Once fundamental leadership skills have been attained, leaders can work on some of the more challenging day-to-day tactical skills and strategic skills that help create a high performance environment.

At this stage, leaders need to focus on being able to:
- Build an environment of trust with and among others.
- Develop and retain organizational talent.
- Adapt leadership approaches to meet a variety of personalities, environments, and situations.
- Use personal power (rather than position power) to gain acceptance to ideas and move people to action.
- Motivate employees to achieve higher levels of performance.
- Build partnerships across the organization to achieve goals.
- Select talent to insure long-term organizational success.

Rationale:
After building initial skills, leaders need to continue developing the skills that will help propel their team and organization to success, such as creating and maintaining an environment of high trust and innovation. Without this environment, productivity decreases and low morale can lead to higher turnover. They need to help team members assess their strengths and development needs. Leaders must also work beyond their own teams, building solid relationships with other groups and individuals to help the organization achieve its objectives. When a leader can successfully match people and responsibilities, the individual, the group, and the organization all prosper.

Course Recommendations
These courses build leaders’ skills in more challenging situations.

- Essentials Of Leadership—(Prerequisite course) is the prerequisite course for all Interaction Management® curricula. This course teaches leaders how to get results through people.
- Adaptive Leadership—Teaches leaders how to tailor their approaches based on team members’ motivations, personality styles, the organizational environment, and the situation. This is an advanced interpersonal skills course. It is highly recommended that several other interpersonal skills courses from DDI be taken prior to this one.
- Building an Environment of Trust—Teaches leaders to recognize behaviors that lead to distrust and to understand the human impact of a non-trusting environment.
- Developing Others—Helps leaders understand the critical role they play in developing organizational talent, and provides a process for them to follow in doing so.
- Retaining Talent—Helps leaders understand their critical role in retaining organizational talent, and creating an environment in which people feel valued and satisfied in their job.
- Building Winning Partnerships—Leaders learn how to establish true partnerships to meet customer needs by developing strategies for gaining people’s commitment to working together.
- Influential Leadership—Helps leaders get their good ideas heard, accepted, and enacted.
- Essential Interviewing Skills—Identifies the competencies needed for all key positions, builds interviewer skills and confidence, and increases the efficiency and effectiveness of the selection process.

Supplemental Courses and Development Tools
- Motivating Others
- Rapid Decision Making
- Reviewing Performance Progress
- Setting Performance Expectations
- Thunderbolt Thinking®: Building an Innovative Workplace
- OPAL® (Online Performance and Learning)—Provides Internet reinforcement and just in-time coaching.

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The essence of being an effective people leader lies in establishing good interpersonal work relationships and having the ability to spark action in others.

This foundation course for all Interaction Management courses teaches leaders how to get results through people. During the course, they attain the tools necessary for a successful “leadership journey.” Learners acquire a set of proven interaction skills, discover seven Leadership Imperatives key to meeting today’s challenges, and realize their role as a catalyst leader who inspires others to act.

DO YOU FACE ANY OF THESE ISSUES?
- Are your leaders lacking basic, yet essential, interaction skills?
- Do they need help with motivating others to take action?
- Does your organization need a fast-paced, engaging way to introduce foundation interaction skills?

PERFORMANCE OBJECTIVES
Helps leaders:
- Multiply their effectiveness by motivating their team and helping people to be more effective.
- Accomplish more in interactions in less time, while enhancing interpersonal relationships.
- Help people enhance their performance by providing them with feedback they are willing to accept and upon which they are able to act.

PRIMARY COMPETENCY DEVELOPED
Building Strategic Working Relationships

SECONDARY COMPETENCIES DEVELOPED
- Communication
- Gaining Commitment

COURSE OVERVIEW
- The Challenge of Leadership Today: Learners view a video of a leader facing common challenges and describe a challenge from the video or one they face in the workplace. They are introduced to the concept and definition of the leader as a catalyst. Participants learn the skills they will need for their leadership journey. They are introduced to the Leadership Imperatives, critical skills for a successful leader. A self-check assesses their current leadership style compared to a catalyst leader.
- The Interaction Process: Learners become familiar with the Interaction Process, which combines essential skills that a leader must use to ensure the success of every interaction.
- Key Principles: Leaders further explore the five Key Principles—tools to meet people’s personal needs. A discovery-learning, small-group activity, increases learners’ understanding of the Key Principles. A challenging video-based activity has learners craft responses using multiple Key Principles. If not done as prework, participants complete the Key Principles Self-Evaluation.
- Interaction Guidelines and Process Skills: Participants gain a better understanding of how to meet individuals’ practical needs. They are introduced to the Discussion Planner.
- Feedback Essentials: Learners discover that feedback can be a powerful motivator for people. They learn the elements of effective feedback and receive STAR feedback forms to use in the workplace.
- Send Off: Planning and Close: The Call to Action has learners plan how they will apply their new skills after the training. Learners step into the shoes of a catalyst leader by evaluating one of the interactions they observed in the Leadership Resource Center.

VIDEO SEGMENT SUMMARIES
- Colleagues approach a leader for help, guidance, and support.
- Scenarios give learners opportunities to practice using Key Principles.
- Dr. Jonas Salk uses a catalyst approach to energize his team. (Optional)

COURSE DETAILS
- Target Audience: Informal leaders and frontline leaders through mid-level managers.
- Course length: 4 hours. Course can be lengthened with optional activities.
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: None.
- Series: Suitable for all environments; comparable health care version is Leadership Essentials for Health Care Managers.
- Group size: 8 to 16 people.
- Prework: Yes (optional).

RELATED COURSES
- This course or IM: Essentials is required for all Interaction Management courses.
- Interaction Skills for Success
- Feedback Fundamentals
- Mastering Interaction Skills

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Leaders can’t take a cookie-cutter approach to managing people. A leadership style that motivates and inspires one individual might plunge another into poor performance.

Adaptive Leadership raises leaders’ awareness of the differences among people and situations. It teaches leaders how to tailor their approaches based on their team members’ motivations, personality styles, the organizational environment, and the situation. By better meeting the needs of each individual, leaders create higher levels of engagement and organizational results.

DO YOU FACE ANY OF THESE ISSUES?
- Do your leaders misjudge how people will respond or react in certain situations, resulting in negative outcomes?
- Are leaders unable to tailor their approach with each person and situation to achieve the desired results?

PERFORMANCE OBJECTIVES
Helps leaders:
- Adapt the leadership approach they take in each situation to effectively achieve results through people.
- Maximize the effectiveness of their interactions by flexing interaction skills and other actions.
- Successfully gain a person’s or team’s understanding, buy-in, or ownership of an issue or task.
- Improve people’s productivity by focusing on and addressing the situational factors that can affect results.

PRIMARY COMPETENCY DEVELOPED
- Building Strategic Working Relationships
- Inspiring Others

SECONDARY COMPETENCIES DEVELOPED
- Building a Successful Team
- Coaching
- Communication
- Gaining Commitment
- Valuing Diversity

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Trust is a key ingredient of employee engagement and loyalty, yet it’s easy for leaders to inadvertently fall into trust traps. Because of the crucial link between trust and business success, leaders must realize the power of trust as a business tool. In this course, leaders learn how to avoid the trust traps and take action to create an environment in which people take risks, identify and solve problems, and work together to create and sustain high levels of trust.

DO YOU FACE ANY OF THESE ISSUES?
- Are employees distrustful of their leaders?
- Do trust issues surface across departments, negatively effecting teamwork and productivity?
- Are leaders aware of the untrustworthy behaviors they are exhibiting?
- Do your leaders know how to build or regain trust?

PERFORMANCE OBJECTIVES
Helps leaders:
- Improve business results by establishing, enhancing, or repairing trust in the workplace.
- Increase teamwork and collaboration by creating a high-trust work environment.
- Repair relationships where lack of trust is negatively affecting job performance.
- Build trust through a foundation of open communication.

PRIMARY COMPETENCY DEVELOPED
- Building Trust

SECONDARY COMPETENCIES DEVELOPED
- Building a Successful Team
- Communication
- Inspiring Others
- Integrity
- Leading Through Vision and Values

COURSE OVERVIEW
- **Laying the Groundwork:** The facilitator describes trust, distinguishing between being trustworthy and trusting others. Learners think about someone they don’t trust and identify trust-breaking behaviors this person demonstrates. They then discuss behaviors they fall into themselves. Leaders discover how trust contributes to achieving their organization’s business results, goals and priorities. They examine their roles and responsibilities in building trust between many parties. Using a job aid, learners start an action plan for building trust. They identify people with whom they need to build trust and which Trust Breakers they need to “turn off.”

- **In With the New:** Video shows an apparent trust-breaking behavior, and then shows an earlier scene that sheds light on the behavior. Learners discuss the importance of “sharing” so that people don’t make assumptions, thus avoiding low-trust situations. The facilitator explains that open communication is the foundation for trust, which can be established most effectively with the Share and Empathy Key Principles. Learners explore these Key Principles, thinking of things they can say and do to apply them. A video shows these Key Principles in action, and leaders work in pairs to practice listening and sharing, using their own trust situation. They review a set of trust-building behaviors and record those that might be most constructive in their situation. After brainstorming their own tips for using the Trust Builders they do well, giving their classmates specific, practical advice on using the builders.

- **Taking the First Step to Building Trust:** In teams, learners analyze challenging, low-trust situations, and then share what they might say, who they would approach to repair trust, and how they would enhance the trust environment going forward.

- **What Now?:** Learners complete their action plan, noting what they’ll do or say to establish enhance, or repair trust in their situation, then addressing one or two more situations as needed. The facilitator points out two trust surveys for learners to distribute at work and closes out the workshop.

VIDEO SEGMENT SUMMARIES
- Two-part segment reveals that a leader has broken trust with a team member, and then shows an earlier interaction that sheds new light on the leader’s behavior.
- The leader uses the Share and Empathy Key Principles to rebuild trust with the team member.

COURSE DETAILS
- **Target audience:** Informal leaders, and frontline leaders through mid-level managers.
- **Module length:** 4 hours. Course can be lengthened with optional activities.
- **Facilitator certification:** DDI-certified facilitator required.
- **Prerequisites:** Essentials of Leadership or IM Essentials.
- **Series:** Suitable for all environments.
- **Group Size:** 8 to 16 people.
- **Prework:** None.

RELATED COURSES
- Retaining Talent: Creating the Environment
- Adaptive Leadership
- Building Trust
- Influential Leadership
- Motivating Others
DEVELOPING OTHERS

Organizations need to get the most out of their people, and employees want the opportunity to do more, grow and develop. Developing others is critical to retaining key talent, driving higher levels of employee engagement, and ultimately impacting an organization’s success.

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

DO YOU FACE ANY OF THESE ISSUES?
- Are development plans something that people only do “if they have time”?
- Does the development planning process break down at key points?
- Do leaders know how to guide the development of their key people?
- Do leaders fail to measure and monitor the progress of development objectives?

PERFORMANCE OBJECTIVES
Helps leaders:
- Build an agile team that can quickly adapt to changing work and skill requirements.
- Assist team members in the creation of meaningful development plans that focus on the organization, the team and their individual development needs.
- Increase the likelihood that development plans will be implemented and their goals will be achieved.
- Increase team member job satisfaction and motivation while supporting strategic organizational goals.

PRIMARY COMPETENCY DEVELOPED
- Developing Others

SECONDARY COMPETENCIES DEVELOPED
- Coaching
- Communication

COURSE OVERVIEW
- Thinking It Through: Learners explore the who, why and what of development, clarifying the definition and differentiating it from learning or training. They then learn the three elements of the Development Process model – Assess, Acquire, and Apply.
- Assess: The Assess phase is introduced in a positive model video, and the best practices for Assess are discussed. Through an activity, learners debate the importance of developing a strength vs. a growth area. Then they receive a Development Action Form, which they begin to complete for one of their direct reports.
- Acquire: Learners watch a second video and evaluate the video leader’s use of the best practices associated with the Acquire phase. The facilitator reinforces the importance of learners to provide support, coaching and feedback while team members implement development plans. Learners complete their action form for this section.
- Apply: Learners discuss why development plans can fail. After watching a video clip, they discuss the video leader’s use of the Best Practices to help their team member apply newly learned skills. They finish completing the Development Action Form.
- Application and Close: In teams, learners discuss and critique their Development Action Forms and select the most creative plan in their team. The selected plans are presented to the group, which votes on which plan is the most creative.

VIDEO SEGMENT SUMMARIES
- A leader and team member celebrate the success of a customer service initiative in which the team member played a key role. They discuss why her success was important to her, the team, the strategic initiative team and the organization.
- We go back in time to an earlier meeting between the leader and the team member. In this meeting, the two meet to discuss her development plan in which the Best Practices associated with Assess are portrayed.
- The meeting continues, with the focus on what the team member can do to acquire partnering skills, a growth area identified in the earlier meeting.
- The meeting concludes with the leader and team member discussing and agreeing on how the team member will apply her newly learned skills, knowledge, and competency.

COURSE DETAILS
- Target audience: Frontline through senior-level leaders.
- Course length: 4 hours. Course can be lengthened with optional activities.
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: None.
- Series: Suitable for all environments.
- Group Size: 8 to 16 people.
- Prework: No.

RELATED COURSES
- Achieving Your Leadership Potential
- Managing Performance Problems
- Adaptive Leadership
- Coaching For Success
- Coaching For Improvement

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RETAINING TALENT:
CREATING THE ENVIRONMENT

The number one reason employees leave is their leader. Are your leaders doing all they can proactively to retain your most valuable assets, your people?

This course helps leaders understand their critical role in retaining organizational talent. They learn to identify what it takes to keep employees happy and satisfied, and how to conduct "quick check" discussions critical for retaining valuable employees. By taking a proactive approach to retaining people, and encouraging people to openly discuss what it will take for them to stay, leaders can create an environment in which people feel valued and satisfied in their jobs.

DO YOU FACE ANY OF THESE ISSUES?
- Are your leaders doing too little, too late when an employee is ready to walk out the door?
- Is your organization losing some of its best and brightest employees?
- Is turnover high because employees feel they’re being under-utilized and will have greater opportunities elsewhere?
- Do leaders know how to handle issues that come up in job satisfaction discussions?

PERFORMANCE OBJECTIVES
Helps leaders:
- Show people their value to the organization.
- Increase the frequency, and quality of discussions with people about their job satisfaction and intent to stay.
- Uncover factors that are important to retain each individual and take action to increase satisfaction.
- Develop a plan to reduce voluntary turnover.

PRIMARY COMPETENCY DEVELOPED
- Building Trust
- Inspiring Others

SECONDARY COMPETENCIES DEVELOPED
- Developing Others
- Leading Through Vision and Values
- Valuing Diversity

COURSE OVERVIEW
- The Business Imperative for Retention: Learners discuss the negative business impact of high turnover on the organization, work group, and leader. Video of an exit interview with flashbacks shows what contributed to an employee’s decision to leave. The proactive effort required by leaders to retain talent is discussed.
- Retention Drivers: Learners talk about a time they initiated a job change, building a list of reasons people leave. They discuss five retention drivers— whose presence (or absence) influences if a person stays in (or leaves) a job—and how these drivers and their role creates an environment where people want to stay. They learn an approach for prioritizing their retention efforts, using a tool to assess which drivers need to be addressed to increase an individual’s job satisfaction. Learners review specific actions to bridge gaps identified in the retention drivers assessment.
- Quick Checks: Leaders learn the importance of having “quick check” discussions with people to uncover potential retention issues. They review the use of the Interaction Process in retention discussions, and view a positive model of a quick-check discussion. Groups explore why it’s important to ask questions to get people to reveal their true job satisfaction. Leaders learn the differences between “lines vs. signs”—what an employee says about job satisfaction vs. his or her actions. They analyze video of a leader’s use of probing questions and the Interaction Process to uncover dissatisfaction. This quick check discussion requires a follow-up meeting.
- Skill Practices: Learners prepare for and conduct a skill practice using their own challenging retention situations. They use the Interaction Process and probing questions to identify retention drivers that need to be addressed.
- Retention Solutions: Leaders use a best practices job aid and identify actions they can take to address the retention driver gaps uncovered earlier for their own situations. Participants work with their partners to further develop creative solutions to unfulfilled retention drivers.
- Workshop Close: Learners are introduced to a tool they can use to craft a retention plan. The plan includes when and how often you will meet with individuals, actions you will take to build an environment for retention, and support needed from senior management.

VIDEO SEGMENT SUMMARIES
- An exit interview reveals factors that contributed to an employee’s decision to quit.
- A positive model shows a leader conducting a quick check retention discussion with an employee who is currently satisfied with his job.
- A leader conducts a quick check discussion that uncovers retention drivers that are not being satisfied and plans a follow-up discussion.

COURSE DETAILS
- Target audience: Frontline leaders through mid-level managers.
- Course length: 4 hours. Course can be lengthened with optional activities.
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: Essentials of Leadership or IM: Essentials.
- Series: Suitable for all environments
- Group size: 8 to 16 people.
- Prework: None.

RELATED COURSES
- Building An Environment of Trust
- Motivating Others
- Developing Others

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Failed partnerships are all too common in today’s workplace. Changing boundaries and responsibilities make it difficult to build and sustain partnerships, yet they are more important than ever to reaching organizational goals.

This course helps leaders identify their role in establishing alliances among work groups, management, customers and suppliers. They learn how to establish effective partnerships to meet customer needs by developing strategies for gaining people’s commitment to working together.

DO YOU FACE ANY OF THESE ISSUES?
- Are partnerships strained across your organization, or do organizational silos exist?
- Do leaders understand their role in building business partnerships, and do they employ strategies to ensure that they encourage partnerships?
- Do leaders fear other groups on their turf?
- Have partnerships stalled or failed because there is no designated leadership?

PERFORMANCE OBJECTIVES
Helps leaders:
- Establish an operational framework for a partnership through effective communication.
- Work with internal and external partners to achieve shared goals and win-win situations for all.
- Successfully monitor and enhance partnerships.
- Overcome the challenges that often cause partnerships to veer off course.

PRIMARY COMPETENCY DEVELOPED
- Building Partnerships

SECONDARY COMPETENCIES DEVELOPED
- Communication
- Building Strategic Working Relationships

COURSE OVERVIEW
- Defining a Partnership: Learners are introduced to a case study and watch a video where three leaders are trying to work as partners to achieve their organization’s desired outcome. The term partnership is defined and its characteristics explored.
- Partnership Success Factors: Learners are introduced to the five factors of a successful partnership. They watch a continuation of the case study video and observe the importance of these Success Factors to a partnership. Then they identify and share examples of their own partnerships and choose the most challenging one for their table team to work on during class. They record how the partnership supports the organization’s objectives.
- Tools: Checkpoints and Scorecard: Learners review the six Checkpoints that help partners identify and focus on important issues and help partners promote open communication. Table teams work through the Checkpoints for the case study. Learners are also introduced to the Partnership Scorecard, a tool used in partnerships that provides feedback on key parameters.
- Addressing Challenges: Learners return to the case study, where feedback from the scorecard has revealed a challenge that must be addressed with partnership tools and skills. They watch a video clip of how two of the partners from the case study use partnership tools and skills to discuss ideas for improvement.
- Applying Partnership Tools and Skills: Learners analyze and rate the level of the Success Factors in their table’s chosen partnership and work through the Checkpoints worksheet. Leaders use Discussion Planners to prepare for discussions with their partners. (Optional) Learners use the Checkpoints and Discussion Planners to conduct three rounds of skill practicing. The workshop closes with learners sharing insights and planning specific action to improve their partnerships.

Video Segment Summaries
- An introductory video depicts three partners as they struggle over how to work together to achieve their organization’s desired outcomes.
- The Partnership Success Factors are introduced through a continuation of the video case study. In this segment, one leader helps the other two partners get back on track by redirecting the focus of the discussion on the results everyone wants to achieve.
- A positive model from the case study shows two of the partners using Checkpoints and Interaction Skills to discuss improvement ideas for one of the Success Factors for their partnership.

COURSE DETAILS
- Target audience: Frontline through senior-level leaders.
- Course length: 4 hours. Course can be lengthened with optional activities.
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: Essentials of Leadership or IM Essentials.
- Series: Suitable for all environments.
- Group Size: 8 to 16 people.
- Prework: No.

RELATED COURSES
- Adaptive Leadership
- Building An Environment of Trust
- Building Winning Partnerships
- Influential Leadership
- Mastering Interaction Skills

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In today’s flatter, ever-evolving organization, leaders need to get things done through people who work outside their line of reporting—and in some cases who even “outrank” them. Welcome to the new age of influence, where effective leaders don’t, or can’t, throw their weight around to make things happen—even with their direct reports.

Influential Leadership helps leaders get their good ideas heard, accepted, and enacted. Leaders learn influencing strategies and how to package ideas to gain the commitment of even the most skeptical coworkers and partners.

DO YOU FACE ANY OF THESE ISSUES?
- Are your leaders having trouble getting commitment to ideas or actions to improve service, productivity or quality?
- Do your leaders struggle to “make things happen” outside of their team or workgroup?
- Are your employees dissatisfied because they feel they are not listened to and are coerced into ideas?

PERFORMANCE OBJECTIVES
Helps leaders:
- Capture people’s attention, change their perspectives, and make things happen.
- Clearly link ideas, suggestions, and recommendations to changes that will have a positive impact on individual, team, and organizational performance.
- Express themselves with enthusiasm and conviction.
- Understand people’s motivations, needs, and concerns, and gain their commitment.

PRIMARY COMPETENCY DEVELOPED
- Building Partnerships
- Gaining Commitment

SECONDARY COMPETENCIES DEVELOPED
- Building Strategic Working Relationships
- Building a Successful Team

COURSE OVERVIEW
- Open: Learners are introduced to the topic of influence and work in teams to choose one real-life influence situation they will focus on during the workshop.
- Strategy—Focus on the Big Picture: Learners observe a leader use big-picture strategies in several scenarios. They evaluate the strategies and work to identify the big-picture influence strategies they will apply for the situation identified earlier. Packaging
- Engage Hearts and Minds: Learners are introduced to the three techniques to paint the picture and discuss when to use each. Teams work together to identify their audience type and which packaging techniques and strategies they’ll apply in their real-life influence situation.
- Commitment—Steer Choices and Actions: Teams are introduced to the commitment techniques and determine how to handle each situation. Teams work together to develop a process for gaining commitment in their own situations.

VIDEO SEGMENT SUMMARIES
- A positive-model leader attempts to influence his peers.
- The big picture strategies are illustrated as our video leader engages in three meetings with his peers.
- Using a number of packaging techniques, the leader captures attention, builds a vision, and gains support for the idea.
- The leader addresses skepticism from one of his influence targets.
- The leader successfully handles reluctance to commit.

COURSE DETAILS
- Target audience: Frontline leaders through mid-level managers, and informal leaders.
- Module length: 4 hours. Course can be lengthened with optional activities.
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: None.
- Series: Suitable for all environments.
- Group Size: 8 to 16 people.
- Prework: Optional.

RELATED COURSES
- Adaptive Leadership
- Building Winning Partnerships
- Motivating Others
- Resolving Conflict
- Leading High Performance Teams
- Making Meetings Work
- Reaching Agreement
- Influencing Others (for workforce)
The best hiring decisions result in productive employees who enjoy their responsibilities and contribute to your organization’s success. Hiring the wrong person for the job can be very costly in terms of time, money, resources, customer relations, productivity, and employee morale.

Interviewers make the best hiring decisions when they gather meaningful, job-related information from applicants. Each job has inherent, distinct responsibilities, so each job has a unique set of competencies—behaviors, knowledge, and motivations—that are needed to be successful in the job. The Essential Interviewing Skills course teaches participants how to interview for the behaviors, knowledge, and motivations that are needed to be successful in a job.

COURSE OBJECTIVES

* Essential Interviewing Skills* teaches participants competency-based interviewing.

They learn:
- The implications of a poor hiring decision.
- How competencies define the requirements of a job.
- How specific job competencies are the basis of focused interview questions.
- How to gather and evaluate complete examples of applicant’s past behavior related to the job’s competencies.
- How to conduct interviews in a way that makes a positive impression on the applicant.
- Techniques to interview for motivational fit.
- How to avoid legally inappropriate questioning.

COURSE ADVANTAGES

- Allows participants to build essential behavioral interviewing skills like those used by the world’s most admired and profitable organizations.
- Helps your organization avoid the long-term cost implications of hiring the wrong person.
- Lets you select people whose skills and motivations match specific job requirements.
- Helps you meet legal guidelines for fair hiring practices.
- Creates a positive impression of the organization on all candidates.

COURSE OVERVIEW

**Workshop Opening:** After introductions and administrative details are reviewed, participants view a video illustrating the ripple effects of a poor hiring decision. Common interviewing problems are discussed.

**Competency-based Interviewing:** Competencies are described and linked to key behaviors/actions and to interview questions.

**STARS:** Participants learn to recognize and gather complete behavioral examples.

**Follow-up Questions:** Using video models and practice exercises, participants develop skills in following up to ensure that complete and useful information is gathered through questioning.

**The Interview Guide**—Participants are introduced to a sample interview guide and briefly guided through the sections.

**Interviewing for Motivational Fit:** Participants learn questioning techniques to determine if the applicant’s personal motivations fit those required for the job.

**Taking Notes:** The importance of note-taking during the interview is described, and techniques are highlighted.

**The Applicant Experience:** Using video examples and activities, participants learn techniques for building rapport with applicants; managing the interview process in a professional way; creating a positive impression of the company; and engaging applicants in a way that helps to sell the job and company to desirable applicants.

**Legal Considerations in Interviewing:** Contains an exercise to determine legally acceptable questions that may be asked during the interview process.

**Skill Practice Interviews:** Participants conduct practice interviews among themselves to apply the skills they have learned in the workshop. Practice interviews include feedback.

**Evaluation Tips:** Participants learn and practice classifying behavioral examples into appropriate competencies, and the process for evaluating interview data is discussed.

COURSE DETAILS

- **Target audience:** Anyone involved in candidate screening and interviewing.
- **Program length:** 8 hours.
- **Facilitator certification:** DDI certified facilitator required.
- **Prerequisites:** None
- **Series:** Suitable for all environments.
- **Group size:** 6-12 people.
- **Prework:** None.

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Interaction Management®: Exceptional Leaders . . . Extraordinary Results

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