.</td>
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<td>(Sharing Responsibility 3.0)</td>
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<tr>
<td>Sharing authority and responsibilities with others to move decision making and accountability downward through the organization enable individuals to stretch their capabilities, and accomplish the business unit’s strategic priorities.</td>
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<td>Motivating increased employee effort by communicating a compelling view of the organization’s purpose and its future state in a way that helps others understand the importance of their contributions and feel how outcomes will be different when progress is achieved.</td>
<td>Creating a Service Culture: The Service Leader’s Role</td>
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<td>[Moved to Personal Attributes in 3.0]</td>
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<td>Demonstrating a willingness to commit to one’s work and to invest one’s time, talent, and best efforts in accomplishing organizational goals.</td>
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<td>Demonstrating a poised, credible,</td>
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<td>and confident demeanor that</td>
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<td>reassures others and commands</td>
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<td>respect; conveying an image</td>
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<td>that is consistent with the</td>
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<td>organization's vision and values.</td>
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| **Executive Presence 3.0** *(Executive Disposition 2.0)*  
Establishing and committing to a long-term business direction based on an analysis of systemic information and consideration of resources, market drivers, organizational values, and emerging economic, technological, and regulatory conditions. | Mastering Emotional Intelligence ......................................................... 116 |
| **Facilitating Change 2.0**  
Encouraging others to seek opportunities for different and innovative approaches to addressing problems and opportunities; facilitating the implementation and acceptance of change within the workplace. | Driving Change ......................................................................................... 83  
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| **Facilitating Change 3.0**  
Encouraging others to implement better approaches to address problems and opportunities; leading the implementation and acceptance of change within the workplace. | Driving Change ......................................................................................... 83  
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| **Facilitator EQ**  
Establishing and sustaining trusting relationships by accurately perceiving and interpreting own and others’ emotions and behavior in the classroom. Additionally, leveraging insights to effectively manage own responses; serving as a positive model within and outside the classroom. | Facilitation Skills Workshop:  
Facilitator Certification Process Workshop ........................................ 54  
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| **Facilitation of Learning**  
Leading learners through course concepts and components to accomplish course objectives by using appropriate facilitation techniques suited to the characteristics, experiences, and needs of the audience. | Facilitation Skills Workshop:  
Facilitator Certification Process Workshop ........................................ 54  
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| **Follow-Up 2.0**  
Monitoring the results of delegations, assignments, or projects, considering the skills, knowledge, and experience of the assigned individual and the characteristics of the assignment or project. | Delegating with Purpose ............................................................................. 81 |
| **Formal Presentation 2.0** *(Delivering High-Impact Presentations 3.0)*  
Presenting ideas effectively to individuals or groups when given time to prepare; delivering presentations suited to the characteristics and needs of the audience. | Targeted Selection®: Trainer ...................................................................... 48 |
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<td>Using appropriate methods and a flexible interpersonal style to build, motivate, and guide a cohesive team to complete team goals.</td>
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| Generating innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities. | Driving Innovation........................................... 110  
Fostering Innovation........................................... 86 |       |
| **Innovation 3.0**                             |                                                          |       |
| Creating novel solutions with measurable value for existing and potential customers (internal or external); experimenting with new ways to solve work problems and seize opportunities that result in unique and differentiated solutions. | Driving Innovation........................................... 110  
Fostering Innovation........................................... 86 |       |
| **Inspiring Others 2.0 (Inspiring Others 3.0)** |                                                          |       |
| Using interpersonal styles and methods to inspire and guide individuals toward higher levels of performance. | Strong Start®......................................................... 45 |       |
| **Inspiring Others 3.0** (Inspiring Others 2.0 and Leading Through Vision and Values 2.0 combined) | Engaging and Retaining Talent................................... 84  
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| **Leadership Disposition 2.0** [Moved to Personal Attributes 3.0] | Boosting Business Results......................................... 76  
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| **Leading Change 2.0**                          |                                                          |       |
| Identifying and driving organizational and cultural changes needed to adapt strategically to changing market demands, technology, and internal initiatives; catalyzing new approaches to improve results by transforming organizational culture, systems, or products/services. | Executing Business Strategy®.................................... 148  
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<td>Driving organizational and cultural changes needed to achieve strategic objectives; catalyzing new approaches to improve results by transforming organizational culture, systems, or products/services; helping others overcome resistance to change.</td>
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<td>Using appropriate methods and interpersonal styles to develop, motivate, and guide the team to attain successful outcomes and business objectives.</td>
<td>Leading Virtually</td>
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<td>Taking full advantage of opportunities to receive and explore feedback about own performance (from assessments, managers, coworkers, internal/external partners, or customers); responding favorably to feedback and using it constructively to take action to improve knowledge, skills, behavior, and impact on others.</td>
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<td>Using appropriate interpersonal styles and methods to help reach a meeting’s goals while considering the needs and potential contributions of others.</td>
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<td>Passionately selling the sales organization’s strategy; continuously raising expectations of sales performance; encouraging and supporting team efforts to achieve challenging sales goals.</td>
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<td>Energetically promoting the sales organization’s strategy; continuously raising expectations of sales performance; encouraging and supporting team efforts to achieve challenging sales goals.</td>
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<td>Continuously raising expectations of team performance; motivating and supporting team efforts to achieve goals while upholding organizational values and standards; tracking progress toward goals.</td>
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<td>Proactively and quickly making sense of complex issues; responding effectively to complex and ambiguous situations; communicating complicated information simply.</td>
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<td>Actively maintaining a broad awareness of the internal and external environment by accurately perceiving organizational, political, and social dynamics; proactively navigating the stakeholder environment to avoid unwanted or unproductive reactions and consequences.</td>
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<td>Establishing and supporting organizational systems, policies, and practices that reduce barriers and leverage the capabilities and insights of individuals with diverse backgrounds, cultures, styles, abilities, and motivation.</td>
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| Technical/Professional Knowledge and Skills 3.0  
Having achieved a satisfactory level of technical, functional, and/or professional skill or knowledge in position-related areas; keeping up with current developments and trends in areas of expertise; leveraging expert knowledge to accomplish results. | Targeted Selection®: Access ........................................... 50 |      |
|                                  | Targeted Selection®: Coach .................. 44 |      |
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|                                  | Success ProfilesSM: Card Sort Analyst Training ...................................... 14 |      |
|                                  | Success ProfilesSM: Foundations ........................ 15 |      |
|                                  | Targeted Selection®: Program Manager .................. 48 |      |
| Valuing Differences 3.0  
(Leveraging Diversity 2.0)  
Working effectively with individuals of diverse cultures, interpersonal styles, abilities, motivations, or backgrounds; seeks out and uses unique abilities, insights, and ideas from diverse individuals. | Valuing Differences ................................. 66 |      |
|                                  | Adaptive Leadership .................................. 73 |      |
|                                  | Developing Organizational Talent .................. 109 |      |
|                                  | Engaging and Retaining Talent .................... 84 |      |
| Work Standards 2.0 and 3.0  
Setting high standards of performance for self and others; assuming responsibility and accountability for successfully completing assignments or tasks; self-imposing standards of excellence rather than having standards imposed. | Boosting Business Results ................................. 76 |      |

1 Executive-level competency, which may not be supported by OPAL® and other DDI products. Ask your account representative for details on the inclusion of specific competencies in specific products or solutions.
### MANAGER READY® COMPETENCIES

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| MAKING DECISIONS AND PLANNING              | | |
|-------------------------------------------|-------------------------------------------------------|
| **Customer Focus**                        | Creating a Service Culture: The Service Leader’s Role ..........80 |
| Ensuring that the customer perspective is a driving force behind business decisions and activities; crafting and implementing service practices that meet customers’ and own organization’s needs. | Fostering Innovation ...................................................86 |
|                                           | Making High-Quality Decisions ....................................89 |
| **Planning & Organizing**                 | Executing Strategy at the Front Line ..........................85 |
| Helping individuals or teams complete work efficiently and on time by setting priorities, establishing timelines, and leveraging resources. | Planning and Managing Resources ....................................93 |
|                                           | Boosting Business Results ..........................................76 |
| **Problem/Opportunity Analysis**          | Accelerating Business Decisions ....................................71 |
| Identifying problems or issues and then drawing conclusions by gathering, analyzing, and interpreting quantitative and qualitative information. | Making High-Quality Decisions ........................................89 |
|                                           | Planning and Managing Resources ....................................93 |
CONTINUING EDUCATION AND PROFESSIONAL CREDENTIAL CERTIFICATIONS

DDI CERTIFIED THROUGH 2015 WITH HRCI

The Human Resource Certification Institute (HRCI) is the leading independent, internationally recognized certifying body for the HR profession. HRCI works to define and maintain the HR body of knowledge, and offers assessments and certification of this knowledge. Human Resource certification demonstrates mastery of the HR body of knowledge and is widely accepted as a symbol of professional achievement. HRCI certifications require professionals to demonstrate their expertise in the core principles of HR practice and the application of those principles.

HRCI administers the certifications of PHR (Professional in Human Resources), SPHR (Senior Professional in Human Resources) and GPHR (Global Professional in Human Resources). The PHR is more focused on the technical/operational aspects of HR whereas the SPHR is more focused on strategic HR and policy issues. GPHR is for professionals whose responsibilities include developing and implementing global HR strategies, managing operations overseas and international assignment management.

DDI was first certified as an HRCI-approved provider in February 2004. Our latest certification is in effect until December 2015. The following DDI programs are eligible for certification:

- Facilitator Certification Process/Facilitation Skills Workshop (19.5 CEUs)
- Facilitator Certification Process/Facilitation Skills Workshop Master Trainer (19.5 CEUs)
- Targeted Selection® Trainer Workshop (20.5 CEUs)
- Targeted Selection® Advanced Trainer (20.5 CEUs)
- Targeted Selection® Program Manager (6 CEUs)
- Targeted Selection® Administrator Workshop (29.75 CEUs)
- Success Profiles®: Card Sort Analyst (13 CEUs)
- Interaction Management® suite (3.5 CEUs per completed course)
- Business Impact Leadership® series (3.5 to 7 CEUs per completed course)

The latest information about receiving HRCI credit is online: www.ddiworld.com/products-solutions/certifications.

INVESTORS IN PEOPLE ACCREDITATION—DDI UK

Investors in People (IIP) has renewed its accreditation of DDI’s United Kingdom office. Audited every three years, this nationally-recognized IIP provides a practical framework for improving business performance and competitiveness through good practices in human resource development. As part of the review process, interviews are conducted by an IIP assessor with associates and members of the management team. With feedback from the interviews and evidence of business planning, a final review report is produced.

An organization that achieves the IIP Standard is successful in adopting and maintaining its three fundamental principles:

- **Plan**—developing strategies to improve the performance of the organization; from business goals to leadership strategies.
- **Do**—implementing those strategies; taking action to improve the performance of the organization.
- **Review**—evaluating and adjusting those strategies; measuring their impact on the performance of the organization.

Against the 10 IIP indicators, DDI UK had strong evidence of good practices in these areas:

- A strategy for improving the performance of the organization is clearly defined and understood.
- People’s contribution to the organization is recognized and valued.
- Improvements are continually made to the way people are managed and developed.

LEARNING RESOURCES NETWORK (LERN)

DDI now offers certificates for combinations of courses with International Learning Units (ILUs) credits.

They carry the status: “Meets LERN standards for Certificates and Certifications, Platinum Level.” Each certificate program of 20 hours carries 1.2 ILUs.

LERN (Learning Resources Network) is an international, highly-respected association of lifelong learning programming, offering information and resources to providers of lifelong learning programs. LERN has created a set of certificates and certificate standards for voluntary certificates and certifications for continuing education and lifelong learning programs.
SCORM COMPLIANCE
DDI’s Web-based training courses are fully conformant with the current SCORM release (up to and including V. 1.2) and are being used successfully in numerous enterprises with a SCORM platform.

DDI CERTIFIED THROUGH 2015 WITH SHRM
The Society for Human Resource Management (SHRM) is focused on making sure HR practitioners are seeking and attaining certification. They are committed to ensuring that the certification its members achieve is recognized as best in class and distinguishes them in the marketplace. SHRM certification is the culmination of over three years of research, and based on the SHRM Competency Model, which was validated by more than 35,000 HR professionals around the world. These HR professionals identified the skills needed to grow and succeed in HR careers.

DDI’s certification is in effect until December 2015.

The following DDI programs are eligible for certification:
- Facilitator Certification Process / Facilitation Skills Workshop (19.5 PDCs)
- Facilitator Certification Process / Facilitation Skills Workshop Master Trainer (19.5 PDCs)
- Targeted Selection Administrator Workshop (29.75 PDCs)
- Targeted Selection Interviewer (7.75 PDCs)
- Targeted Selection Trainer Workshop (20.5 PDCs)
- Targeted Selection Advanced Trainer Workshop (20.5 PDCs)
- Targeted Selection Program Manager (6 PDCs)
- Success Profiles: Card Sort Analyst (13 PDCs)
- Interaction Management® suite (3.5 CEUs per completed course)
- Business Impact Leadership® series (3.5 to 7 PDCs per completed course)

The latest information about receiving SHRM credit is online: www.ddiworld.com/products-solutions/certifications.

TALEO
Taleo certifies that DDI has successfully interfaced to the Taleo Passport Integration service to deliver technically verified, integrated, and pre-configured software solutions that enable enhanced and configurable data sharing from DDI Tests and Assessments to the Taleo platform.

Taleo uses XML and real time data import/export exchanges to provide a link between Taleo and staffing point solutions including vendors for background checking, tax credit screening, assessments, or other staffing point solutions. Taleo has the proven expertise to serve the wide spectrum of requirements from our clients including integrations with DDI Tests and Assessments.

UNIVERSITY OF PHOENIX COLLEGE CREDIT QUALIFICATION
Many DDI training courses were evaluated by University of Phoenix and may qualify for college credit toward an associate’s or bachelor’s degree. Through Prior Learning Assessment (PLA), students may be eligible to receive up to 15 credits toward an associate’s degree and up to 30 credits toward a bachelor’s degree. The PLA process applies only to associate’s or bachelor’s degree candidates, and awarded credits are limited to elective or general education requirements.

Please visit phoenix.edu/ddi to access the Development Dimensions International Credit Recommendation Guide and see which courses may qualify for college credit. Learn more about PLA by calling 800-224-0690.
# COURSES BY AUDIENCE LEVEL

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There isn’t a single training-delivery method—classroom, web-based, workbook/video self-study, or CD-ROM—that can be a complete training solution. This doesn’t mean that you need to offer every program in every format, but it does mean that you need to blend your learning solutions. Offering different training-delivery methodologies can effectively address such variables as learner preferences, type of content/concepts being presented, and the geographical distribution of learners. DDI offers an array of learning formats and integrates Learning Lab options into web-based courses to ensure application activities and skill practice experiences take place, to provide participants with a more intense and compelling learning experience.

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* Foundation course (prerequisite to other classroom courses)

DDI's web-based courses are fully conformant with SCORM V.1.2 and are being used successfully in numerous enterprises with a SCORM platform.
DDI’S POLICIES

WORKSHOP CANCELLATION TERMS (IF APPLICABLE)

DDI will provide a minimum two-week notice should a public workshop need to be canceled. A registrant inconvenienced by a shorter notice will receive a 20 percent discount at the next available workshop or training session of his or her choice. DDI customers agree to pay DDI a cancellation fee equal to 20 percent of the registration cost for each registrant who cancels fewer than 15 business days before the starting date of a public workshop or training session.

Customers agree to pay DDI a cancellation fee for each in-house workshop that is canceled. The fee will be based on a percentage of the workshop cost, as per the following scale. DDI will allow a 20 percent discount on a future in-house workshop if DDI must cancel with fewer than 20 calendar days’ notice.

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<th>BUSINESS DAYS BEFORE WORKSHOP START DATE</th>
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<td>1-0 business days</td>
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If materials need to be returned to DDI due to an in-house workshop, a restocking fee of 20 percent will be charged.

Cancellations of Strategic Leadership Experience® workshops fewer than 30 days prior incur a charge of 50 percent of the full program fee.

COMPLAINT RESOLUTION PROCESS

DDI strives to provide total customer satisfaction through prompt response to and resolution of all inquiries, issues, and customer complaints. To effectively address customer concerns, we have in place the following process.

DDI’s Client Service Department at 800-944-7782 is the initial point of contact for all complaints. Upon receipt, the client service representative takes ownership of the problem and works with appropriate DDI internal partners for resolution. Each complaint received by Client Service is tracked in a customer complaint tracking system called OTIS (Opportunities to Improve Service). The individual and/or department responsible for solving the problem moving forward receives a copy of the OTIS form and will respond directly to the customer within 24 hours with the resolution and/or next steps.

STATEMENT OF RECORD RETENTION POLICY

DDI retains copies of all DDI-delivered course evaluations for a period of five (5) years.

DDI is registered with the National Association of State Boards of Accountancy (NASBA) as a sponsor of continuing professional education on the National Registry of CPE Sponsors. State boards of accountancy have final authority on the acceptance of individual courses for CPE credit. Complaints regarding registered sponsors may be addressed to the National Registry of CPE Sponsors, 150 Fourth Avenue North, Nashville, TN, 37219-2417. Telephone: 615-880-4200

To inquire about policies in international locations, visit www.ddiworld.com/global-offices and click on the appropriate international region for specific contact information.
## LANGUAGE AVAILABILITY FOR DDI TRAINING AND DEVELOPMENT PROGRAMS—PARTICIPANT MATERIALS ONLY

Current as of January 2014

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### NOTES:
Not all courses, assessments, or materials within a program are translated. In some cases, only participant materials are available (requiring a bilingual facilitator). Interaction Management®, Targeted Selection®, and some other product lines offer materials in Anglicized English, Arabic, Bahasa (Indonesia), Czech, Dutch, Greek, Hebrew, Hungarian, Icelandic, Italian, Japanese, Korean, Norwegian, Polish, Romanian, Russian, Swedish, Thai, and Turkish. Earlier versions of materials may be offered in a translated edition. Contact your DDI representative for specific translation offerings.

Self-study (CD-ROM, web-based, and workbook-based) available only in American English.
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About Development Dimensions International

Who We Are. Development Dimensions International, or DDI, is one of the top talent management consultancies. Forty-five years ago, we pioneered the field; today we remain its chief innovator.

What We Do. We help companies transform the way they hire, promote, and develop their leaders and workforce. The outcome? People ready to instigate, understand, and execute business strategy, and address challenges head-on.

How We Do It. If you have ever had a leader you revered or marveled at how quickly a new hire came up to speed, you might very well be experiencing DDI at work. Often, we are behind the scenes, creating custom training or assessment that clients can roll out on their own. Other times, we are more visible, helping clients drive big changes in their organizations. Always, we use the latest methods, based on science and the test of time.

Who We Do It With. Our clients are some of the most successful companies on earth. They're Fortune 500s and multinationals, doing business across a vast array of industries, from Shanghai to San Francisco and everywhere in between. We serve clients from 42 DDI-owned or closely affiliated offices.

Why We Do It. The principles and skills we teach don’t just make people better employees, they are at the heart of what makes for happier and more fulfilled human beings—better family members, better neighbors, better friends.

Helping you meet your business goals by ensuring a ready-now supply of talent.

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