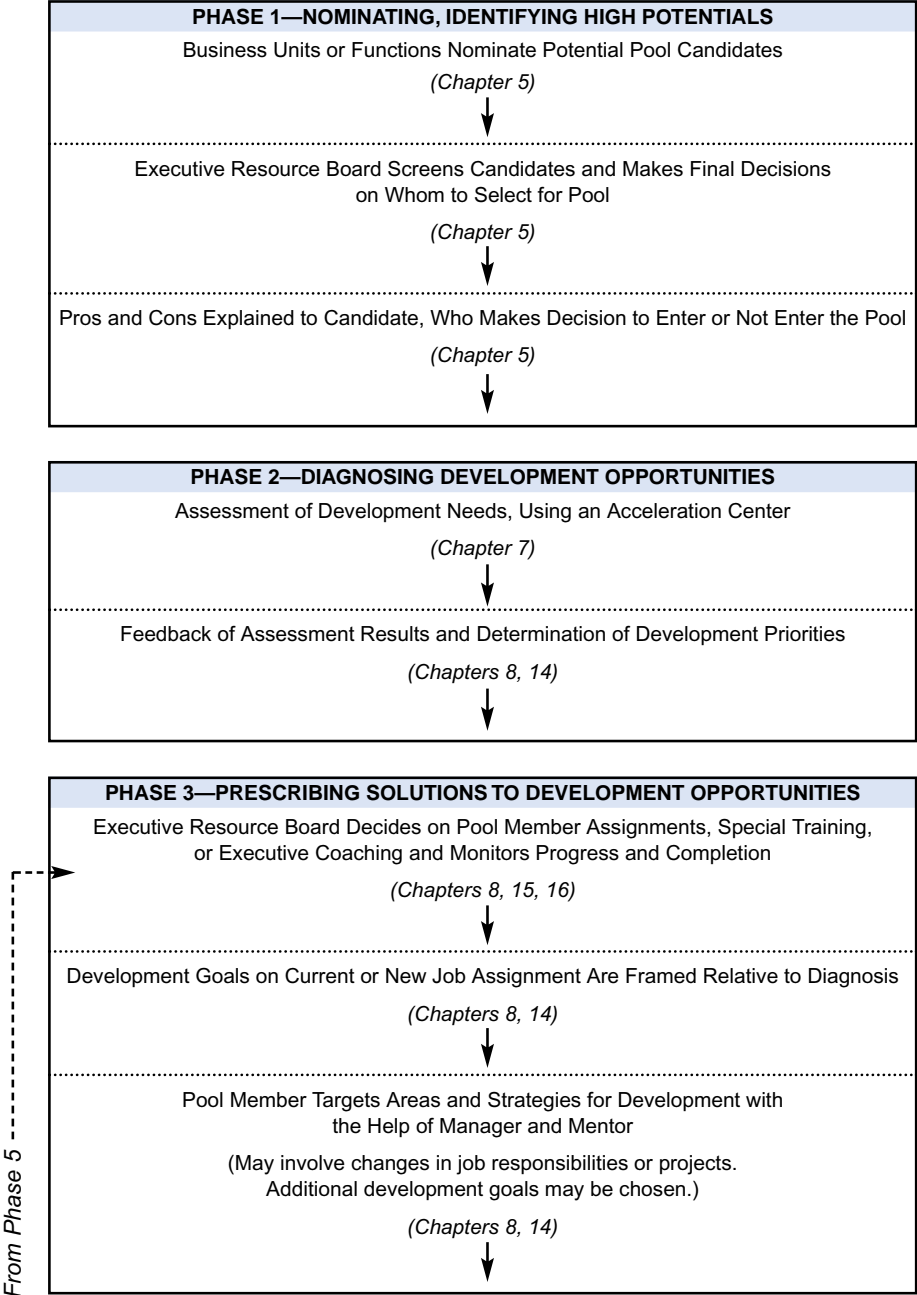


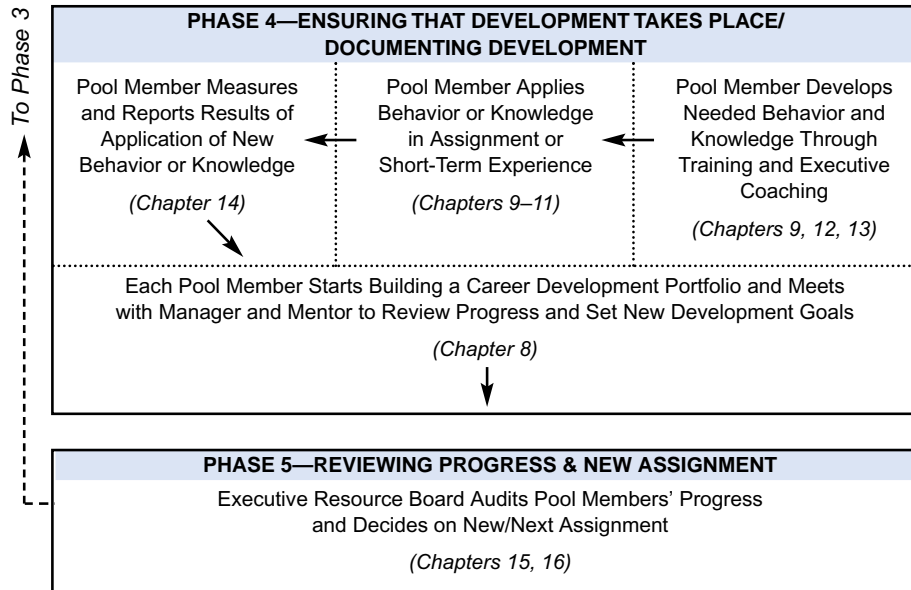
Interactions That Help Pool Members Grow/The Acceleration Pool Process (Chapter 2, Page 20)

To better understand how an Acceleration Pool functions, consider the various meetings in which pool members are involved. The Acceleration Pool process, reproduced from page 20, shows in detail the specific steps involved in each phase.

Click each of the other topics to learn more about the discussions involved in the Acceleration Pool process. The roles played by key supporters of pool members' growth, such as the immediate manager and mentor, are discussed in Chapter 14.

Figure 2-4: The Acceleration Pool Process





Offer of Acceleration Pool Membership, Including Discussion of Pros and Cons (Chapter 5, Page 76)

Candidates for pool membership first learn of their nomination from a representative of the Executive Resource Board or a designated HR representative who works with the board. A face-to-face meeting with a board member is highly desirable because it underscores the importance of pool membership and allows the board to hear directly about any personal or retention needs that might keep the prospective member from joining the pool or restrict his or her assignments.

In this meeting the person learns why the pool exists, how assignments and training decisions are made, implications of travel and relocation, advancement opportunities, availability of a mentor, and performance and growth responsibilities. It is not a time for performance or development feedback or for detailed explanations about roles, unless no orientation session is planned. If that is the case, much of the material from the orientation must be covered.

Orientation to the Acceleration Pool
(Chapter 3, Page 45)
(Chapter 12, Page 230)
(Chapter 15, Page 310)

After being invited to join an Acceleration Pool, prospective pool members will have many questions about the purpose, operation, logistics, and outcome of the process. Having clear answers to these questions will have a powerful impact on the person's receptivity to and enthusiasm about participating in the pool.

Possible Areas to Cover in a Half-Day Orientation Program:

- ***Acceleration Pool responsibilities and benefits***
 - What is the Acceleration Pool? Why was it implemented? What is the strategic context for the process (e.g., current business developments, emerging business needs, the increasing need for executives)?
 - Acceleration Pool member success stories.
 - How are members identified?
 - The role of the Executive Resource Board (or whatever the organization is calling its board).
 - What can members expect to gain and to give?
- ***Determination of development goals***
 - Executive descriptors (job challenges, organizational knowledge, behaviorally defined competencies, and executive derailers).
 - How will development priorities be determined?
 - Description of the Acceleration Center.
 - What will be measured in the Acceleration Center? How will it be measured? How will Acceleration Center data be used?
 - How will pool members receive feedback from the Acceleration Center?
 - Purpose of the Development Priority List. Examples of completed lists and tips on completing a list.
- ***Development action and help provided***
 - What will people be expected to do after the Acceleration Center? What resources will be available?
 - Roles and responsibilities of the manager and mentor.
 - Pool members' responsibility for development.
 - Purpose of the Development Action Form, examples of completed lists, and tips on completing a list.
 - Purpose of the Career Development Portfolio.
- ***Operational Issues***
 - What will happen to people who opt out of the pool?
 - Organizational policy regarding pool members who tell others about their pool membership.

Explanation of Purpose and Importance of Assignment or Training Event (Chapter 2, Page 26)

An often overlooked role of an Executive Resource Board member—or senior HR executive representing the board—is discussing assignments with pool members. This person must share the board’s reasoning for an assignment (i.e., what characteristics make the job or project developmental) and describe the specific development outcomes the board expects the Acceleration Pool member to achieve. The executive also needs the pool member’s input relative to any personal issues or concerns that could arise from an assignment and should solicit alternative ideas for meeting development goals.

All too often, the responsibility for this discussion passes down through the organizational chain of command, and the important elements—such as the reasons for the assignment—are lost, forgotten, or poorly communicated. And, of course, there may be some parochial thinking on the part of managers further down the chain. For example, a mid-level manager might not want to lose a valued person and, thus, might be less than forthcoming when describing all the advantages of a potential new opportunity.

Another common problem is failing to involve the Acceleration Pool member deeply enough in the final decision about an assignment. There must also be some flexibility in the Executive Resource Board’s plans and a willingness to solicit and weigh the pool member’s ideas and views. The board representative naturally needs some degree of authority to negotiate various fine points of the assignment or at least bring issues back to the board at large.

Development-Planning Meetings (Pool Member, Manager, and Mentor)
(Chapter 3, Page 40)
(Chapter 14, Page 265)

When Acceleration Pool members first enter the pool or start a new assignment (which can be a job or a task force role), they take part in an initial development-planning meeting with both their manager and mentor to:

- **Review roles and expectations.**

It is always appropriate to start the first meeting with a brief discussion of roles and expectations. Ideally, everyone involved will already have some understanding of roles and responsibilities from the orientation process. Nevertheless, it is worthwhile to be sure that everyone understands and agrees on several basic expectations. The development-planning meeting should answer these questions:

- What is the role of the pool member?
- What is the role of the manager?
- What is the role of the mentor?
- Who is responsible for the pool member’s development?
- Who will initiate meetings involving the pool member, manager, and mentor? For example, when and how should managers call meetings? When and how should mentors call meetings?
- Who will run the meetings?
- For what situations should individual or group meetings with the manager or mentor be held?
- How will success be evaluated (e.g., documented evidence of applied learning)?

- **Review performance objectives for assignments.**

Pool members and their managers should agree on an assignment’s performance objectives before focusing on the pool member’s development goals. After all, development must happen around effective job performance.

Ideally, the pool member and his or her manager will already have met to identify measurable performance goals for the assignment (e.g., increase sales by 8 percent while maintaining profit margin; decrease turnover of salespeople to 5 percent). If this has been done, the objectives are quickly reviewed with the mentor, and the discussion turns to how the pool member can meet the objectives. Very often, however, performance objectives have not been discussed. If that is the case, the first part of the development-planning meeting must be dedicated to establishing objectives, using the organization’s performance management system.

- **Determine how the development goals set by the Executive Resource Board and agreed to by the pool member will be met.**

The Executive Resource Board might have recommended an assignment with the expectation that a job challenge (e.g., “be involved in an alliance”), specific organization knowledge (e.g., “learn how the organization’s long-range planning system works”), and a competency (*Planning*) could all be developed. Pool members bring to the initial meetings copies of their Development Priority List and part one of the Development Action Form that they have completed for each development goal (see Appendix 2-1). Using the Development Action Forms as a guide, the pool member, mentor, and

manager discuss opportunities for learning and growth in each of the designated target areas. The Development Action Form prompts them to consider how to obtain knowledge and skills, how the pool member can immediately apply the learning, how achieving the learning goals will help the pool member meet performance objectives, and how the skills application can be evaluated. The mentor, manager, and pool member also consider potential roadblocks (e.g., time and cost considerations, possible lack of cooperation by a person or unit) and establish completion dates for key elements of the plan.

In this discussion managers and mentors should help pool members to be creative yet realistic in what can be accomplished—and especially help them avoid the common pitfall of trying to do too much at once. Also, the early involvement of the managers and mentors helps to ensure that they will be motivated to help pool members achieve their goals.

The format of this discussion is simple. Mentor, manager, and pool member review each action plan, discussing issues and making suggestions. The pool member amends the action plan as appropriate. The role of the manager and the mentor is advisory. It's the pool member's plan—he or she has the final say about what goes into it.

- **Decide on additional development objectives and plan action.** After plans for each of the development objectives suggested by the Executive Resource Board have been reviewed and discussed, the meeting turns to any additional development areas that might be addressed as part of the assignment. For example, a pool member might recognize that the reporting arrangement in the job would enable him or her to develop delegation skills—a competency identified as a development need. If the manager and mentor agree, *Delegation* would be added to Part 1 of the Development Action Form as a development goal.

Similarly, reviewing the pool member's Development Priority List might lead a mentor to suggest another area of development. If the mentor, manager, and pool member agree, Part 1 of the Development Action Form would also be completed for this target development area as well.

- **Set dates for follow-up meetings.** The initial development-planning meeting ends with the attendees setting dates for progress check meetings. The frequency of these meetings is driven by the number of development targets, the travel schedules of the people involved, and the type and level of help needed to complete specific development objectives. Often, brief meetings work well. It's particularly important that the mentor, manager, and pool member meet after completing development projects and at intermediate points on longer projects to check progress.

Hints on Choosing Development Actions (Chapter 15, Page 287)

In choosing development actions, pool members and their advisors should remember:

- Don't try to do everything at once.
- Remember the development priorities and do the most important items first.
- Recognize the opportunities and difficulties inherent in a particular assignment. Sometimes, given the unique circumstances of a specific position, a development target suggested by the Executive Resource Board is not appropriate. In that case, other targets should be chosen.
- Set up situations so the manager and/or mentor can observe behavior. Situations should be identified that provide feedback opportunities about both progress and evidence of derail behavior.
- Choose development assignments with clearly discernable linkages to meeting key strategic business objectives and/or important personal goals of the pool member. Perceived relevance of plans to successful organizational performance will help prevent development actions from being well intentioned but at the bottom of an impossibly long list of priorities.
- Use the organization's intranet (if available) to tap into practical advice on developing the competencies targeted by the organization. This will broaden everyone's thinking about what can be done. For example, DDI has an intranet-based system called OPAL™ (Online Performance and Learning) that provides development suggestions for leadership competencies along with a number of self-diagnostic exercises, appropriate readings, and suggested self-development activities.
- Be flexible. Some of the greatest developmental assignments arise quickly. Pool members might need to shift priorities to take advantage of changing opportunities.

Acceleration Pool Member's Guide to Completing a Development Action Form (Chapter 2, Page 30)

Part 1: Development Plan

- **Development Goal? Specify job challenge, organizational knowledge, competency, or derailer, and add clarifying information as needed. You can list more than one on this form if they can be developed by the same action. Explain how your development in this executive descriptor will enhance your success in your position.**

You need to have a clear idea of what you want to accomplish developmentally. Look for patterns and interrelationships in development needs. Usually, a goal would be a single executive descriptor (e.g., a single competency), but sometimes you can cover a pattern of development needs with the same activity, so you should list each of the related needs. We recommend focusing on a maximum of three to four development goals at a time (e.g., one competency, one job challenge, and two organizational knowledge areas). Remember, it is better to do a few things exceptionally well rather than to do many things poorly.

Often a competency or derailer title does not fully capture the behavior that needs to be targeted. Be sure to add specific examples of desired behaviors. Also, make sure you indicate why your goal is important by explaining how it relates to the organization's strategic direction.

Sometime two or three goals can be accomplished simultaneously. For example, you might develop the competency *Global Acumen* and the job challenge "managing an international operation." In this situation the goals should be tested on the same form.

- **How will learning be obtained if required (e.g., coaching, observation, training program, membership on a committee)?**
Choose methods that personally work best for you and your learning style. Sometimes you already will have acquired the needed learning; if so, you need only apply it. In such cases, write "not required" or some similar comment on the form.
- **Define the support needed to accomplish the learning (if required).**
Make sure you have the time, budget, and people available to accomplish the developmental task (e.g., attend a training program or be on a task force).
- **How will the development goal be applied? (Be specific [e.g., project, person, group].)**
Develop a plan for applying the development goal that will also facilitate achieving your job performance objectives. A key to "locking in" a new skill or knowledge is to apply what you've learned as soon as possible after the learning event. For example, for developing the competency *Economic Orientation*, you might write:
"After this course in activity-based accounting, I plan to use what I've learned to help us with the X-3 product line. We've been having major problems getting an appropriate margin in that product line. I have a performance objective to improve margins."

Defining applications before the learning event (if there is one) helps you understand why the learning is important and motivates you to learn. It also helps you get the most out of the learning event because you'll be thinking of an application during the event. You'll be able to ask questions of the instructor or other students about issues relevant to the application you're planning.

Sometimes you'll find that there is no specific opportunity to apply the learning on the job or with a special assignment. You might consider possibilities outside the job, such as working with religious or community groups.

- **Define the support needed to apply the development goal.**

You can't wait until the development event ends to line up help for applying the target executive descriptor—do it now! Prepare yourself by thinking through and enlisting the help you'll need to apply the development goal in your workplace. If you wait to seek advice or get support or approval until you've been on an assignment for six months or finished a training program, you might lose critical months or years that you can't afford.

- **How will intermediate achievements be tracked (if appropriate)? (When should the next meeting with the manager or mentor be?)**

Some major projects or assignments might take months or even years to complete. For your own motivation and for the good of the project, you need to have intermediate measures that indicate progress toward your application goals. However, the dilemma often is that many measurements cannot be collected until the conclusion of a developmental application (e.g., customer satisfaction survey results). In these situations you need to set measurable intermediate goals that predict your final desired outcomes. For example, an Acceleration Pool member assigned to manage a phone-based customer service unit might decide to measure the number of rings before a call is answered or the number of calls transferred to a supervisor because a service rep couldn't resolve a problem. These are indicators of customer service that will predict the customer satisfaction survey data collected by the organization. Such measurements are important to you because they are ongoing, real time, and predictive of the target customer satisfaction goals that you set. An old saying in management is: "You can't change what you can't measure." This truism certainly applies to development goals.

- **Specify the date for completing the application of the development goal, and describe how you will document accomplishment of learning.**

Documentation does not mean merely noting attendance at training programs or participating on a committee. Instead, meaningful documentation shows when and how you applied the skill or knowledge successfully—a positive outcome of your actions.

By thinking through the type of documentation and measurements you'll need, you'll be able to start collecting meaningful data from the start of your project or assignment. Too often, pool members wait until after an assignment or other developmental opportunity to worry about documentation, and by then it's too late. For example, it doesn't do much good to collect data on a work group's morale at the end of an intervention without having data on the group's morale *before* the intervention. Without prior planning there's no way to gauge improvement.

Part 2: Development Results

- **Evaluate the acquisition of learning. If learning goals weren't met, list the reasons why.**
Did you meet the learning goals? Because you have specific, well-defined goals, this is usually not a difficult question. If you didn't meet the goals, explain why not and what you did to address the problem or overcome the barrier. Often, you will have encountered situations that are beyond your control. For example, perhaps only a fraction of a training program focused on the planned development target, or perhaps your job responsibilities changed in mid-assignment and precluded you from getting the desired learning from your task force assignment.
- **Evaluate the application of the behavior, skill, or knowledge. If application goals weren't met, list the reasons why.**
Describe how you applied the learning, skills, insights, and knowledge on the job and your overall measure of success. If some factor beyond your control, such as availability of resources or time, affected your ability to apply the executive descriptor, note that here. If you were counting on getting help that never materialized, document that here along with the reasons why.
- **What did you learn about developing your skills and knowledge or by changing your behavior?**
Think about your acquisition of learning and how you applied it—not what was learned. What would you do differently on the next development opportunity?
- **Probable future application of the behavior, skills, or knowledge.**
Even if you have successfully used the learning, skills, insights, or knowledge on the job, this is only a start. To lock in your accomplishments, you need to think about other application opportunities. This is even more important if your first attempt to apply the learning failed.
- **What additional skills or knowledge was obtained?**
What else did you learn from the development experience? What additional insights or new learnings did you develop?
- **What could have been done to make your development process more rewarding?**
How would you go about the development challenge if you were starting over? How will you approach the next development challenge differently?
- **What general insights into leadership or management did you develop (if any)?**

Progress Check Meetings (Chapter 2, Page 28)

Pool members, managers, and mentors meet periodically to review progress. These progress check meetings are typically set up during the initial development planning meeting, but additional meetings can be called as necessary. A progress check meeting covers the following:

- Progress on job performance objectives.
- Progress on development objectives.
- Additional self-insights.
- Needed help.
- Miscellaneous topics of interest (e.g., organizational or industry current events).

The Acceleration Pool member leads the meeting, using the Development Action Form as a guide. The pool member reports on the progress of each of his or her development projects and might seek suggestions and other support. Part 1 of the Development Action Form is updated as required.

Development “Sign-Off” Meetings (Chapter 2, Page 28)

At the end of an assignment or development project—after the pool member has applied the new skill or knowledge and measured its impact—the individual, manager, and mentor convene again. This time they evaluate the success of the development effort, consider future opportunities to apply the skill or knowledge, and critique the development process (e.g., could the same amount of development have been accomplished more quickly or easily?). In preparation for the meeting, the pool member will have completed Part 2 of the Development Action Form. In some organizations, managers and mentors sign the completed forms at the end of the meeting; in others, they don't. It depends on how formal the organization's system is.

The development “sign-off” meeting covers:

- Acquisition of the targeted development goals.
- What factors facilitated learning/application.
- What might have inhibited application (e.g., lack of resources or time, no opportunity to apply the learning, or lack of organizational support).
- A discussion of what, if anything, inhibited learning (e.g., too little of the training program focused on the development target or job responsibilities changed in mid-assignment).
- Application of the new skills or knowledge in the workplace and evidence of success.
- Future applications of the learning.
- Insights into the development process.
- Possible improvements in the development process.

The pool member adds the completed Development Action Form to his or her development portfolio, which is available to the Executive Resource Board.

**The Second-Level Manager's Role in the Development of an Acceleration
Pool Member**
(Chapter 14, Page 276)
(Chapter 17, Page 333)

The manager of the pool member's immediate manager can play an important role in the person's development. However, very few organizations regularly involve second-level managers because of the time required.

Nevertheless, involving the second-level manager (sometimes called the "manager once removed") has several benefits. For example, this person usually has a broader understanding of the organization's needs. This expanded perspective enables the second-level manager to offset any parochial views held by the immediate leader, who might be reluctant to either assign much responsibility to someone who will soon be moved to another assignment or give up a person who is starting to make a significant contribution to the work group.

The second-level manager can also check on the pool member's progress, see that Development Action Forms and other documentation are completed, and ensure the pool member is getting the planned learning opportunities. One recurring issue that can be dealt with effectively by a second-level manager is making sure the Acceleration Pool member's immediate manager does not provide too much help during a stretch assignment or, worse yet, assume responsibility for it. When this happens, the second-level manager needs to intervene.

Sometimes it is necessary (or perhaps preferable) to bypass the immediate manager altogether and have the second-level manager work directly with a pool member. The second-level manager then performs all the planning and coaching that we discuss as being the manager's role. This is typically the case when the immediate manager does not have good leadership or coaching skills, when management knows the immediate manager will soon be moved, or when the immediate manager is too busy to develop people. Relying on the second-level manager might also be best when the pool member is working independently of his or her immediate manager despite reporting to that person.

Finally, regardless of whether the second-level manager is the primary development contact, he or she can draw on a wealth of experience to serve as a rich source of tactical and "political" advice to pool members.

Roles of Other Acceleration Pool Members in an Individual's Development

In many organizations the only time pool members are together as a group is during a special training program conducted for pool members. As described in Chapter 12, the learning derived from the exchange of ideas and examination of issues is always cited by pool members as one of the major benefits of action learning events. Peer pressure for learning and performance from such events can be enormous—the normal result of putting highly motivated people together. Organizations can orchestrate other situations that will bring positive peer pressure to bear by having teams of Acceleration Pool members meet occasionally or work on projects. Examples of possible activities include:

- Having Acceleration Pool members discuss their development goals and action plans with one another.
- Orchestrating situations in which Acceleration Pool members report to other pool members on development they've achieved and insights derived from their assignments. The listeners benefit by learning how other parts of the organization operate and gaining insights into how others maximize learning opportunities. This approach also motivates the speaker to crystallize insights and describe opportunities for improvement that can be addressed in the next assignment.
- Forming a team of Acceleration Pool members to recommend new training programs for the organization. This forces members to consider the relationship of competencies to training programs and to reflect on what really constitutes an effective program. To make informed decisions, members usually need to sample training programs, which improves their skills and knowledge.
- Assigning pool members to evaluate the effectiveness of development opportunities being offered to other members. Those involved have an opportunity to reflect on the pool's purpose and to see many examples of continuous learning.

Group Self-Mentoring

Some organizations are experimenting with the concept of *group self-mentoring*. This involves having 6 to 20 high-potential individuals self-mentor as a team, with a senior manager acting as a facilitator and coach. The participants meet to discuss issues and share suggested answers, while the senior manager facilitates the meeting process and helps the group find the right answers on its own. Coming up with the answers is not part of the manager's role.

Training Managers to be Effective Developers of Pool Members
(Chapter 3, Page 45)
(Chapter 14, Pages 269)
(Chapter 17, Page 333)

Coaching and Developing Organizational Talent

As increased competition and globalization fuel the need for qualified people, leaders must be able to develop, motivate, and retain the people resources they have.

Day 1: Coaching Organizational Talent

By helping others develop critical thinking skills to work through problems, ideas, and opportunities, leaders can focus on broader strategic issues while creating an environment in which high performers excel.

Performance Objectives

Helps leaders:

- Guide others to think for themselves when taking on a new challenge or solving problems.
- Balance telling and seeking to provide support, encourage involvement, and share responsibility.
- Develop people into high performers.

Primary Competency Developed

- Coaching/Teaching

Module Overview

- **Open:** An analogy prompts discussion about the coaching role.
- **High Performance:** Leaders define high performance and identify characteristics of a high-performing person or group.
- **Creating the Environment:** Groups discuss how high-involvement leadership needs a special approach. Coaching and its goals are defined, and a video shows how to create an environment in which people seek coaching and strive to be high performers.
- **Interaction Process:** Leaders review the Interaction Process relative to conducting coaching discussions.
- **Check Points:** Leaders learn six categories of information to use as the focus of coaching discussions. They brainstorm questions to help those being coached to think through Check Points, and they identify ways to use Key Principles and Check Points effectively.
- **Customized Coaching:** Leaders learn to balance seeking, telling, and using interaction skills to suit the situation.
- **Positive Models:** Participants discuss two positive models that highlight coaching tools and customized coaching.
- **Case Study:** Coaching worksheets help leaders prepare two customized coaching strategies. They discuss how the experience, styles, and abilities of the person being coached affect the strategies.
- **Skill Practice:** Leaders practice using coaching skills, Key Principles, and Interaction Guidelines.

Day 2: Developing Organizational Talent

Developing organizational talent is a key leadership responsibility critical to an organization's success. Leaders must foster and put into action shared responsibility.

This module provides leaders, coaches, and mentors with the necessary skills and a practical process to develop talent. It focuses on a leader's critical role before, during, and after the development plan.

Performance Objectives

Helps leaders:

- Ensure that individual development goals align with organizational business strategy.
- Gather and review formal and informal behavioral data to determine a person's strengths and developmental needs.
- Plan and conduct discussions on strengths and development needs, and measure and monitor development progress.
- Handle challenging development discussions.

Primary Competency Developed

- Developing Organizational Talent

Module Overview

- **The Development Cycle:** Leaders discuss their role and that of individuals being developed. They explore the Development Cycle by working through a case study, with opportunities to build skills and apply tools for each component of the cycle.
- **Business Strategy and Success Profile:** Leaders learn about the need to link individual development efforts with critical business strategies.
- **Assess and Diagnose:** The facilitator introduces the concept of informal data (and formal data, if appropriate) used to determine strengths and development areas in relation to the Success Profile.
- **Discuss Strengths/Development Areas:** A video models the purpose and importance of facilitating a two-way discussion of strengths and development areas.
- **Create and Implement the Development Plan:** Learners explore their role in the development planning process and review several tools and techniques to support that role.
- **Measure and Monitor Success:** Leaders explore a development measuring/monitoring tool for use before, during, and after development activities.
- **Handling Challenging Situations:** Leaders strategize solutions to difficult developmental situations.

Day 3: Reviewing and Preparing to Provide Help on Development Action Forms of Direct Reports (1/2 day)

The manager helps Acceleration Pool members by reviewing the Development Action Forms submitted by direct reports and comparing their planned readiness (next steps) to those of other learners who review the same plans. Common methods are charted and discussed.

Essential Components of Effective Pool Member Training (Chapter 12, Page 237)

It goes without saying that all training interventions (transition, prescriptive, and special) have to be effective. Development Dimensions International has developed a list of the essential components of effective training based on the insights gained while training more than 15 million supervisors, managers, and executives. We provide them to help executives check the effectiveness of programs offered by their organization.

1. Focus training efforts on maximum ROI.

Training for training's sake makes no sense. To achieve maximum benefit, an organization's training must prepare pool members for their future roles. To do so, training must be tied to the organization's business plan and support its strategic initiatives. This means linking training to the organization's behavioral competencies, which are, in turn, related to the organization's vision and values. Training also should be linked to current job challenges and focus on immediate job needs. Leaders want instant value—to be able to use the information or apply their new skills immediately.

2. Know what you want to achieve.

It is essential that training outcomes be clear before making decisions on what type of training to provide. Do you want to expand knowledge, heighten awareness, drive behavioral change, build skills, or change attitudes, beliefs, or motivations? Decisions on content and delivery will hinge on the training intent.

3. Choose the appropriate training mode.

When designing training to meet pool members' needs, avoid the trap of using a "one-size-fits-all" learning method. Many organizations start with a favorite learning method, such as case studies, and try to fit all their learning into that mold. Instead, choose learning methods that achieve the learning objectives. For example, lectures are commonly used to transfer knowledge, while simulations serve as a substitute for work experiences that are not widely available or that are too risky for pool members to undertake while in a learning mode.

Using a variety of learning methods in your training programs will keep pool members' interest high. For example, a program on negotiation might include a lecture, group discussion, a case study, and on-the-job application with follow-up critique. Selecting delivery platforms that match pool members' learning preferences will also retain their interest. For example, some members might prefer to learn with others through group discussions in a classroom, while others might prefer to learn alone using CD-ROM or web-based materials.

The most effective training programs use a variety of delivery platforms. At DDI we say that the "magic is in the mix." For instance, pool members who are developing their interview skills might learn the basic concepts through workbook-based, self-directed or online learning and then practice their interviewing skills in the classroom.

4. Customize training—but don't overdo it.

All training should be configured to an organization's needs, but the degree of customization should be realistic. There are five levels of customization available.

Level 1

Select from commercially available and tested training modules to meet learning needs. (A module is a self-contained unit of instruction that could range in length from 20 minutes to several days.) A number of training vendors offer a wide range of modules, enabling organizations to purchase a combination that fits the target audience's learning priorities and level of sophistication. For example, DDI offers four different modules on coaching that differ by target level and type of coaching situation.

Level 2

Use commercially available modules and then make minor changes in content to better meet organizational needs (e.g., insert company-specific examples and situations into module content and exercises, develop role-playing situations based on actual company situations). This is often known as tailoring.

Level 3

Use commercially available modules and then make major revisions in content to meet organizational needs (e.g., revising a management game to bring out unique insights important to your organization or converting segments of a classroom program to web-based training that learners can access beforehand to reduce classroom time and arrive better prepared).

Level 4

Develop entirely new programs based on tested concepts. For example, develop company-specific content, while retaining the instructional design of a strategy program for senior-level management; that way, managers emerge from training with a new strategy for the organization.

Level 5

Build entirely new programs based on new concepts (e.g., training customer contact people on a totally new market strategy).

Either Level 1 or 2 customization is appropriate for most first- and second-level leadership training because those leaders' training needs are fairly similar throughout the world. When programs need to be tailored for middle- or higher-level management learners to be able to work on company-specific cases or challenges, either Level 3 or 4 customization would be appropriate.

Training at each organizational level should be integrated in terms of basic concepts and nomenclature that can build on one another. This will reduce the amount of training time needed for each subsequent module and will help learners mentally integrate the training. It also will lead to establishing a common language of leadership for the organization.

5. Spread training over time.

Pool members' participating in training each year they're in the Acceleration Pool helps them accomplish the increasingly challenging tasks and master the advanced skills they need to be successful. For example, first-year training might consist primarily of a transition leadership program to build interpersonal and basic leadership skills. In following years training would focus on each person's specific development needs. Attending formal training each year is a very good habit for leaders to develop. It is a major step in an organization's commitment toward lifelong learning.

6. Provide opportunities for practice and test skill acquisition.

For training to be effective in building skills, Acceleration Pool members must have opportunities to practice the skills they learned and receive feedback on how well they demonstrated these skills. It usually takes multiple practice opportunities to cement a skill and build a person's confidence in using it. In interpersonal leadership training, we believe that 5 practice opportunities are the minimum needed to acquire interpersonal skills that 6 are good, and that 10 are optimal. The need for individual practice can limit class size for interpersonal skills training to 12 to 16 participants, but the quality of the acquired learning makes the smaller class size well worth it.

In addition to practicing the skills in the classroom, Acceleration Pool members will also want to identify opportunities to apply the skills in the workplace. Asking participants to open subsequent training sessions with examples of how they applied the skills helps to ensure skill transfer, which leads to behavior change.

Today, learners want to test themselves as they climb the ladder of competence. The best way to afford them these opportunities is to provide multiple achievement checks during learning. This approach is much preferable to waiting for all the learning to be completed and then taking a "final exam."

7. Build confidence to apply the learning.

We cannot overemphasize the importance of building pool members' confidence. If a training program develops skills but deflates confidence, it is a failure no matter how effective the skill development. The best way to build confidence is to thoroughly coach participants before they practice skills in the training sessions and then give them relatively easy challenges at first. As they build their skills and confidence, increase the difficulty of their challenges. This helps them learn from a series of successes, not failures.

8. Use quality instructors.

The success of any instructor-led program hinges on the instructor's ability to deliver the training. That's why it's important to constantly evaluate internal and external instructors. To improve and to know which effective behaviors to repeat, instructors need feedback, just like everyone else. Evaluating instructors enables your organization to maintain quality and to show that you're interested in outcomes. Warning: Instructors can be popular or entertaining yet, at the same time, ineffective in delivering meaningful learning.

Managers make excellent trainers in supervisory and middle management programs, that is, if they are taught how to train. Their knowledge of the organization and personal experience can enrich and energize training classes, and their participation as trainers shows management support for the concepts they teach. Before 1990 it was standard practice for many organizations to assign middle managers to training roles. Not only did they make good trainers, but the training was considered to be excellent developmental experience for them, particularly if they attended quality train-the-trainer programs. Unfortunately, the use of middle managers as trainers has, for the most part, gone the way of the dinosaur. Since the corporate cutbacks of the mid-1980s through early '90s, middle managers don't have time to learn how to train, much less do the actual training. A few organizations have experimented with pairing managers with professional trainers, thereby eliminating the need for train-the-trainer programs (a real loss, in our view) yet still putting the real-life expert back into the classroom. However, most organizations have given up on using managers as trainers, opting instead for internal or outside professional trainers.

Outsourcing Training Delivery

It is possible to successfully outsource training delivery to organizations that specialize in such services. Companies such as Coca-Cola, Bell Canada, Oracle, Kellogg, and BASF have done this for some or all of their leader and management training. Training-delivery organizations bring extensive knowledge of the subjects being taught, broad technological resources, and a large cadre of skilled instructors. Because they conduct training for a number of client organizations, training-delivery companies can use instructors nearly full time. Instructors working for only one organization seldom are in the classroom more than 50 percent of the time and most only about 20 percent. The net result of outsourcing for some client companies is large cost savings.

While the use of middle managers as trainers is diminishing, the involvement of senior managers in programs for high-potential people such as Acceleration Pool members is increasing in many organizations. In these organizations senior managers have accepted the role of "leader as trainer." Companies such as General Electric, PepsiCo, and Warner-Lambert are among the organizations whose senior managers are heavily involved in "high-flier" programs.

9. Select the right venue.

In today's hectic world, the most popular venues for training are company facilities such as conference rooms and training rooms. They are inexpensive and easily accessible; however, training in these facilities subtly encourages participants to occasionally check voice mail and e-mail and to stop by their desks. While these distractions aren't necessarily a problem, some organizations even prohibit these behaviors to keep participants focused on the training.

To overcome the interruption problem and to underscore the importance of the training activity, many companies take programs off-site to hotels, conference facilities, or university campuses. The higher the level of the program, the more likely they are to be held away from the everyday work site.

Today's technology needs often define the appropriate training venue. More and more, the primary considerations are high-bandwidth Internet connections and distance-learning facilities equipped with participant response pads and other technology.

Corporate Universities

It has become popular for companies to call their training efforts a *university*. Motorola was one of the first to adopt the name. But calling a training initiative a *university* does not always make it effective or change its effectiveness.

Usually the name change implies increased commitment to learning and education and, more recently, the alignment of learning to corporate objectives and building training into the daily lives of employees. None of these changes has anything to do with the name. Organizations such as Harley-Davidson, Oracle, Canadian Imperial Bank of Commerce, Charles Schwab, and many others are making a larger commitment to training and choose to announce that commitment through the name change.

Some corporate universities *are* affiliated with one or more academic universities, and a few offer degrees through that connection, but that is rare. No relationship with a degree-granting institution is needed, and most corporate universities don't have such a relationship.

A corporate university does not require an investment in bricks and mortar. Some very successful learning centers (e.g., Motorola, General Electric, Arthur Andersen) have elaborate physical facilities, but the history of most physical facilities is poor. Many centers have been built only to be sold after a management change or downturn in business. Having an elaborate facility dramatically increases per-student costs, which makes the training conducted there a very attractive target to cost cutters in times of financial pressure. While such purpose-built facilities are wonderful, the content of the programs and the long-term commitment of the organization are far more important than having a facility that is only used by a single organization.

10. Prepare learners to learn.

The effectiveness of training or other learning experiences greatly depends on whether the learner understands the organization's expectations for applying the skills immediately back on the job. The learner's manager needs to communicate this and other information to motivate the learner.

Motivation is far and away the key to any successful self-directed learning. Most of the people who enroll in self-directed learning don't complete it—usually due to the pressure of their other job activities. Self-study won't work unless there is some form of learning tension. This might mean scheduling the trainee to demonstrate the new skills in some public way, such as in a team meeting, or setting a date for the trainee's manager to review his or her accomplishments. For example, the CD-ROM version of DDI's Targeted Selection[®] interviewing program focuses on the development of behavioral skills, and our research shows that it produces the same degree of learning as classroom instruction. The CD-ROM program is successful because most user organizations arrange for each learner's manager to be present for the first round of candidate interviews that the learner conducts after completing the training. For the first few interviews, the higher-level manager sits in with the learner and, following the selection interview, gives feedback on the use of the Targeted Selection skills. In subsequent interviews the manager and learner interview each candidate independently and

later share and integrate the data they obtain. As you can see, the learner has very powerful motivation for completing the self-study program.

11. Have as many executives involved as possible.

An absolute truism in executive development is “The more company executives who are involved in a training experience, the more that attendees value the experience.” A second truism is “The higher the executive is ranked, the better.”

High-potential individuals love to rub shoulders with senior executives, understand their thinking, clarify direction, learn from the executives’ mistakes and successes, and get to know them as individuals. From a senior executive’s point of view, this experience provides a unique opportunity to get to know the next generation of leaders, spot people who might be well suited for specific jobs, and make a mark on the future leadership by passing on some leadership wisdom. The role of the CEO and other top executives is discussed in Chapter 16 of *Grow Your Own Leaders*.

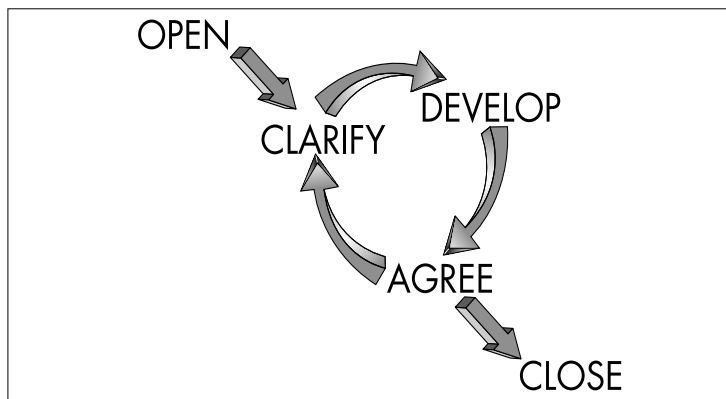
**Example of a Behavior Modeling-Based Leadership
Training Program: Interaction Management
(Chapter 12, Page 221)**

More than 10 million leaders in 47 countries have been trained in Interaction Management[®] (IM), making it the most widely used leadership training program in the world. IM uses behavior modeling as its primary method of instruction, although a number of other methods are also used. After a one-day introductory module, an organization can choose from 16 half- or full-day application modules. Each of these modules can be broken down into smaller segments if needed. Some of the modules include Helping Others Adapt to Change, Guiding Conflict Resolution, Preparing Others to Succeed, Delegating for Productivity and Growth, Facilitating Improved Performance, Following Up to Support Improvement, and Building Trust.

Each module is built around five Key Principles of human interaction and the same step-by-step process for holding a discussion. The Key Principles are:

- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Ask for help and encourage involvement.
- Share thoughts, feelings, and rationale.
- Provide support without removing responsibility.

The Key Principles are applied throughout the interaction process, which follows the Interaction Guidelines. The Interaction Guidelines provide the basic framework for an interaction—an opening; each topic is clarified, developed, and agreed upon; then the final outcomes and next steps are stated as the interaction closes.



Each IM module begins with a discussion of why the particular interaction (e.g., coaching or resolving conflict) is important to the learner’s success. Learners then discuss how the five Key Principles and Interaction Guidelines might be used to effectively handle that particular issue. Then they see a video of a successful interaction that models effective use of the Interaction Guidelines and Key Principles.

In groups of four, trainees then practice using the Interaction Guidelines and Key Principles in a discussion. Everyone gets a practice opportunity, which is followed by balanced feedback on how well they demonstrated the skills. The situations faced by participants increase in difficulty during the day.

Participants do not repeat the same training in each IM module. Instead, they build skills applying the Key Principles and Interaction Guidelines to different and increasingly difficult situations a leader might face. Thus, in each module trainees learn new skill applications. Each offering concludes with the learners' commitment to immediately use the skills on the job in specific situations they have defined.

While behavior modeling is the primary learning methodology in Interaction Management, participants also experience many other learning methodologies, such as management games and case studies, to help them appreciate the importance of the interactions they will learn to handle.

A key ingredient is practice with feedback. Every IM module provides an opportunity for trainees to practice the required skills and receive balanced feedback to build their confidence in applying the skills on the job.

The success of Interaction Management in changing behavior and affecting organizational performance statistics is well documented.

**Example of a Transition Training Program for Strategic Leaders:
Strategic Leadership Experience
(Chapter 12, Page 224)
(Chapter 17, Page 340)**

DDI's Strategic Leadership ExperienceSM (SLE) is an executive-level transition program that focuses on nine strategic leadership roles. The SLE uses a highly involving, computerized management game that allows participants to try the roles while running a simulated organization for "three years."

Objectives

During the Strategic Leadership Experience, participants:

- Apply nine key leadership roles in a complex, simulated business environment.
- Gain insight about their leadership role through peer feedback and self-assessment.
- Consult with peers about a business challenge and apply the roles to arrive at solutions.
- Discover how personal traits can derail their path to success as a senior leader.
- Assess and adjust our cultural preferences to increase their effectiveness in a global workplace.
- Create personal development strategies focused on their need to strengthen specific leadership roles and reduce the danger of derailment.

Participants in the Strategic Leadership Experience learn to:

- Improve their ability to deliver better business results by applying the nine leadership roles in the workplace.
- Bridge the gap from operational to strategic leadership.
- Minimize derailers that can impede their success as a senior leader.
- Establish networks with a variety of peers across organizations and functions.

Strategic Leadership Experience

DAY 1	DAY 2
<p>Nine Senior Leadership Roles</p> <ul style="list-style-type: none"> • Discuss operational vs. strategic leadership • Introduction of roles <p>Trivision Leadership Simulation—Year 1</p> <p>Role: Navigator Complete market analysis.</p> <p>Role: Strategist and Entrepreneur Develop and present three-year strategic initiatives.</p> <p>Role: Mobilizer</p> <ul style="list-style-type: none"> • Develop operational objectives for Year 1. • Complete Budget Allocation Worksheet and present decisions. <p>Balanced Scorecard Receive results of Year 1 decisions and compare scores.</p> <p>Role: Talent Advocate (Evening Activity) Gather strategies for attracting, developing and retaining talent.</p> <p>Journal Record insights and work applications.</p>	<p>Role: Talent Advocate</p> <ul style="list-style-type: none"> • Debrief evening activity. • Conduct Talent Gap Analysis. <p>Trivision Leadership Simulation—Year 2</p> <ul style="list-style-type: none"> • Develop operational objectives for Year 2. • Complete Budget Allocation Worksheet and present decisions. <p>Role: Captivator</p> <ul style="list-style-type: none"> • Analyze speech for Captivator illustrations. • Outline a communications plan to present the strategy to the workforce. <p>Role: Global Thinker Make business decision on opening a new lab overseas.</p> <p>Response-Requested Memos Review memo responses to demonstrate roles.</p> <p>Balanced Scorecard Receive results of Year 2 decisions and compare scores.</p> <p>Journal Record insights and work applications.</p>
<p>Evening Assignment</p> <ul style="list-style-type: none"> • Respond to response-requested memos. • Read material for Year 2. • Prepare for Talent Gap Analysis. 	<p>Evening Assignment</p> <ul style="list-style-type: none"> • Respond to response-requested memos. • Read material for Year 3.

Strategic Leadership Experience (cont'd)

DAY 3	DAY 4
<p>Role: Global Thinker Complete self-insight tool.</p> <p>Trivision Leadership Simulation—Year 3</p> <ul style="list-style-type: none"> • Develop operation objectives for Year 3. • Complete Budget Allocation Worksheet and present decisions. <p>Role: Change Driver Identify an opportunity for change and communicate it to Trivision employees.</p> <p>Role: Enterprise Guardian Demonstrate role through response-requested memos.</p> <p>Balanced Scorecard Receive results of Year 3 decisions and compare scores.</p> <p>Journal Record insights and work applications.</p>	<p>Trivision Strategic Review Present to Trivision Board of Directors and debrief.</p> <p>Peer Consulting Identify challenge in business unit and receive tips/suggestions from peers.</p> <p>Roles Inventory Complete and score inventory.</p> <p>Peer Feedback Provide and receive feedback in small groups.</p> <p>Derailers</p> <ul style="list-style-type: none"> • Debrief articles. • Identify own derailers and learn what to do about them. <p>Journal</p> <ul style="list-style-type: none"> • Analyze assessments, reflections, and feedback. • Identify opportunities for further development to share with sponsor. <p>Closing Activity Capture in slogan, visuals, etc., the spirit of the experience.</p>
<p>Evening Assignment</p> <ul style="list-style-type: none"> • Plan Trivision strategic review w/team. • Read derailers articles and final simulation material. • Prepare “capture the spirit” presentation with team. • Prepare peer feedback. 	

**Example of a Prescriptive Training Program:
Executing Business Strategy
(Chapter 12, Page 226)
(Chapter 17, Page 340)**

Developing a sound business strategy is one thing; executing it is quite another. You can devote your best and brightest to setting a strategy, but unless you follow through with effective execution, your efforts will be wasted. And you wouldn't be alone. In a recent survey of 300 CEOs of large companies, the majority (72%) believed U.S. companies need to place far more emphasis on executing strategies than developing them. Moreover, most respondents (68%) felt U.S. companies are doing a poor job of implementing their strategic plans.

For strategy to become reality, the leaders charged with “making it happen” need the capabilities to:

- Translate business strategy into action.
- Align organizational capability.
- Leverage organizational systems.

They also need the process know-how to systematically drive strategy execution through the company.

Executing Business StrategySM is a results-focused program that draws on 30 years of DDI expertise in improving organizational performance by improving human performance. It turns your key managers into leaders who can successfully execute your company's strategic initiatives.

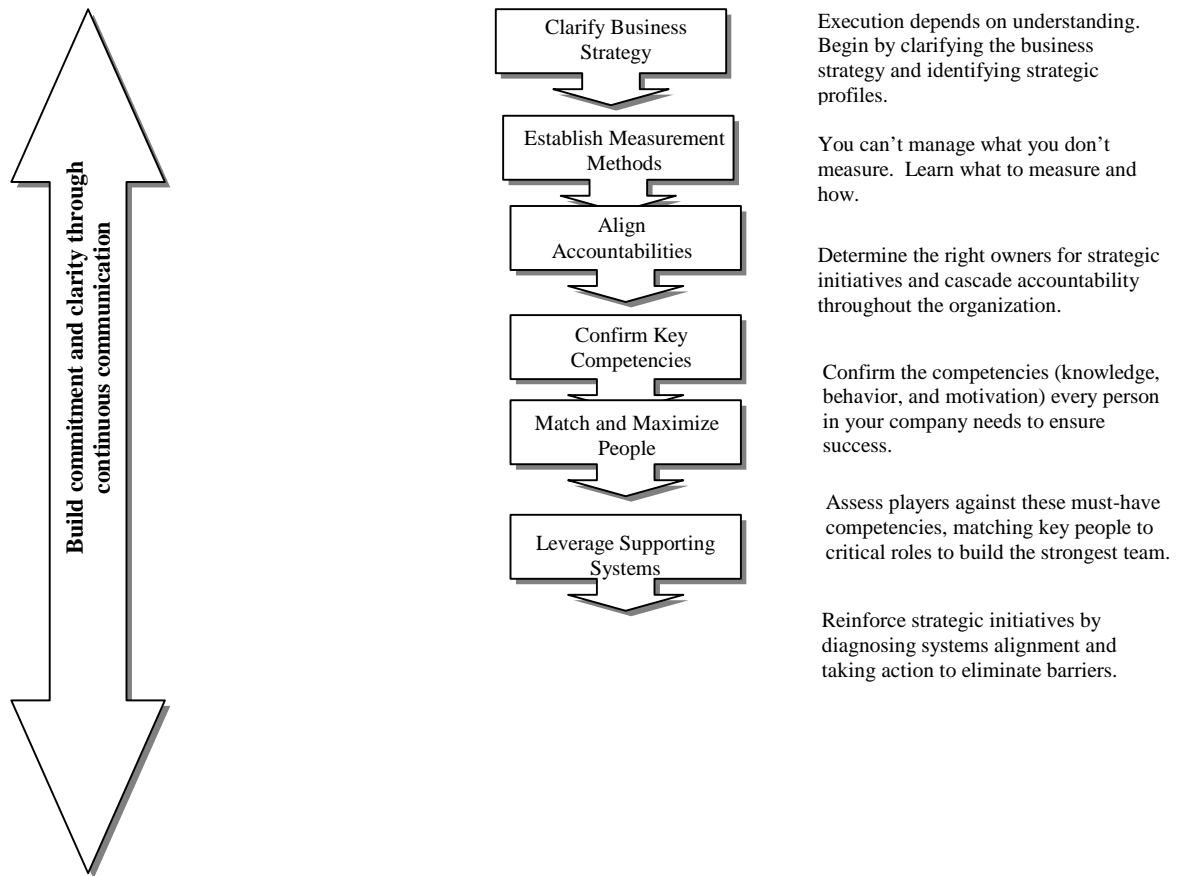
How Executing Business Strategy Works

Custom, Hands-on Learning for Your Leaders

Executing Business Strategy is not a theoretical exercise or a case study about somebody else's company. It's hands-on learning for managers and leaders who are responsible for executing key organizational initiatives. It's your key leaders working through your strategies, given your company's resources and constraints.

A Proven Process for Successful Strategy Execution

Your leaders come prepared to tackle pressing strategy implementation issues. They'll work through those issues as a team, learning the whats, whys, and hows of the strategy execution process:



A Permanent, Process-Oriented Solution

The strategy execution process is not designed to be a quick fix. It's a systematic way to ensure your company can consistently and efficiently execute chosen business strategies because your leaders are given the necessary knowledge and skills. It's a proven process you can use again and again.

Focus on the Critical Qualities of Effective Execution

Great executors of business strategy can create conditions where people:

- Know what to do—because accountabilities are clear.
- Know how to do it—because they have the right skills.
- 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, everyone comes to the same understanding about issues, opportunities, and accountabilities. The program requires everyone to put their priorities on the table, ignites action, and gets people moving in the same direction. So even after participants return to their day-to-day roles, their efforts are still coordinated and working toward a common goal.

Builds Key Competencies

Executing Business Strategy builds leaders' skills in these critical competencies:

- *Aligning Performance for Success.*
- *Establishing Strategic Direction.*
- *Change Leadership.*

Benefits for Organization

- Stop drifting! Focus your company on the most critical objectives related to your major initiatives.
- Execute strategies faster by aligning people, systems, and resources in support of the target goal.
- Reduce unproductive action that bogs down implementation efforts.
- Clarify expectations among all key stakeholders.
- Increase organizationwide motivation—get people on board and ready to meet the challenge.
- Build leaders' ability to implement business strategies.

Benefits for Participants

- Learn how to systematically implement strategies following a process that's been proven effective.
- Concentrate on the most critical components of strategy execution.
- Identify and break down implementation barriers.
- Focus people's attention and spark motivation and enthusiasm.
- Enhance the ability to honestly and fairly assess people's competencies and use the results to build a more effective team.
- Translate strategy into measurable action.

Specifics at a Glance

- Who should attend? Groups of mid- to senior-level managers, particularly business unit leaders, as well as key frontline leaders responsible for executing strategies.
- Number of participants: Usually 15–20, but this can vary depending on the organization's needs.
- Delivery design: Designed in three sessions, the program and delivery time can be customized to your organization's needs.
- Format: Hands-on learning guided by expert instructors.
- Preparation: Participants complete an organizational assessment; collect existing information about their company's vision, values, and strategies; and prepare an in-basket simulation.

Agenda

- Session 1: Translating Business Strategy into Action
- Session 2: Aligning Organization Capability
- Session 3: Leveraging Organizational Systems

Take Aways

A completed action plan with clear accountabilities for implementing business strategies within an organization.

**Common Pool Member Training Needs and Effective Strategies for Meeting Them
(Chapter 12, Page 238)**

Development Need	Effective Training Strategy
<p>Knowledge—Organizational vision, history, systems, and technical or job knowledge</p>	<p>Knowledge can be imparted via many methods. One of the most cost effective is the lecture-discussion method, particularly if there are good audiovisuals and plenty of opportunity for dialog. Involving organizational experts, such as distinguished scientists or the CEO, adds to this strategy’s effectiveness.</p> <p>Computer technology and an organization’s intranet have become vitally important vehicles for communicating and sharing knowledge. For example, Motorola has developed an online orientation program that provides learners with insights into the company’s history, culture, and values.</p> <p>Other vehicles for conveying knowledge include company voice mail, conferences, web-based virtual conferences, professional conventions, books or articles, television, and travel. All can be effective if related to organizational or self-development needs.</p>
<p>Technical Skills</p>	<p>A supervisor or technical expert often provides skills training to individuals or small groups. A typical example is computer operation and software training. It usually involves:</p> <ul style="list-style-type: none"> • An introduction that shows why the learning is important. • Presentation of the skill—often in logical chunks of learning. • A model of the skill being used. • An opportunity to practice with a coach. • A test that measures skill acquisition along with an opportunity to relearn and retest if the appropriate skill level is not demonstrated. • Skills training that can be delivered individually or in groups.
<p>Business Strategy, Ethics, Business Judgment, Building Strategic Working Relationships, Information Monitoring, Negotiation</p>	<p>Organization-specific or general business cases are a common learning strategy for these competencies. Participants in the case discussion have the opportunity to review the facts of the case and develop a solution. Effective use of the case study method depends on the quality and appropriateness of the case and the skills of the facilitators.</p> <p>Action learning events are another effective learning methodology. In action learning, teams of participants research and make suggestions regarding meaningful organizational issues. From their team experience and from critiques of their recommendations, they learn about such things as strategy and interorganizational working relationships.</p>

	<p>An effective tool in developing judgment is a management game in which individuals discuss options, analyze data and alternatives, make judgments, and receive quantitative and qualitative feedback. The game, which usually takes place over a period of simulated months or years, allows participants to make decisions and see their results.</p>
<p>Analysis, Decision Making, Planning and Organizing, Negotiation, Technical/Professional Skills</p>	<p>Middle- and lower-level leaders often learn step-by-step processes for succeeding with these competencies. An example is this system for making effective decisions:</p> <ol style="list-style-type: none"> 1. Define desired outcomes. 2. Gather and interpret information. 3. Generate alternatives. 4. Evaluate alternatives and choose the best one. 5. Communicate and implement. <p>The training on the system is followed by an opportunity to apply the process and receive feedback in the classroom and later in work settings.</p>
<p>Interaction Skills: Leadership Skills, Customer Service Skills, Sales Skills, Team Skills, Meeting Skills, Building Partnerships, Coaching, Communication, Delegating Responsibility, Developing Others, Follow-up, Formal Presentation, Gaining Commitment, Managing Conflict, Business Etiquette, Building Customer Loyalty</p>	<p>One-on-one and team interaction skills are best developed by behavior modeling, which involves:</p> <ol style="list-style-type: none"> 1. Discussing how the behavior being taught can have a positive impact on the job (e.g., coaching). 2. Introducing the skill sets/processes, the underlying steps or process in the behavior (e.g., steps in effective coaching). 3. Viewing a positive model video of an individual effectively using the appropriate steps or process (e.g., model of an effective coaching interaction). 4. Practicing use of the skill sets/processes in an interaction, followed by feedback. 5. Determining how skill sets/processes might be applied in difficult, yet realistic, challenging situations. 6. Planning applications in the workplace.
<p>Attitudes, Behaviors</p>	<p>Attitudes, such as being “client centered,” and beliefs, such as people never being too old to learn new skills, can be influenced by having an admired person (e.g., a senior manager) espouse a desired attitude and illustrate its impact with personal success stories. The individuals must be known to “walk the talk” to have credibility.</p> <p>Attitudes and beliefs also can be changed through skill development. Once a person develops and successfully applies new skills in the workplace, his or her attitude changes. For example, behavior modeling training changes attitudes if using the newly learned behavior is reinforced in the workplace. Simulations influence attitudes and opinions by putting pool members into realistic situations in which they feel the emotions connected with the situation and are open to learning better ways.</p>

<p>Self-Insight into Interpersonal and Team Skills.</p>	<p>Interactive, team-based experiences in the outdoors can develop self-insight into interpersonal styles and team skills. Such training is best followed by behavior modeling training, which provides the appropriate behavior identified as needed in the outdoor event. Games and simulations provide an opportunity for pool members to use interpersonal skills in a near real-life situation and receive good feedback on their effectiveness.</p>
<p>Organizational Values</p>	<p>Organizations can use lectures and discussion to help trainees understand organizational values and their importance, particularly if highly respected managers are brought in as speakers. Learning to apply the values is more difficult. After communicating the values the next step is to provide the learners with the behavioral tools to implement the values. For example, if a company value were <i>employee development</i>, then a required skill for managers would be holding an effective meeting to plan an individual's development. (This behavior is often best taught through behavior modeling.) The next step is to encourage the application of the values. This is best facilitated through managers and executives modeling behavior that reflects the values and by managers, coaches, mentors, and others reinforcing the behavior.</p> <p>Changing values takes a long time. Usually some kind of multi-disciplinary approach is used to provide multiple reinforcements of the new or changed values. It helps to have integrated personnel systems built around competencies that are derived from the values.</p>

Training Delivery Options (Chapter 12, Page 237)

The major breakthrough in training in the 1990s was the increased use of self-directed learning via CD-ROMs, the Internet, and company intranets and the proliferation of distance learning via videoconferencing.

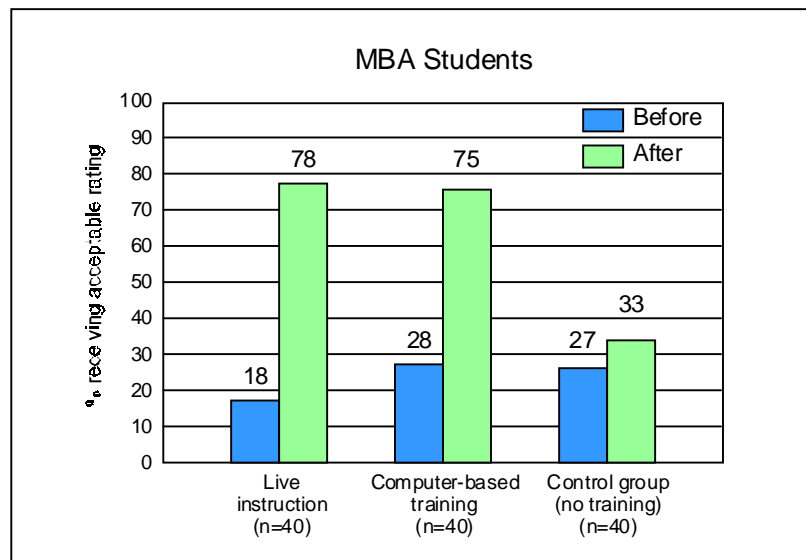
- Computer-assisted self-directed learning using CD-ROM or web-based technology
- Distance learning

Computer-Assisted Self-Study Using CD-ROMs or Web-Based Technology (Chapter 12, Page 237)

Research shows that in many cases electronic, self-directed learning of technical skills that allows practice and feedback is as effective as classroom programs teaching the same skills.¹

DDI has developed computer-based training (CBT) programs that focus on training behavioral skills. In controlled studies these programs have proven as effective as classroom experiences in producing behavioral change.

For instance, look at the results of a study comparing the effectiveness of behavior modeling-based training delivery by computer and in the classroom. Both methods of training the MBAs in the same leadership skills show a similar degree of effectiveness.



While translating an entire behavior modeling-based training experience into CBT is possible, most organizations use computer-based training only for pre-work or review. They continue to prefer to have live skill practice opportunities for the core training.

These and other findings have prompted some organizations to adopt self-directed learning as a cost and time saver. For example:

- Dell Computer Corporation reports saving 16 hours of classroom time by training their new sales reps with a two-hour CD-ROM program.²
- IBM has a CBT system that enables salespeople to select questions from a menu and receive answers via video clips; thus, they can create a unique path through the system. To practice, they are given real-world situations to which they have to apply sales steps and procedures. An electronic coach appears and helps them if they get off course.³

- Motorola turned to CBT for an organizational orientation program called “Motorola: Yesterday, Today, and Tomorrow.” Students review Motorola’s culture, history, and values. Each unit takes about 10 minutes to complete. At the end of each unit, participants answer questions and check their understanding (A.J. Oberlin, personal communication, October 29, 1999).

Because of this need, universities and training firms have produced a number of first-level, stand-alone CBTs for such common training areas as accounting and finance.

Problem: Getting People (Particularly Managers) to Use It

Participants in most organizations are encouraged to proceed with computer-based, self-directed learning on their own time—preferably at home. This saves the company on travel, venue, and instructor costs. Additionally, it is self-delivered and just in time, in just the right depth. This is a huge advantage.

However, electronically mediated learning is not much more appealing to individuals than paper-and-pencil self-study. A few people will complete it, but most won’t. Our experience has been that unless there is something that creates learning tension, only about 20 percent will be motivated to actually start and only half of that number will finish their intended e-learning.

You probably have experienced such tension—a strong psychological reason for completing the learning task. For example, on the night before delivering an important presentation, you are extremely open to learning. You’re focused and motivated—experiencing the “teachable moment.” Without learning tension, most people won’t get around to self-directed learning, no matter how well presented the training is or how important it is to their success.

Effective methods of creating learning tension include:

- Using tests (competency gates) throughout or at least at the end of the program to check knowledge acquisition. This works only if management can see the results and appropriately reinforce achievement.
- Having the learner demonstrate the newly acquired skill or behavior—either in person or by phone—with someone who’s been trained. For example, a manager might demonstrate learned negotiation skills over the phone with an experienced roleplayer.
- Asking the learner to demonstrate the new skill (e.g., financial analysis) in front of peers or managers at a meeting or some other business get-together.
- Combining self-directed learning with a classroom experience where the new skills can be practiced. For example, after someone has learned the importance of handling a particular interpersonal interaction and has used computer-based technology to practice key components of the interaction, the person can then meet with other learners to practice the skills and receive feedback. People will be motivated to do well because their peers will observe their performance.
- Having leaders observe early applications of the newly learned skills.
- Publicizing the names of people who have completed a program and the positive outcomes that have resulted from that training.

Using computer-based training or just-in-time skill building can be effective in action learning teams. Individuals must learn these skills to uphold their team responsibilities, and they can immediately apply them on measurable, important projects.

¹Development Dimensions International. (1998, July). *Alternative learning strategies: Leadership development*. Steelcase (MKTLDRR04-07980MA). Pittsburgh, PA: DDI Press.

²Dahle, C. (1998, December). Who's fast 99. *Fast Company*, 20, 178–184.

³Schank, R. (1998, December). Basic training. *Chief Executive*, 140, 54–57.

Distance Learning (Chapter 12, Page 237)

Distance learning implies a virtual classroom in which the instructor and students interact via video or audio connections from diverse locations. The students might even be in different locations. In general, distance learning does not work as well as live lecture discussions because the distance-learning instructor misses many of the audience's nonverbal cues. However, instructors can master a number of easy-to-learn techniques to compensate for not being with the learners in person.

Technology can also help. Many distance-learning sites are equipped with electronic pads that enable learners to select answers to questions posed by the instructor. The number of people who choose each answer option are displayed for the instructor and/or class to see. Such technology keeps student interest high and helps the instructor spot content areas that are unclear to the group. The major constraint to using such technology is getting instructors to use it. Considerable thought and preparation are required.

Distance learning can be an effective method for delivering behavior modeling and other interactive training—particularly if a trained facilitator is present in each of the learner's locations. When the trainees break into subgroups for skill practicing, the facilitator can help them prepare and can coordinate their practice and feedback.

We have found that the ideal situation for applying distance learning is to bring all participants together for a day or two of live instruction before using the video or audio technology. This allows everyone to get acquainted with the chosen learning methodology (e.g., case study, behavior modeling, etc.). If participants cannot meet, then some or all of the first distance-learning experience should be devoted to helping them get to know one another. A simple management game is an effective tool for accomplishing this.

Training Sources Outside the Organization (Chapter 12, Page 238)

Organizations have a wide range of options for external training delivery. They include:

- University degree-granting programs.
- Conventional university courses.
- Short, open-enrollment university executive programs.
- Short courses developed specifically for an organization.
- Training resource organizations.
- Public seminars and workshops.
- Experiential/Inspirational programs.

University Degree-Granting Programs (Chapter 12, Page 238)

For those identified as Acceleration Pool members early enough in their careers, a viable developmental option is earning an advanced degree—usually an MBA.

These programs widen pool members' perspectives in areas such as accounting, finance, world economics, and business strategy and allow students to compare themselves with others in similar situations. Degree-granting programs also build prestige. Having an advanced degree is especially important when most future coworkers or customers will have similar degrees.

There are many ways for someone to earn an MBA or other advanced degree, including:

- **Conventional MBA** (one or two years of full-time study).

- **Traditional night school MBA classes** (three or four years, two evenings a week).

- **Executive MBA** (two years). These degrees were developed specifically with the busy executive in mind. Participants meet once a week—often on alternate Fridays and Saturdays—or one weekend a month. To enroll, they are required to have some business or meaningful life experience; the amount of business experience depends on the school.

The big advantage of an Executive MBA program is the quality of students, who usually are more dedicated than traditional students, have more real-life business experience to share, and are more focused on learning.

In addition to receiving an MBA education while still working, learners expand their perspectives about how other businesses operate. They make contacts outside their own company, and their thinking is challenged by people with different basic assumptions about their business. Participants in Executive MBA programs often cite these new perspectives as one of the main benefits of attending.

- **MBA via interactive, video-based, distance learning** (two years, usually evening classes). This option is similar to conventional night school or executive MBA programs, but with obviously less student-instructor contact. These programs usually use project and study teams to provide the missing human element. Learners also might visit the distance learning campus one or two weeks a year for special programs.

- **MBA via the Internet** (two years, usually evening classes). Project teams, peer mentoring, and study teams usually provide a human element and develop team skills. Learning via the Net has the advantage of convenience. Learning can more easily be fit around travel and personal schedules, and the training can take place anywhere the learner has access to a computer.

All these options require considerable self-discipline and personal sacrifice by already-busy executives, and the extra work required is bound to have some impact on their performance back on the job. Most people cannot add the extra work required for a high-quality MBA without giving up something else somewhere in their lives.

Regarding learning, while DDI generally prefers the “rifle-shot” approach provided by short, highly targeted learning experiences, we can see the value of the more general, broad-gauge, “shotgun” methodology employed by MBA programs. This approach along with the accountability of these programs makes them very appropriate for many learners.

Conventional University Courses (Chapter 12, Page 226)

Colleges and universities offer a cornucopia of learning opportunities to fit specific developmental needs. The challenge is finding the right course or series of courses that meets quality standards and pool members' time constraints. When choosing university courses, remember that:

- The goal of most academic management courses is knowledge development, not skill development.
- Course outcomes depend very much on the instructor.
- Course highlights and descriptions often have very little to do with the actual content.
- The age and experience makeup of the class will greatly affect the learning experience.
- Certain “soft” programs offer advanced degrees, but not advanced insights.
- It is very difficult for most managers to fit their learning into an academic schedule—even night school. Thus, many well-meaning managers either fail to finish academic courses or miss so many classes that a self-directed learning curriculum would have been more appropriate.
- Evening academic courses often conflict with family life.

Despite the ubiquity and high quality of some academic courses, we have not seen much use for them in filling the specific development needs of Acceleration Pool members. These courses just aren't flexible enough nor have enough bottom-line impact. An organization might be better to consider self-directed learning options, such as courses on “accounting for non-accountants” instead of conventional academic accounting courses.

Short, Open-Enrollment University Executive Programs (Chapter 12, Pages 227, 238)

Thousands of training programs specifically designed for managers and executives are available from colleges and universities throughout the world. These range from one- or two-day events to programs lasting eight weeks or more. The programs are offered on campus, at executive conference centers, or via the Internet. Because the choice of offerings is so varied, making smart buying decisions is difficult. A few words of advice:

- Compare course offerings against the competencies or knowledge a pool member is trying to develop. The training must have a measurable, meaningful goal.
- Remember that most university executive programs are not designed to build skills. Their purpose is to transfer knowledge or provide information on new developments.
- Consider the other participants' backgrounds. What will be the impact on other participants' learning if 25 percent of the class is from a single country or region? Seventy-five percent? Broad diversity is usually best.
- Don't underestimate the importance of contacts made at residential training programs. Participant surveys often show that trainees perceive this to be the most valuable part of the experience. These contacts allow participants to benchmark their organizational practices against other companies and their personal styles against those of other successful executives.
- Don't be overly impressed by the school's football record, the size or location of its executive training center, or, for that matter, where your organization's CEO got his or her degree. The quality of instruction is most important.
- Realize that good university classroom lecturers often make poor executive educators. They lack involvement and do not have a vested interest in behavioral change. Check out the instructors' ratings and ask for references.
- Decide whether the course or program is a prescription for a diagnosed training need or transition training that should be experienced by everyone in the Acceleration Pool or at an organizational level. Both can be effective strategies when used appropriately. However, a prescriptive program can easily become a rite-of-passage transition program, and thus, many people will attend who don't really need to and who would benefit more from another experience instead. We know of several companies that have named their high-potential talent program after the university training program that all of their high-potential pool members attended.
- Recognize that the quality of university programs change over time. Instructors as well as their research interests change and, thus, so does what they emphasize in class. Check out the current ratings of programs. Many university programs are resting on their laurels when they should be keeping up to date on what is new in management and leadership.

In general, longer executive education programs (8 to 15 weeks) are being discarded for shorter, more targeted programs. Companies want programs with "take-home value"—that is, programs that are topical and based on organizational issues. Shorter, open enrollment courses sponsored by universities remain popular around the world, but there's been little growth in their use except in Asian and developing countries. Instead, universities have noted much more interest in courses developed especially for organizations.⁴

How to Check Out University-based Programs

Almost all universities offering executive programs provide descriptions of them on their web site. In addition, try these sources:

International Executive Development Programmes, published by Kogan Page Limited. It includes program overviews and contact information (www.venda.com/vendanet/iedp/).

Bricker's International Directory. It is an informative guide to more than 700 management education programs offered by universities and nonprofit organizations worldwide. There is a cost involved (www.petersons.com/brickers/bsector.html).

⁴Bassi, L., Cheney, S., & Lewis, E. (1998, November). Trends in workplace learning: Supply and demand in interesting times. *Training & Development*, 52(11), 51–75.

Short Courses Developed Specifically for an Organization (Chapter 12, Page 238)

Organizations are increasingly asking universities and training resource firms to develop short-term management and executive courses for them. The big advantage of doing this is that these courses can be completely customized to fit an organization's needs. Its culture and values can be woven into the training, specific case studies can be used, and real-life projects can be built in. These courses are usually conducted by the group that develops them and might last several days or several weeks. After a few sessions in which internal people learn the delivery, responsibility for running the courses sometimes reverts to the organization's training department.

One benefit of organization-specific programs is that they expose participants to a variety of people from throughout their organization, thereby enhancing networking and collaboration possibilities. Conversely, open-enrollment programs provide opportunities to meet and interact with people from other organizations who are at roughly the same level.

An advantage of open-enrollment programs is that as few as one or two people can attend, which makes the cost to the organization relatively low. Customized programs require a much greater investment, and the university or training resource group conducting the program also must be guaranteed a minimum number of attendees. The major advantage of customized programs seems to be their potential to maximize the return on the time that executives spend in class. Customized programs also lend themselves to action learning projects (as described in Chapter 12 of *Grow Your Own Leaders*) and the opportunity for top executives of the sponsoring organizations to be heavily involved.

Customized programs offer potentially the same type of high-quality instruction as open-enrollment programs, and often higher. Basically, you get what you pay for. Professors around the world virtually are free agents today, and most of the best ones are involved in programs outside their own universities. And some of the most popular presenters of executive programs are independent consultants, such as Steven Covey and Tom Peters.

Where do you go to find someone to develop a customized management- or executive-level program for your organization? The answer has become more complicated in recent years. "Custom" programs offered by universities used to be only slightly altered versions of the courses offered in their standard open-enrollment programs. Organizations are now asking for much more specific customization to meet specific strategy requirements, such as helping to implement a major organizational change. Crafting a program to meet this type of need requires much more consultation and flexibility from the program developers and instructors. Some university executive development programs address this need, while others feel they are being forced into a consulting relationship, which makes them uneasy. To be successful, these company-specific programs obviously require many weeks of up-front planning and customization—it's much more than merely assembling a roster of speakers.

Because organizations often require heavy customization for their large-scale executive programs, along with requisite hefty consulting requirements and expense, the current trend is to use training resource organizations, rather than universities, to develop and deliver training programs. A combination of suppliers is sometimes used, and some companies use a combination of universities. Involving a university certainly lends the school's credibility to the project, but some organizations feel that a training resource organization has less bias in terms of which instructors to use. Because universities tend to use their own people, the sponsoring organization might not get the very best instructors. In the end, the key ingredients in putting together a custom executive program are customer orientation, creativity, contacts for obtaining and evaluating speakers, and experience. An organization should go wherever it can to get these attributes in the greatest quality and quantity.

Because up-front costs can be significant, customized programs appear to offer no significant savings over open-enrollment programs. A one-week customized program at Harvard can run \$250,000 or more for 50 participants, including lodging, meals, materials, and program delivery. Organizations pay extra for the development of cases.

A recent twist is to have a consortium of companies fund the development of customized programs. Four or five organizations would sponsor a program that uses their specific cases and involves their own executives. The major advantage is that single companies have lower up-front development costs because they share the expense, and they avoid having to promise as many participants as they would if they were sponsoring a complete course. This approach seems to be more popular in Europe than in America.

Training Resource Organizations (Chapter 12, Page 238)

For many years organizations of all sizes have turned to training resource organizations, such as DDI, to supply transition and prescriptive leadership and management programs. DDI alone provides programs for more than 12,000 organizations each year.

Training resource organizations used to train representatives from an organization to deliver the programs supplied. But because of the downsizing of HR departments and the desire to make training more of a contingent experience, a growing number of training resource organizations are now supplying trainers along with the training content.

Most training resource organizations provide an expansive range of programs at the supervisory- and middle-management levels along with programs at all five levels of customization, with major emphasis on Levels 2, 3, and 4. Their programs can be best compared on content, focus, delivery modesty, skill and confidence building, quality and availability of instructors, and most of all, proven effectiveness.

Public Seminars and Workshops (Chapter 12, Page 238)

Most executives are acutely aware of the broad range of one- or two-day public seminars and workshops that are offered—they need only check their in-basket or e-mail for descriptions.

The purpose of these seminars can range from information to inspiration. However, a few claim to develop behavioral skills. Don't be fooled by catchy titles or course descriptions—marketing people, not the instructor, often write these. To get a better feel for a program, ask for course goals, a synopsis, and a list of readings. An instructor can make or break a session, so ask for references on the person teaching the course. Also check the class size. Most workshops are designed for large groups of 50 or more, which makes role playing and small-group discussion very difficult. This, in turn, minimizes skill building and development of many competencies.

It's also a good idea to debrief the first participant you send to a seminar or workshop to evaluate his or her experience. Seek examples of how the person is applying the learning to the job. This will keep you from throwing good money after bad.

Don't choose the course by location or time of year. One large conference vendor in New York City reports that business increases substantially between Thanksgiving and Christmas because people want to come to the city to shop. The vendor also reports that about 10 percent of the people who sign up and pay for the course don't even show up—they are just getting a vacation at their company's expense.

Experiential/Inspirational Programs (Chapter 12, Page 238)

What can Acceleration Pool members learn from climbing a mountain, paddling a raft through white water, living alone on an island for two days, climbing a pole and attempting to stand on a rotating board at the top? Is there anything involving these activities that will help them advance to the executive ranks? “A lot,” some people would say. “Not much,” others would argue. There is no question that most managers like outdoor experiences. But what do they learn from them?

Experiential programs purport to help individuals discover important concepts such as trust, leadership, accountability, cooperation, respect, caring, responsibility, planning, perseverance, problem solving, self-confidence, and teamwork. However, please note that no single program claims to produce all these outcomes.

Generalizing about the effect of experiential programs is very difficult because outcomes are so hard to measure and the operation of the programs is so diverse. Some rely on the experience itself to provide the required insight and learning, while others combine experience with lectures, discussions, and various forms of feedback. Most experiential programs are geared to provide more insight and inspiration than new skills training. People learn what they shouldn't do and how others perceive them, but not necessarily the skills they need to change. Thus, some organizations combine experiential programs with behavior modeling training. Behavioral modeling builds the required new skills while the outdoor experience opens participants' minds to learning or provides a laboratory where they can try their new skills.

The very nature of these unstructured experiences means that some people will benefit more than others. Of every 12 to 18 people who participate in an experiential program, such as a “ropes course,” there is usually at least 1 person who has a near-religious experience or learns very useful insights. While this is meaningful for that individual and the others who observe it, there is little evidence that the person's insights, without follow-up training and on-the-job reinforcement, carry over into job activities.

Almost all experiential programs cultivate a sense of adventure. This corresponds to the workplace—more than ever before, successful leaders view their work as an adventure in which they must beat the competition, overcome organizational changes, and make the most of challenging assignments. An effective experiential program that enkindles a sense of adventure can start people on an entirely new view of themselves and how they relate to the world. Participation in experiential events requires people to face their fears, trust others, and challenge the “traditional way” of doing things.

Experiential training programs are probably most effective when their objective is to build teams. The physically and mentally challenging activities help team members bond as they share exciting experiences away from the workplace and learn how to relate to one another.

An experiential program must be very well researched before your organization enrolls masses of participants in it. As with any other training, an organization doesn't want to waste participants' valuable time on a program that doesn't produce the desired effects. Participants' safety should be the first priority in choosing experiential training. Most programs go to elaborate lengths to ensure that no one is hurt while the participants experience the exhilaration of a physical or mental challenge. Some accidents are, of course, bound to happen—but they should be very few.

Some questions to ask when considering experiential training include:

- Will participants be aware of what they've learned? Was it just fun, or can they articulate what they have learned?
- How will self-insight and skills training be combined? As previously noted, self-insight has little value relative to enhancing leadership skills if it's not packaged with skills training.
- How will the learning transfer to the job? Will participants see how insights and skills can be used on the job?
- Does the training consider the positive and negative influences that will be met in using the skills or insights on the job? How are participants prepared for overcoming the negative influences?
- Are support mechanisms developed and in place (e.g., other team members from the same organization who can reinforce the participant's behavioral change)?
- Are there opportunities for practicing new behavior in the experiential program (i.e., not just gaining insight, but trying out new behaviors)? Feedback and skill development must be provided throughout the course.
- If the program is open to the public, what is the background of the other participants? Will a businessperson benefit as much from a program attended by educators or even adolescents as he or she would by being in a program with other businesspeople?
- How will I measure the return on my investment?

The quality of the facilitation is the key to success of experiential programs, even more than most instructor-led programs. Some facilitators of experiential programs are more interested in the physical part of the program than in the learning aspect. In fact, finding an outdoor experiential facilitator with a background in business is rare. This can lead to wasted training efforts. People just won't get much out of the experiential program—other than the thrill of participating—unless they:

- Are prodded into reflecting on the experience and considering how it relates to their life at home and at work.
- Develop confidence in the new behavior.

While traditional experiential programs are held off site in some outdoor location, the trend now is to conduct experiential training on site with portable equipment, thereby saving considerable time and money.

How Can Training Be Made More Efficient and Thus Provide a Better ROI? (Chapter 12, Page 238)

In looking to cut costs, can a CEO make the company's training efforts more efficient while also maintaining or improving the quality of output? The answer depends on the quality of the existing training. Many organizations still offer programs that waste participants' time and energy and require too much travel and other related expenses.

Probably the most important area in which to realize savings is getting people into the right training programs. Thus, a wise company will audit its own training programs to ensure that the right programs are being offered at the right time to the right people.

The more difficult task is evaluating the efficiency of various training options. Can the same or better output be achieved in less time at less cost? It's tempting—and common—for many organizations that are seeking to make training more efficient to look to computer-based training (CBT) delivered by CD-ROM, over a company's intranet, or via the Internet. However, technology does not always translate into efficiency. Organizations often incorrectly assume that CBT will automatically take less time and produce results comparable with other learning methods, such as classroom training. Well-developed CBT programs can usually reduce training time, but in most cases the amount is not particularly significant. And, internally designed CBT programs are substantially more expensive to develop than classroom training programs. The big advantage of computer-based training is that people can be trained when they need it and to the extent that they need to be trained.

Most companies are interested in computer-based training because it offers the possibility of shifting the training site. Organizations often assume that participants will work on the computer-based program during their free time or, more often, off the job—usually at home. The rationale is that the company can offer CBT at a fraction of the cost of taking people off the job for traditional classroom training. While this can be an attractive concept, CBT also increases the work-life pressure on the people to be trained. As a result, many of these would-be learners never get around to the training. Thus, while home CBT seems to save the company money because it reduces instructor and travel costs and provides just-in-time training, in reality, the organization achieves no savings.

We feel the main value of CBT at the leadership level is to deliver the cognitive part of the training, while a significant portion of the training is still provided by an instructor or through peer interactions. DDI Senior Vice President and Chief Technology Officer Pete Weaver coined the phrase The Magic is in the MixSM to describe what we think is the best strategy for interpersonal skills training. By this he means that a blend of computer-based or other electronically delivered training and classroom or team-based training is the most effective learning design. Each training mode provides what it is uniquely best at doing.

We believe that many organizations will realize the greatest return on their training investments by providing just-in-time behavior support to individuals via their personal computers. Technically, such support is not training because there is no practice or feedback. Rather, behavior/learning support involves getting information or advice to people when they need it. Some areas covered in a learning support system are handling conflict, contributing to meeting success, adapting to change, and making better decisions. For example, a person who must lead a meeting might go to his or her computer to search for a checklist of tasks to be completed before the meeting (setting agendas, getting the right people to attend, etc.).

Learning support via PC also provides easy access to lists, procedures, and systems within training programs. Often a person will attend training and learn a system, but because there was no opportunity to apply the learning, it is soon forgotten. Behavior support affords learners easy access to what they've learned so they can apply that knowledge when appropriate.

Behavior support programs also provide computer-based help in completing organizational forms and retrieving information on organizational policies and procedures.

Supporting Training on the Job (Online Performance and Learning)

DDI's OPAL™ 3.0 is the first comprehensive performance enhancement system developed specifically for Internet and intranet use. It provides learning on day-to-day job performance and professional development at the user's PC for access anytime, anywhere. It reduces both the cost and the time required for training. OPAL contains proven DDI content on performance and development. Employees and leaders can access this content to get just-in-time, just-what's-needed learning on an array of topics. OPAL is made up of three components:

- **Advisor: Your Personal Resource for Handling Tough Work Situations™**—The 164 tough work situations found here are grouped into 13 topic groups: Change, Coaching, Collaborating, Conflict, Core Interpersonal Skills, Customer Service, Delegation, Interviewing, Meetings, Performance Management, Productivity, Stress Management, and Teams. Audio and video enhance the learning.
- **Developer: Your Online Mentor for Professional Development™**—Information and developmental activities are provided for numerous competencies that are essential to career success, including: *Building Trust, Coaching, Customer Focus, Leading Through Vision and Values, Building Strategic Working Relationships, Collaboration, Delegating Responsibility, Sales Ability/Persuasiveness, Building Customer Loyalty, Formal Presentation, and Aligning Performance for Success.*
- **Assessor: Your Online Skills Assessment Tool™**—The user or team can use assessor to create personal, standard, and multirater surveys. The surveys are generated from the key action level of each competency in Developer and can be anonymous. The user can generate reports to show gaps in perception or to rank which competencies and key actions need the most development.

Helping Pool Members Develop Their Own Leadership Philosophy

Part of becoming a skilled strategic leader is owning and living by a set of guiding beliefs and assumptions about leadership and management. These basic beliefs help the leader make decisions and are often the most important information that the leader can pass on to the next generation of leaders.

Everything members do in an Acceleration Pool system will help them to develop a leadership philosophy. But they often need encouragement to actually write that philosophy and think it through so that it becomes theirs and they can meaningfully act upon it. The role of acting as a catalyst for this self-reflection can fall on many people, but the most logical one is the individual's manager. The manager is present at many learning opportunities—the conclusion of a project, the accomplishment of a business goal, etc. The optimal time for a discussion is immediately after one of these events, where the manager can ask questions such as What did you learn from this experience? What will you do differently? What will you take to your next project/goal? and What would you teach others based on what you've experienced? These kinds of questions allow the pool member to reflect on the experience and hone his or her self-insight skills.

Some organizations encourage managers to write their thoughts as part of their Career Development Portfolio. For most, this practice provides a way of consolidating, learning, and developing self-insight.

Another way of encouraging members to develop a personal philosophy of leadership is to encourage them to teach their philosophy to others. Bristol-Myers Squibb has a philosophy of “leaders developing leaders,” which encourages their executives to develop their other executives. The instructors are asked to share their philosophy and illustrate how it is working for them.

Determining If Training Works Before You Invest (Chapter 12, Pages 238)

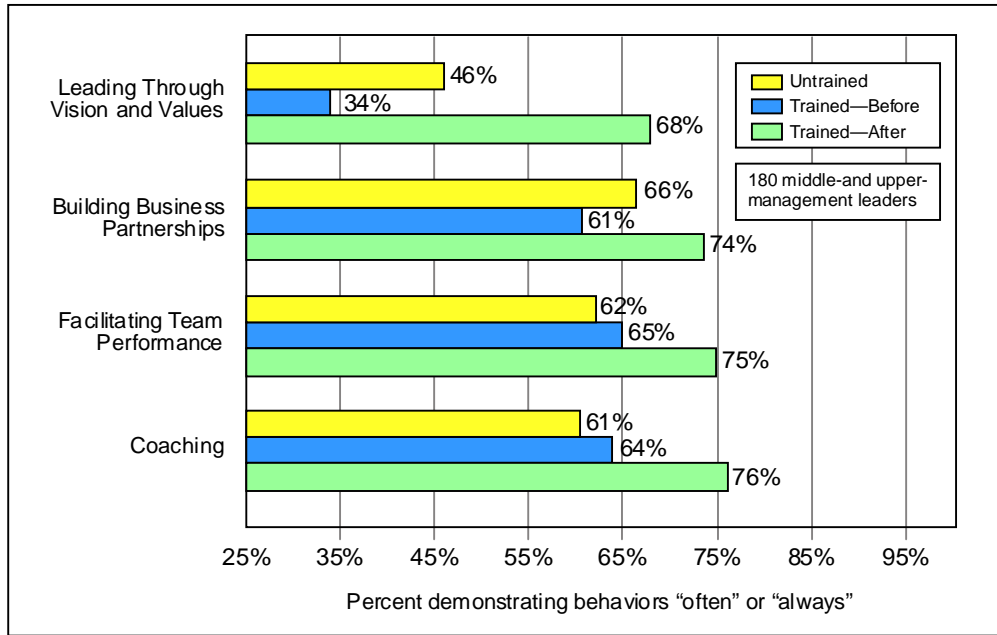
Throughout Chapter 12 of *Grow Your Own Leaders*, we emphasize the importance of evaluating training programs before committing valuable human resources and money. However, we realize that this is easier said than done. Training professionals have adopted four levels of gauging training effectiveness:

1. **Reaction**—Did participants like it or not?
2. **Learning**—Did participants gain knowledge or develop a new skill or behavior?
3. **Behavior Change**—Is the learning being applied on the job?
4. **Results**—What departmental/organizational results show that the desired training outcomes are being achieved?

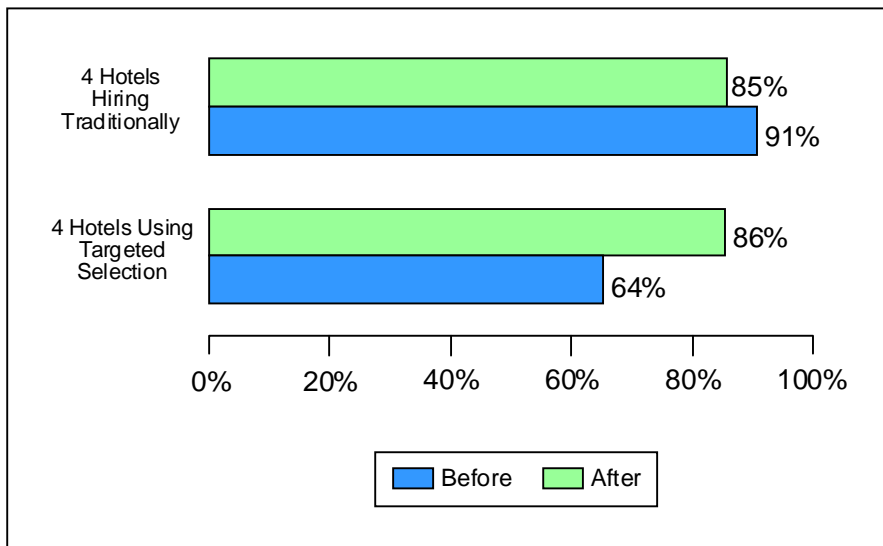
Clearly, such a listing implies that the quality of the evaluation rises with the numbers. It makes sense that measuring an organization's productivity improvement is more meaningful than the happiness ratings of participants. The problem is that the reliability of broader organizational measures is very low. A company might implement a training program, and its stock market value might increase. There is a correlation, but not necessarily causation—the higher market value might be caused by a change in the competitive situation or national economics (e.g., perhaps the country is pulling out of a recession). Training evaluators should be wary of testimonials such as, "Our company has exceeded its performance goals by 20 percent since we started training our executives to stand on their heads." This executive's enthusiasm is encouraging, but take the percentage increase and its causal relationship with training with a grain of salt.

Then, what should an organization look for when choosing training? We believe that an organization should seek programs that have multiple, well-researched studies at all four levels of evaluation. Don't believe the training vendors' comments that "many research studies have shown this program to be effective." Ask for copies of the research studies. Look for studies that have a control group comprising people with similar backgrounds and in similar situations who were evaluated but weren't trained.

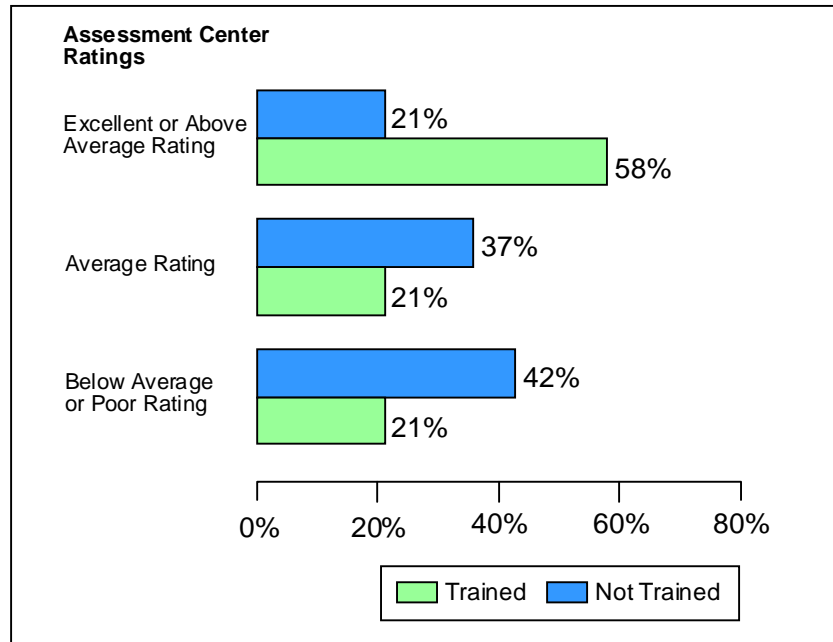
For example, the following figure shows that the performance of the group of middle and upper managers trained in leadership skills improved in one year in all the areas being evaluated. The presence of the matched control group shows that the change was not due to other organizational factors.



Another example compares the efficiency ratings (from customer complaints, operating statistics, and "secret shoppers") from two sets of four hotels in the same town. Managers of the hotels in the experimental group were trained in DDI's Targeted Selection® interviewing skills, while control group managers received no training. The following figure shows that scores of the hotels with the trained managers improved during the evaluation period, while the scores of the hotels with untrained managers declined.



Assessment centers are very useful in evaluating the training of behavioral competencies. They can be operated so that assessors have no knowledge of who was or was not trained, and they measure behavior very accurately. The following is an example of the results of assessment center ratings of a group receiving leadership training and a matched group receiving no training.



The assessment center example is a Level 2 evaluation—its measurement is unaffected by outside, unrelated events. Level 2 evaluations are important because people can't apply something they haven't yet learned; Level 2 evaluates learning. Other organizational actions must be taken to assure application of the skills on the job.

We would like to recommend that organizations evaluate the ROI of *all* their training programs—but that would be a very unrealistic idea. Less than 1 percent of training programs used by North American organizations are formally evaluated beyond participant response forms. The usual explanation is that an organization doesn't need to evaluate a program if it has a long history of successful evaluations in other organizations or if its success is obvious (e.g., increase in the actual number of people using a new computer program).

An organization should evaluate when:

- The program has no validity research.
- Piloting a new program before committing a significant number of people to a training initiative.
- Choosing among two or three programs of different costs to see if the higher-priced program is worth the investment. This kind of research is seldom done but can save a significant amount of money for an organization over time.
- There is a need to provide “proof” to management or learners that the program has meaningful impact.

While evaluating training effectiveness it might seem simple, it is a job best left to professionals—at least the design of the study and the interpretation of results data. We have seen too much money wasted on poor design to recommend otherwise. Representatives of a client organization can collect the data, which is the most expensive part of the evaluation, and some training program vendors might offer professional evaluation help. For example, DDI operates the Center for Applied Behavioral Research (CABER), which is staffed by a team of Ph.D. researchers, to help its clients evaluate training effectiveness and impact. Because such research benefits both DDI and the client, the service is offered at a very reasonable fee.

Making Promotion Decisions—Role of the Career Development Portfolio (Chapter 2, Page 21 and 28)

With a fully functioning Acceleration Pool in place, organizations need to establish a process whereby pool members are determined to be “ready for promotion” and are placed into roles. Promotion might or might not mean that they will no longer be in the Acceleration Pool. Some promotions could be stepping stones along a planned development path, in which case the person would remain in the Acceleration Pool. Others could be promoted to the senior-most roles or roles from which they are not expected to be promoted anytime soon. These individuals may later be considered for Acceleration Pool membership if they become likely candidates for positions higher yet in the organization.

In making promotion decisions, all data gathered from the Acceleration Pool process must be leveraged. We recommend that all information be retained in a Career Development Portfolio, including nomination data, diagnostic data (Acceleration Center results, multiple-perspective results, etc.), developmental progress, and any other critical developmental data that might have been collected.

The Career Development Portfolio then can tell the individual’s story, from when he or she was identified as an Acceleration Pool member, through assessment and diagnosis of development needs, to the current state of developmental progress against those needs. All this information then can be used to evaluate the match between the person and specific roles that are open within the organization.

Individual promotion decisions are then made by selecting those individuals from the pool who are deemed most likely to match the demands of the open position. Since the Acceleration Pool does not specify individuals for specific roles in advance, all members are equal candidates for promotion, which provides maximum flexibility and availability of talent. Using job-relevant criteria to preselect a smaller group of finalists will often be necessary (e.g., minimum technical or functional requirements, certifications or education needed, highest-priority competencies, etc.).

Occasionally, considerable time will have passed since the succession management team reviewed an individual’s progress, thus more current information is needed. For these situations a tailored version of Targeted Selection[®] (TS) can be used to collect more recent information about job experiences and accomplishments. The Career Development Portfolio may be reviewed in advance to focus the TS interviews on areas identified as in need of development. The final promotion decisions are then based on both the initial diagnosis of the person’s development needs and the progress made toward his or her goals. Interview results are added to the Career Development Portfolio to maintain current records of ongoing development.

Role of Compensation Systems in a Talent Pool System (Chapter 17, Page 340)

Compensation systems have a great impact on the viability of developmental efforts. For example:

- An organization might have an effective talent pool system, but if the compensation system is rewarding non-developmental behavior, then the system will fail. For instance, if a bonus plan stresses short-term financial results, managers might be tempted to make short-term decisions that would retain their people and be inclined to add developmental experiences instead of sending them to outside training or to join a task force.
- If a pay plan is organized by level, then people can get significant increases in pay only if they go to another level in the organization. This discourages lateral moves and skunk-work projects.
- Some organizations have established pay plans to correspond to people's work responsibility; yet, some parts of the organization are more profitable than others. This situation can lead to lack of mobility within the organization, especially for people who want to move from their more-profitable areas to less-profitable ones that possibly have greater learning opportunities and need them more.
- The traditional point system used in many compensation systems is too static for flexible, fast-moving organizations.

Evaluation of Emotional Quotient (EQ) **(Chapter 7, Page 150)**

In Daniel Goleman's 1995 book, *Emotional Intelligence*, he states that intelligence (IQ) is not a total predictor, and often not even a major predictor, of job success. As Goleman suggests, many extremely intelligent people aren't great successes, while many who are less intellectually well-endowed do wonderfully. Goleman feels the difference lies in people's deep-rooted psychological factors, such as the ability to delay gratification and finish jobs, to analyze one's own feelings, to understand others' feelings and motivations, to display emotion, and to share knowledge and feelings. Goleman sees the roots of emotional intelligence (EQ) in early childhood and traces how strengths or weaknesses can have a lasting impact on a person's career, marriage, social relationships, etc.⁵ Since the release of *Emotional Intelligence*, people have said to us, "Wouldn't it be nice if we could test people for EQ as part of a selection system?"

Our answer is "We do!" DDI's instrument is called an assessment center. We have 40 years of evidence that shows how assessment centers add significant insight about the probability of a person's leadership success, over and above the insights provided by intelligence tests.

How Assessment Centers Measure EQ?

In an assessment center, individuals are confronted with situations similar to those they would face in a new job. For example, an assessee might be asked to handle a difficult interpersonal situation with a direct report. After reading background information, the assessee meets with a roleplayer as the direct report while a trained assessor evaluates the assessee's behavior.

In another common situation, the assessee is put in a small group that must solve a difficult problem and then devise a presentation to give recommendations to management. Interpersonal skills, persuasion leadership, and other competencies important to leadership are evaluated.

How the assessee handles these and other exercises is a direct result of his or her EQ. Therefore, an assessment center measures the output or use of emotional intelligence, which is what a business really wants to know. An organization does not really care about people's actual EQ, but rather how that intelligence manifests itself in the person's behavior and if it's appropriate for the target job.

An individual's behavior is the result of motivations and skills developed in childhood and in later adult interactions. Assessment centers don't look deep into the individual to find the "why" of his or her behavior. They are content to make observations about the behavior and use their findings as a means to predict future behavior. The philosophy behind the assessment center method is, "If an individual performs poorly in a one-to-one interaction or group setting, the individual will likely perform poorly in similar situations on the job." The truth of that is both obvious and well established in psychological research.

The validity of paper-and-pencil personality instruments that purport to measure EQ is not nearly as well established, and such instruments are not as well accepted by people being evaluated. Some EQ instruments focus on childhood experiences, relationships, quality of life, personal power, and feelings of discontent, intuition, personal pressures, and emotional expression. People don't like answering these types of questions because they don't seem job related.

Our advice is to stick with the assessment center method and with a good behavior-based interview program, such as Targeted Selection. You will get what you want more effectively and with fewer legal problems than if you were to try to assess emotional intelligence through a paper-and-pencil instrument.

⁵Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Doubleday Dell.

Gauging Global Success Assessment Program (Chapter 10, Pages 204–205)

As an organization enters the global marketplace, will its employees be able to cross the cultural borders?

With the increasingly global nature of business, employees across all functions and levels in an organization find themselves interacting with international colleagues, customers, direct reports, bosses, and multicultural teams. Organizations seeking to maximize their success in the global marketplace need to understand that, for their people to work effectively in a cross-cultural, overseas environment, they require a different set of skills and abilities than what's needed for success in a typical work environment. The best employees in a specific culture aren't necessarily the best employees in a cross-cultural environment, and stellar performers might even need help to reach their full potential as global employees.

Because international organizations spend considerable time and money as well as risk their international reputations on how well they place employees into cross-cultural and overseas assignments, they need to devote extra attention to making these placement decisions. The challenge for your organization is to identify people with the potential for success in a cross-cultural or overseas assignment, and then help them develop or refine their skills. Gauging Global Success, from DDI and Window on the World, Inc., is designed to help you do just that.

What Is Gauging Global Success?

Gauging Global Success is designed to give insight into how comfortable and effective an individual would be in a cross-cultural or overseas assignment. In the process they demonstrate their abilities in the essential competencies (i.e., behaviors, knowledge, motivations, and skills) required for success in such assignments.

An organization can use the assessment results to design development programs or to provide insight into hiring, promotion, and placement decisions as a component of its selection process. Participants can use the results to understand what is expected in a cross-cultural or overseas assignment, to capitalize on their personal strengths, and to take steps to improve their weaknesses.

Overview

The Gauging Global Success assessment process has two components. The first component consists of questions administered on the Web and takes about an hour to complete. The second is a telephone interview focusing on the participant's past job performance and the challenges of working in cross-cultural or overseas assignments.

Covering Competencies and Key Actions

The Gauging Global Success components are designed to measure a participant's proficiency in these core cross-cultural competencies, which have been identified through research and consulting experience to predict success in cross-cultural or overseas assignments:

- *Cross-Cultural Resilience*
- *Cultural Adaptability*
- *Cultural Learning*
- *Valuing Diversity*

Each competency is associated with a set of "key actions," which are measured. For example, when rating *Cultural Adaptability*, assessors will look for participants to:

- Demonstrate inclusive behavior.
- Exhibit sensitivity to and respect for the perspectives and interests of people of a different culture.
- Adjust own behavior to other cultures.

Outcome

Performance Evaluation and Feedback

After completing the assessment, each participant receives a detailed report about his or her performance. Each competency and the key actions associated with it are described, and each competency rating is explained in detail.

The detailed analysis in the feedback reports enables participants to:

- Examine strengths and development needs objectively.
- Pinpoint specific behaviors to change.
- Accept the validity of the assessment.
- Buy into future cross-cultural training.

Focus on Improvement

Participants receive a comprehensive, user-friendly development guide with practical information and specific instruction on how to transform their needs into strengths. Each guide includes:

- A definition of the competency and an explanation of the behaviors that define success in it.
- Easy-to-implement tips to enhance skill in the target competency.
- Development activities, including self-directed activities; activities done in partnership with others, such as a manager; and targeted assignments that can be performed on the job.
- A comprehensive list of support materials, such as training programs, books, and audiotapes, that address the developmental needs.
- Questions that stimulate the participant to think about his or her personal development plan.

To make it easier for participants to understand their feedback reports and take advantage of development guides, they also receive *Interpreting Your Report/Planning Your Development*. This booklet helps them identify developmental opportunities, understand how to better manage perceptions, and learn how to present a development plan to their managers. Participants also receive a booklet to give to their managers. The *Developing Organizational Talent* booklet helps managers to learn to be effective coaches. This booklet includes an explanation of how to use the assessment data, a development model, tips on how to structure activities, and guidance for conducting development-planning sessions.

Benefits for Organizations

Organizations that invest in the Gauging Global Success assessment program gain insight into their employees' skills and needs in meeting the challenges of a cross-cultural or overseas assignment. And they gain these global insights in a safe environment—not by making mistakes on the job. Feedback from the assessment helps participants understand themselves and provides an impetus for change. More than a report card, the assessment helps individuals take responsibility for their own development and gives them constructive ways to become more effective in cross-cultural environments.

Program Administration

The program's first component is conducted via the Internet. The web component and response data are housed on DDI's server.

A link to the web site can be placed on an organization's intranet for easy access. Minimum Internet browser requirements are Internet Explorer 4.0–5.5 or Netscape 4.0–4.7. The second component, the telephone interview, is conducted from one of three DDI worldwide locations (i.e., Pittsburgh, Australia, or the United Kingdom), depending on the participant's location or work assignment.

Feedback Options

Telephone feedback is an enlightening option available to all participants. After receiving a feedback report, participants can talk with an assessor who was involved in the evaluation. The assessors are knowledgeable, objective, and trained to communicate the results clearly, discuss options, and maintain self-esteem. It is an excellent way for participants to supplement written feedback and clarify results and recommendations.

Two workshops delivered at an organization's site are available to help participants and managers make the most of the assessment experience. *Interpreting Your Report/Planning Your Development* walks participants through the feedback reports and helps them think about and begin to devise a development plan. *Developing Organizational Talent* addresses the same issue, but from a leadership perspective, as leaders learn how to guide direct reports through their development plans and coach for improvement. While the workshops are heavily based on the assessment results, performance feedback from other sources can be incorporated as well.

An interesting cross-cultural training option revolves around Window on the World's 15 years of designing and delivering cross-cultural communication training programs for multinational corporations in the United States and other countries. Since Gauging Global Success assessment results can be incorporated into training programs from Window on the World, participants can maximize their assessment experience by using the results to enhance a Window on the World cross-cultural training.

To Learn More . . .

For more information about the Gauging Global Success assessment program, contact a DDI representative or Chuck Cosentino, DDI consulting vice president, at 412-257-3615.

DDI Monographs
(Chapter 6, Pages 98, 99, and 124)

Here's a link to DDI's most recent [white papers and monographs](#). Under the Resources tab on ddiworld.com, you can also read [client success stories](#) and DDI's wide array of [research reports and summaries](#).