IRI CONSULTANTS — ORGANIZATIONAL DEVELOPMENT

LEADERSHIP DEVELOPMENT AND COACHING

Successful companies know that leadership performance is a major contributor to organizational success. They also recognize that even high-performing and high-potential leaders can benefit from targeted training and individualized skill development to help them achieve stronger results.

Through IRI's leadership development services, managers at any level of the organization learn how to:

- Assess personal strengths and limitations to engage in continuous self-improvement
- Manage and inspire the performance of their employees
- Balance strategic focus, operating objectives and interpersonal relationships
- Target and identify opportunities for innovation and change
- Create or reinforce the mission, vision, and values of the company while achieving organizational objectives

IRI offers a complete array of leadership development services that meet the cultural and operational needs of any organization. These include:

TRAINING PROGRAMS TO HELP MANAGERS BECOME MORE EFFECTIVE LEADERS

Choosing from the three categories below, IRI will work with your training department to determine the most cost effective means to help managers learn the skills and demonstrate the behaviors necessary to become effective leaders.

Once the best category for training materials has been determined, IRI will work with you to identify the best source of facilitators. IRI's facilitators bring tremendous depth of experience and continuously receive the highest ratings from clients around the world. We also can train and certify your trainers to match our high standards.

OFF-THE SHELF TRAINING

IRI has a comprehensive library of instructor-led training programs. Each module includes practical tools that participants take to work and use on the job. With titles that focus on personal and professional development, these modules range from half-day to two-day sessions, each designed to be fully hands-on and engaging.

Topic areas include various types of communication and relationship building skills, conflict and confrontation tools, negation and problem solving, coaching for development and performance, team development and meeting effectiveness, strategic and policy deployment, and finance for the non-financial manager.

TAILORED TRAINING

From our comprehensive library of proven models, tools, learning activities and application strategies, IRI instructional designers and developers create new learning events designed to meet the specific learning objectives of your target audience. By creating design documents that re-use proven materials, both time and money are carefully managed while never sacrificing desired outcomes.

WORK-FOR-HIRE TRAINING

Working with your subject matter experts (SME's), IRI instructional designers and developers create high-level design documents that become the blueprint for totally new technical or interpersonal skills training materials. Working in partnership with your training team, we become your back room, proving the extra pair of hands with the expertise you want only when you want it.

Ask for a list of clients that partner with IRI to use this approach to supplement their existing training curriculum.

NON-TRAINING SERVICES TO HELP MANAGERS BECOME MORE EFFECTIVE LEADERS

360˚ FEEDBACK

360 Feedback is an evaluation method that incorporates feedback from managers, their peers, their own manager, direct report, and sometimes customers. Results of these confidential surveys are tabulated and shared with the manager, usually by an objective coach. Interpretation of the results, trends and themes are discussed as part of the feedback and as the foundation for setting specific behavioral goals for self-development, which will advance their career and benefit the organization. Under ideal circumstances, 360-degree feedback is used as an assessment for personal development to measure baseline performance and gain after coaching. It should NOT be used as a performance evaluation.

SELF-ASSESSMENT AND PROFESSIONAL DEVELOPMENT TOOLS

These market-proven tools provide leaders with specific information about topics related to their personal and professional development.

- Change Response Profile: The Change Response Profile Assessment is built on a platform that aligns with both DISC and Myers-Briggs, two commonly used behavioral assessments. This self-assessment provides a report that describes how an overall style preferences impacts comfort with and natural tendencies to drive, support or resist change. Supporting tools, tips and guidelines help participating leaders influence others to accept, embrace and support change to achieve desired goals.

- Conflict Modes Inventory: The TKI Conflict Modes Inventory identifies the preferred conflict response style for an individual, and builds options and strategies to use when

that style is ineffective or inappropriate. It can help individuals develop an understanding of their preferred conflict mode and adapt their style to use different approaches to effectively manage conflict. The Conflict Modes Inventory also evaluates an individual's willingness to cooperate and accommodate other people's ideas and to identify and respond to cross-cultural needs. Combined with coaching, this assessment also can be used to help an individual understand the difference between relationship-based conflict, values-based conflict and idea-based conflict, and then learn techniques for successfully managing them.

■ Emotional Intelligence Inventory: Emotional Intelligence (EI) refers to a distinct combination of emotional and social skills that influence our overall capability to cope effectively with the demands of work and life. Incorporating more than 20 years of research and development, the EQ-i is a psychometrically sound, validated assessment instrument. It provides a general understanding of an individual's emotional state, i.e. how they think of him/herself, how they feel about others, how they manage stress and anger, their ability to handle emotional changes and control impulses, their level of adaptability and if they view the world as generally positive or negative. This assessment also helps individuals understand how others see them, and how stress impacts others' experiences of them.

■ DISC Behavioral Inventory: The DISC behavioral inventory profiles four primary behavioral styles, each with a very distinct and predictable pattern of observable behavior. DISC provides an individual with both professional and personal insights to better understand what motivates people and to recognize how to effectively deal with others. The results of the DISC profile report are designed to provide targeted data and strategies for interpersonal success through more effective communication, understanding and tolerance. It can be used as a learning tool to create rapid rapport and connection with people and is fundamental in selling, managing, and leadership. Understanding behavioral styles benefits personal and professional relationships by improving communication skills and reducing conflict.

■ Team Health Audit: The Team Health Audit allows a team to assess itself against specific characteristics describing how well they have integrated the 4P's of teamwork: Purpose, Positions, Process and Performance. Each team member completes a Team Health Audit Questionnaire that provides the team leader and the team members with an opportunity to determine which aspects of the team can be improved in order to build or strengthen team work in either cross functional or intact teams. The resulting report include tips and strategies for ongoing team development activities.

■ Global Culture Compass: The Culture Compass is an online data base accessed through 40 questions. The answers to the questions allows the leader to compare their cultural preferences with any of 150 countries. With the power of this tool, leaders learn how to understand, accept or influence global cultural differences in order to strengthen teamwork and on-the-job relationships.

LEADERSHIP COACHING

Leadership coaching is a personal and professional development process. It is designed to enhance a leader's ability to achieve specific goals and objectives in support of their organization's business goals and in alignment with the organization's Mission, Vision and Values. The IRI coach candidate is matched with the leader who has agreed to a coaching relationship and a formal, structured agreement is developed. The agreement is based on the following assumptions:

- Leadership (in this context) is defined as being able to achieve organizational objectives by maximizing the potential of others

- The candidate is aware that he/she is being groomed for a position of greater responsibility requiring higher-level leadership skills, or

- The candidate is aware that he/she is not meeting clearly defined leadership performance expectations

- The candidate is a willing partner in a personalized leadership development process

- The candidate will stay with the process and perform the assigned and agreed upon tasks until the process is mutually ended

- The candidate is in agreement to have his or her performance assessed using various tools and processes that include both objective and subjective metrics

- The candidate will sign a coaching agreement that outlines the process and describes roles and responsibilities

This leadership development process is NOT a clinical therapeutic intervention. As such, it is not designed to address issues of a deeply rooted psychological nature. Should it become apparent during the coaching engagement that there are such issues potentially impacting leadership performance, they will be considered beyond the scope of accepted leadership development expectations.

The steps of the coaching process follow:

1. Coach meets with the candidate's sponsor to discuss the need, review the process and collect any substantiating documentation. Candidate performance expectations are identified and quantified or qualified at this time.
2. Coach meets with the candidate to establish working relationship, confirm expectations, review process and agree on meeting protocol.
3. Candidate completes a series of on-line self-assessments. The printouts from these assessments are reviewed in detail to help the candidate understand how certain behavioral preferences lend themselves to productive or non-productive interactions with others.
4. Candidate identifies a number of individuals on the job to participate in a 360-feedback review process. This review provides quantitative metrics against which behavior change can be measured.

5. Coach uses documentation to initially determine if the leadership development needs are based on lack of Knowledge, Skill or Attribute/Attitude.
    a. If development needs are based on lack of Knowledge, then information will be provided using various tools and resources.
    b. If development needs are based on lack of Skill, then skill development opportunities will be identified or a series of activities and exercises will be created. In all situations the candidate will be required to practice the targeted skills after demonstrating them with the coach. Each activity or exercise is followed up with a review based on a self-assessment of skill demonstration, or "other-assessment" of skill demonstration.
    c. If development needs are based on lack of Attribute/Attitude, focused discussion using root cause analysis and other problem solving tools applied to interpersonal issues are used to surface areas where new or revised attributes/attitudes may need to be established (such as thinking of and treating employees with the same consideration and courtesy as external customers).
6. Candidate participates in a planning meeting and agrees on specific behavioral goals that will be the focus of this development experience. Coach and candidate review the baseline metrics from the 360-feedback instrument and other provided documentation and establishes specific leadership goals.
7. Coach assigns tasks or assignments for the candidate to participate in or to complete between each scheduled meeting. All activities are goal focused.
8. Coach and candidate engage in scheduled meetings/conversations. In each meeting, specific leadership behaviors and/or competencies are reviewed, discussed and described in terms of application in day-to-day on-the-job situations unique to the candidate and his or her relationships with specific co-workers or direct reports. Conversations relate goal-based leadership behaviors to organizational expectations and the achievement of business objectives as well as personal-professional development needs.
9. Consistent with milestones established in planning meeting, candidate receives various forms of feedback until the scheduled re-run of the 360-feedback process.
10. Coach and/or candidate meet with sponsor to request continuation or end of development process based on progress, need, success, etc.

CONTACT IRI CONSULTANTS TODAY

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