



Analysis Report

Leadership Competencies Introduction



Table of Contents

Overview	2
Leadership Competency and Domains Framework (DRAFT) – Figure 1.0	2
Needs Analysis	3
Data/Current State.....	3
Desired Business Outcomes/Goals	3
Gap Analysis/Gaps	3
Training Priorities.....	3
Goal Analysis	5
Goal Analysis – Figure 2.0	5
Subordinate Skills Analysis.....	6
Subordinate Skills Analysis – Figure 3.0	6
Learner Analysis	7
Learner Analysis – Table 1.0.....	7
Performance Context Analysis.....	16
Performance Context Analysis – Table 2.0	16
Learning Context Analysis	18
Learning Context Analysis – Table 3.0	18
Performance Objectives.....	20
Assessment Instruments.....	21
Instructional Strategy.....	23
Table 4.0 – Instructional/Learning Strategy.....	24

Overview

The Leadership Competencies Introduction course is an eLearning course offered to leaders within [REDACTED]. During this course, they will receive a general overview of the new four new leadership domains, composed of 12 leadership competencies, and leadership job aids that align with the processes necessary to develop accurate and effective talent development plans. Learners in this course will be able to identify the domains, competencies, general corresponding observable behaviors, rating requirements, and general evaluation alignment processes necessary to develop accurate and effective professional development and succession plans.

This new training program is designed for [REDACTED] leadership team, which includes managers, directors, and general managers. It will be required that existing and new leaders complete this training. This introductory course will be offered as an eLearning to provide an overview of the new program being implemented. Additional training will be provided using a blended/hybrid learning approach to supplement this initial course at a later date.

Figure 1.0 shows a draft diagram for the [REDACTED] Leadership Competency Framework.

Leadership Competency and Domains Framework (DRAFT) – Figure 1.0

Figure 1.0 – Leadership Competency Framework (DRAFT ONLY)



Training Needs Analysis

Data/Current State

- Data source: Interview, [REDACTED] Director:
 - The organization is not putting the right people in the right positions, organization wide.
 - There is a lack of “how to develop someone”. Currently it’s “you’re good at your job, you get a promotion” rather than held to standards because none exist. (Lack of succession planning/promotion tracks)
 - There is a perceived lack of succession planning and tracks for promotion to leadership.
 - The organization is not developing leadership skills because there is no framework in place. (Lack of professional development for leaders because there is no set standard or expectations)
 - There is interest in identifying leadership deficiencies so appropriate professional development can be implemented organization wide.
 - Currently there is a high rate of team member turn over throughout the organization. (Exact percentage unknown, unavailable)

Desired Business Outcomes/Goals

Develop succession planning, leadership development, and leadership expectations to raise the leader performance and decrease team member turn over throughout the organization by developing tracks for promotion.

Gap Analysis/Gaps

Currently there is no leadership competency framework used in the organization, causing a lack of leadership expectations to compare team member performance and the promotion of unqualified team members. The lack of leadership expectations also creates deficits in professional development and succession planning because there are no set standards in place.

- Lack of succession planning
- Lack of tracks for leadership promotions
- Lack of expectations or standards of performance for leaders
- Lack of professional development opportunities for leaders
- High team member turnover rate

Training Priorities

- Knowledge, skills, and abilities involved:
 - **Knowledge** – information about the new domains and competencies developed by the general managers and determined to be critical elements of successful leadership within the organization. Also, information regarding the processes of evaluation, expectations, and alignment of each.
 - 4 domains, 12 competencies list
 - **Skills/Abilities** – rating performance of self and direct reports, aligning self-evaluation outcomes with the expectations of your leader, identifying performance development opportunities, and succession planning for the future.
 - **Attitudes** – attention to maintaining positive attitudes by providing the “whys” of this implementation will be crucial (see more in the Learner Analysis, Table 1.0).
 - Training can help by first providing an overview of the new framework through eLearning (the goal of this first project). Future projects will utilize ILT (classroom, virtual, and/or face-to-face training)

to help with the evaluation and alignment processes, as well as the development of additional succession planning and professional development opportunities once leadership gaps are identified.

- Pervasiveness of skill gaps:
 - Because of implementation of this novel initiative, 100% of leadership within the organization need this training to understand their expectations and competencies for success in their roles.

- Non-training alternatives:
 - Training is required to build awareness of this program. Additional support from GMs to build their workforce and highlight the use of leadership competencies will be crucial to the success of the program. Additional ILT/blended modality training will be required to enable leaders to effectively evaluate and align ratings, as well as create development and succession plans.
 - Additional support from directors/upper management will be required to support leaders with time, budget, and resources to participate in training and hold them accountable to completing it. Additional accountability will fall to upper management/executives regarding accountability for follow through with the implementation of the processes learned in the training.

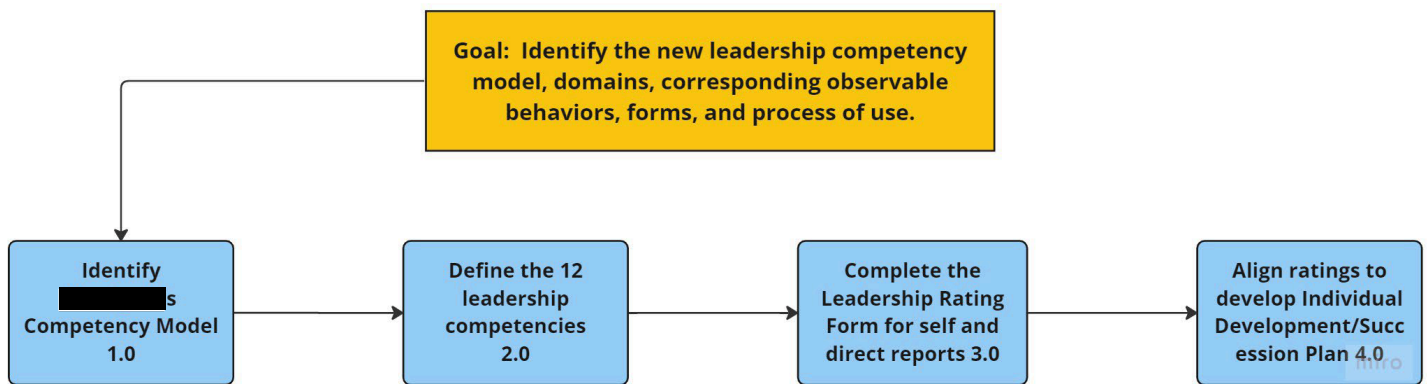
Goal Analysis

Figure 2.0 represents the hierarchical and procedural processes involved in introducing the new Leadership Competency program. Because this course is an overview of the processes, there will be additional training in performance skills. The goals of this course will focus on knowledge and verbal information.

Goal Analysis – Figure 2.0

Figure 2.0 – Goal Analysis

Goal: Identify the new leadership competency model, domains, corresponding observable behaviors, forms, and processes for use.

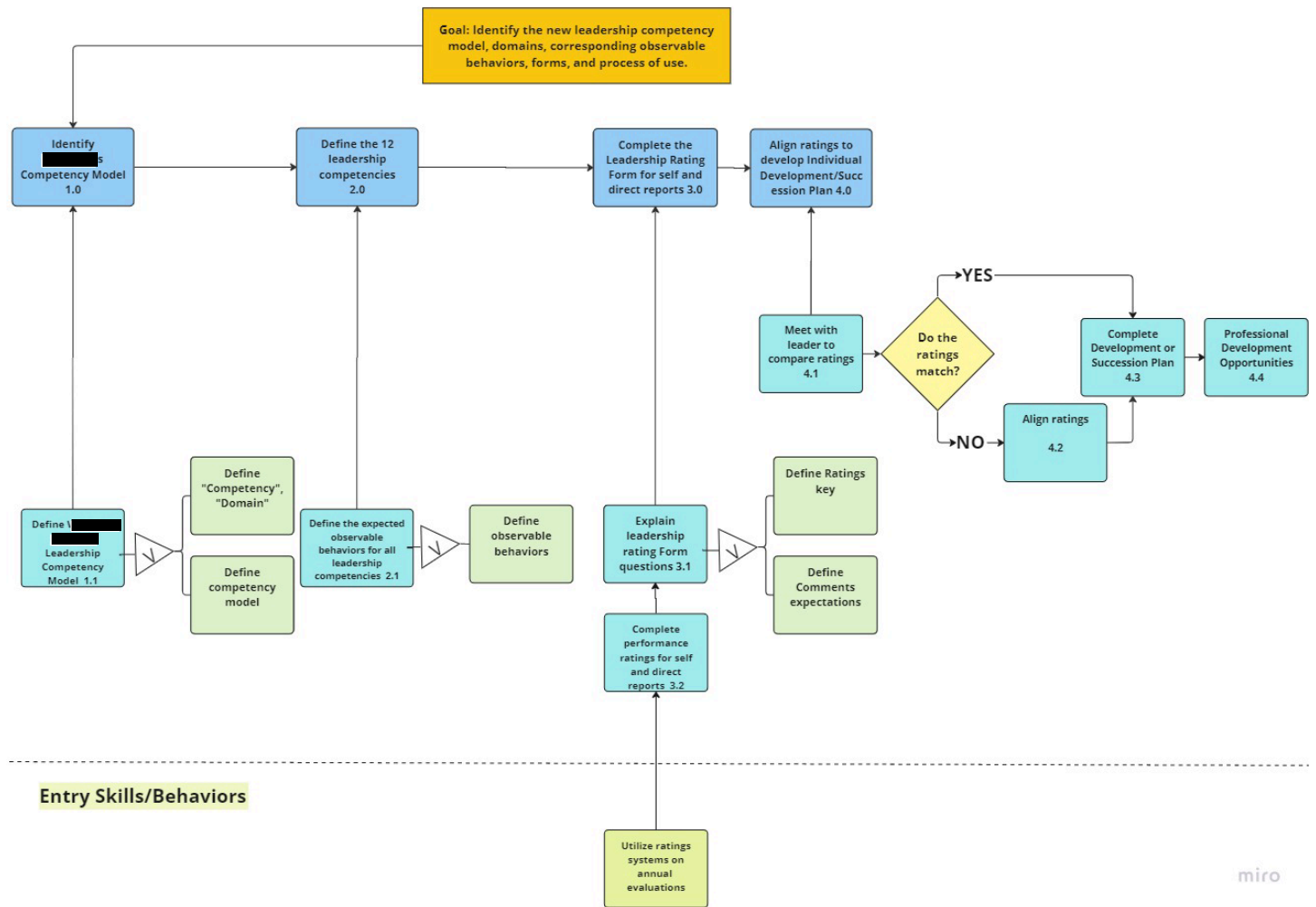


Subordinate Skills Analysis

Figure 3.0 represents the subordinate skills required for each goal of the introductory course. Steps 1-3 are hierarchical, foundational knowledge, while step 4 is procedural with a decision point for rating alignment. Focus on rating alignment and development of individual development plans will be key, as they will set the ground knowledge for selecting and creating professional development opportunities.

Subordinate Skills Analysis – Figure 3.0

Figure 3.0 – Subordinate Skills Analysis




Learner Analysis

Table 1.0 provides learner information including entry behaviors, general group characteristics, prior knowledge of the topic, academic motivation, education and ability level, attitude toward content, attitude toward delivery system, general learning preferences, attitude toward the organization, and potential challenges. Data for this analysis was collected via interview with the [REDACTED] Director. Due to the operational duties and job role demands of leaders, direct interviews may not be possible for this learner group. Based on this information, implications for design, delivery, and evaluation of the instructional content are discussed.



Learner Analysis – Table 1.0


Table 1.0 – Learner (Audience) Analysis


Categories	Data Sources	Learner Characteristics	Implications (for Design, Delivery and Evaluation)
Entry Behaviors	Interviewed: [REDACTED] Director	<p>What do they know?</p> <ul style="list-style-type: none"> Nothing about competencies – this is all new content but utilizes performance rating processes, similar to annual performance reviews. All leaders have strong knowledge of their individual job roles/department expectations. All leaders have a strong understanding of team member expectations and have been giving/receiving annual performance evaluations and feedback as part of the normal annual performance review cycle. <p>Course Content Entry Behaviors:</p> <ul style="list-style-type: none"> The ratings process from annual performance evaluations will be a helpful entry skill. <p>Delivery System Entry Behaviors:</p> <ul style="list-style-type: none"> All learners have extensive experience using the LMS and internet for purposed of completing training. See <i>Attitudes about Delivery System</i> in this table for additional discussion. 	Because this is a new program and Leadership competencies have not been used before, entry skills will only include utilizing the rating process from annual performance evaluations. No other entry skills will be necessary for this introductory course.

<p>General Group Characteristics</p>	<p>Interviewed:  VP, Director</p>	<p>Who are the learners?</p> <ul style="list-style-type: none"> • Directors, GMs, Managers • TBD: Hourly supervisors, due to hourly pay structure and time constraints <p>Size of target audience:</p> <ul style="list-style-type: none"> • Approximately 500 – 100% of leaders throughout the organization <p>Are there any subgroups that may participate?</p> <ul style="list-style-type: none"> • Supervisors – hourly. TBD <p>Age ranges:</p> <ul style="list-style-type: none"> • 20-50 years old, approx. <p>Gender breakdown:</p> <ul style="list-style-type: none"> • Male heavy – 60/40 split, approx. Specific demographic information unavailable. <p>Primary language:</p> <ul style="list-style-type: none"> • English <p>Traditional/non-traditional/first generation learners?</p> <ul style="list-style-type: none"> • Wide variance, High school – graduate degrees <p>Geographic location(s)</p> <ul style="list-style-type: none"> • Varied – across country, not face-to-face <p>Internet connectivity? Yes</p> <p>Access to technology? Yes</p> <p>What’s their typical day look like?</p> <ul style="list-style-type: none"> • Schedule varies by leadership role, resort location, and individual needs of department <p>What do they need to know? (Elaborated further in Goal Analysis)</p>	<p>This first course (eLearning) will be required of all directors, managers, and general managers throughout the organization. Because this group is required to speak English to work in their role, all content will be developed in the English language only.</p> <p>Entry skills required for this course will only include experience using the rating system in the annual performance evaluation cycle. All other pertinent information will be included in this course.</p> <p>The first course on this content will be an eLearning developed to provide an overview of the new leadership competency model, including an overview of the processes that will be involved. There will be subsequent courses utilizing blended learning modalities (ILT) to provide more in-depth information regarding the processes and alignment of evaluation at a later time.</p> <p>Because of the wide variance of education levels of the learners, reading and vocabulary levels will maintain high school level abilities. Learner will also maintain control of course pacing, including advancing screens at learner discretion. Interactivity will be an important consideration and included where possible. This could include multimedia/video content, audio narration, knowledge check questions in multiple formats and with immediate feedback, and quiz questions to reinforce and assess key concepts.</p>
---	---	--	--

		<ul style="list-style-type: none"> • What competencies are • What our competency model is • What each competency means • How to evaluate each competency • How to complete a rating form and the process (self → leader → alignment meeting) <ul style="list-style-type: none"> ○ Completed Biannually (Semiannually) = twice per year • What to do with ratings/professional development – Professional Development Plan (rating of 3 or below – smart goals to help improve to 4) – If 4 on everything, use succession planning worksheet. [REDACTED] <p>What kinds of mistakes are they making and why?</p> <ul style="list-style-type: none"> • Not putting the right people in the right positions. • Lack of “how to develop someone”. • Currently it’s “you’re good at your job, you get a promotion” rather than held to standards. • We’re not developing leadership skills because no system in place. 	
<p>Prior Knowledge of Topic Area</p>	<p>Interviewed: [REDACTED] Director</p>	<p>What do learners already know?</p> <ul style="list-style-type: none"> • Nothing yet – this is new content. • GMs (General Managers at each resort) have some knowledge because they helped develop the competencies they want for their leaders in the field. <p>How might this information contribute to the content and order of what you teach?</p>	<p>Learners do not have any knowledge regarding a set of leadership competencies or domains, or their application to their work. The only current point of reference is the general team member annual evaluation cycle where team members evaluate themselves and then receive feedback form their leader. This skill will be utilized as a reference point when introducing the</p>

		<ul style="list-style-type: none"> This information helps provide the entry point at very beginning level and demonstrates the need for basic-level vocabulary and explanations of competency, domain, observable behaviors. 	<p>leadership forms and evaluation process.</p> <p>This also demonstrates the need for basic-level vocabulary and definition of competency, domain, observable behaviors within the course. Self-pacing through eLearning content and the ability to revisit content will be vital for meeting the needs of all learners.</p>
<p>General Learning Preferences</p>	<p>Interviewed:  Director</p>	<p>How will they access the course? First phase: LMS access to eLearning</p> <p>Are they tech-savvy? Majority, yes.</p> <p>What software and programs do they use in their daily work? Outlook, HotSOS, Teams, Medallia (reporting), Oracle Fusion (procurement)</p> <p>Do they prefer to learn independently (eLearning) or socially (ILT)? Mixed</p>	<p>For this project - the first phase of implementation of the new program will be introduced via eLearning on the LMS. The learners already have accessed the LMS for past trainings and understand how to complete online trainings. Future iterations will incorporate virtual ILT/blended learning to accommodate multiple preferred modalities of learning.</p>
<p>Academic Motivation (Affective characteristics)</p>	<p>Interviewed:  Director</p>	<p>What is it about the topic that motivates the learner?</p> <ul style="list-style-type: none"> Knowing what the framework is used for and how it will benefit them. <p>How much time available for training do they have?</p> <ul style="list-style-type: none"> A few hours a week. Leaders will make time for reports to complete the trainings. <p>Under what circumstances will they need to use what they learn?</p> <ul style="list-style-type: none"> Biannual review periods/process, everyday use of standards to develop and evaluate performance of self and direct reports. 	<p>This topic is beneficial for leaders to provide a baseline for expectations/standards and a pathway for succession. It not only allows them to track their own progress but to also communicate the path for success to their direct reports, while also holding them accountable to a standard throughout the organization.</p> <p>Positive motivation toward this topic will be emphasized in this course to fend off any fear/negativity regarding a competency model (i.e. fear of negative consequences for lower scores, especially initially).</p>

		<p>What motivates them?</p> <ul style="list-style-type: none"> • Tell them the “why”, what’s the end goal, what do they get out of it. • 2 types of leaders: held to standards and holding direct reports to standards. <p>Will they believe you (buy-in)?</p> <ul style="list-style-type: none"> • Yes, we will have buy-in from resort GMs because GMs created this competency model at the Jan. conference <p>Will they stick with this information?</p> <ul style="list-style-type: none"> • Yes, as long as we have accountability from executive leadership. <p>What is the reason for enrolling in the course?</p> <ul style="list-style-type: none"> • Mandatory and will have a completion report/follow up periodically to hold leaders accountable 	<p>This program will be implemented with the expectation to complete a self-review via the Leadership Review form – twice per year. Then, each leader will meet with their leader to discuss their strengths and weaknesses, compare them with the expectations, and develop a plan for either improvement (Improvement Plan form) or Succession (Succession Plan form).</p> <p>Time and importance will be allotted for participation in this program by upper management. Accommodations for time constraints will be handled on an individual basis, directly through communication with upper management.</p> <p>Accountability: This course will auto-enroll all leaders (Managers and above) and will be capable of providing completion reports for accountability.</p>
<p>Educational and Ability Levels (Cognitive characteristics)</p>	<p>Interviewed:  Director</p>	<p>Educational background:</p> <ul style="list-style-type: none"> • Varies between high school – graduate degrees <p>Where are the learners coming from in terms of their location?</p> <ul style="list-style-type: none"> • Varied – across country at different resorts. No training will be face-to-face at this time. 	<p>Because of the large gap in educational backgrounds (high school – graduate degrees), this course will revolve around typical high school graduation levels for vocabulary, etc. The vast location differences will be accommodated through eLearning for this introductory course and via blended learning in subsequent courses.</p> <p>To maintain learner interest and enable maximum learner control of content, all eLearning screens will be unlocked upon completion of the course, allowing the learner to revisit content. Additionally, screens will be self-paced,</p>

			allowing learners to proceed only when ready.
Attitude Toward Content (Affective characteristics)	Interviewed:  Director	<p>Do the learners think they need this training?</p> <ul style="list-style-type: none"> Yes, GMs were onboard when they helped create the competencies at the GM Conference. They found the competency framework necessary and beneficial for allowing them to have clear expectations for performance, succession, and professional development of leadership skills. <p>Why will they want to learn? They want a metric to evaluate team members/leaders, They need a tool to identify gaps in the performance of their leaders to help pinpoint areas of strengths and areas to provide professional development</p> <p>Attention Catching Questions:</p> <ul style="list-style-type: none"> “Have you ever struggled to provide feedback?” “Have you ever struggled to identify areas of opportunity for the development of yourself and other leaders?” “How do you assess your team members?” 	<p>Some learners think there is a need for this training, particularly GMs, who helped build it. Others are currently unaware of it and have never encountered a leadership competency model before. One goal for this eLearning will be to create awareness of the content and develop positive attitudes toward it. This will be approached through listing the benefits and intent of the program, including:</p> <ul style="list-style-type: none"> How the program will be used (the “whys”), such as: <ul style="list-style-type: none"> Developing professional development opportunities Providing a framework for expectations in a leadership position A plan for growth within the organization <p>Potential attention-grabbing questions could include:</p> <ul style="list-style-type: none"> “Have you ever struggled to provide feedback to a direct report or your leader?” “Have you ever struggled to identify areas of opportunity for the development of yourself and other leaders?” “How do you assess your team members?” “Have you ever had a leader who wasn’t successful but weren’t able

			<p>to provide helpful feedback for improvement?”</p> <ul style="list-style-type: none"> • “Have you ever felt like you weren’t being successful as a leader but couldn’t articulate why?” • “Have you ever wondered what your next step forward would be beyond the role you’re currently working?” • “Have you ever wondered what your expectations were as a leader?”
Attitude Toward Delivery System (Affective characteristics)	Interviewed: █ Director	<p>What are your audience’s preconceptions about your delivery system (eLearning)?</p> <ul style="list-style-type: none"> • They like eLearning for the flexibility of location and time involvement • They already know how to use the LMS to access courses. 	Learners are experienced with the use of the LMS and eLearning for the delivery of training. No negative attitudes are expected for this phase/modality of training.
Attitudes Toward Organization (Affective characteristics)	Interviewed: █ Director	<p>What are their professional and life goals, attitudes toward the organization?</p> <ul style="list-style-type: none"> • They have mixed attitudes about organization but overall feel like they work for a family. 	Learners have a varied array of attitudes toward the organization but overall recognize that they work for a family and have a cohesive group of leaders.
Potential Challenges	Interviewed: █ Director	<p>What are the common constraints or challenges for this audience, particularly for completing a training?</p> <ul style="list-style-type: none"> • Time constraints, schedule packed with job duties for their specific department. <p>What will prevent your audience from hooking to your content?</p> <ul style="list-style-type: none"> • Fear of negative outcomes, failure, use of framework as a “gotcha”. 	<p>Potential challenges for this course include:</p> <ul style="list-style-type: none"> ○ Time constraints from the large responsibilities/workload of operations roles that could prevent completing the training or following through with biannual leadership review processes. ○ Fear of negative outcomes from the implementation of a competency

		<ul style="list-style-type: none"> • Time constraints to maintain the biannual self- and peer-evaluation processes. <p>What will keep them from adopting your message and carrying out your call to action?</p> <ul style="list-style-type: none"> • Lack of follow up with alignment training, time, director, and GM follow through with using procedures or competencies. • Time constraints to maintain the biannual expectations. • Any use of negativity or penalties from the new implementation of the program. <p>How might they resist? (Think of different objections learners might have.)</p> <ul style="list-style-type: none"> • Resists something new, operated 40 years without it. • Tenured TMs may see it as a “gotcha” <p>What is using this content going to be like in their real work? — Where will they be after taking the course?</p> <ul style="list-style-type: none"> • Day-to-day use → besides evaluations, use as a development tool for themselves, see a path to the “next level” (succession plan) <p>What if they don’t take the course? What will happen?</p> <ul style="list-style-type: none"> • Track in [redacted] and report to key stakeholders – completion, if not completed someone in senior leadership will follow up with individuals, as necessary • Follow-up contact person will be determined at a later time. • Frequency of reporting will be determined at a later time. 	<p>framework and biannual leadership reviews.</p> <ul style="list-style-type: none"> ○ Accountability: Upper management will need to hold all leaders accountable and provide support (time, resources) for the time needed to step away from daily duties to complete this course. Also will need to follow-up with all leaders regarding completion of the course within the set timeline (TBD). ○ Alignment: Future phases of this project will require alignment for competencies, particularly aligning observable behavior expectations for each competency. ○ Resistance: There is a potential for resistance to this program simply because it has not existed in the history of the organization. Attempts to alleviate include reiterating the “whys” of implementation and how it benefits them as an individual and the organization. Motivation and attitude will be a major consideration for this project. ○ Timeline: TBD <ul style="list-style-type: none"> ○ Follow-up contact person for sending completion reports to ○ Frequency of reports ○ Due dates for completion
--	--	---	---

		<ul style="list-style-type: none">• Due dates for course completion (30 days, 60 days, 90 days after assignment) has not yet been determined. <p>If learners weren't required to take your course, would they?</p> <ul style="list-style-type: none">• No, maybe if they're interested. Struggle motivating to want to improve, and time constraints.	<ul style="list-style-type: none">○ LMS assignment/enrollment parameters○ Course completion requirements (30 days, 60 days, 90 days post-enrollment)
--	--	--	---


Performance Context Analysis

Purpose: To know the environment in which our learners will be using their new information and enhance the learners' motivation, sense of instructional relevance, and transfer of new knowledge and skills to the work setting.

Performance Context Analysis – Table 2.0

Table 2.0 – Performance Context Analysis

Categories	Data Sources	Performance Context	Implications (on Design, Delivery)
Managerial/ Supervisory Support	Interview: [REDACTED] Director	Upper leadership and GMs are onboard and willing to provide the time required for training to take place. This will be a mandatory training and will have completion reports to enable follow up where necessary.	Upper management will lead the push for this endeavor and provide support and accountability where needed. [REDACTED] will provide completion reports to support these efforts. Recommendation: A roll-out/launch campaign with mail masters, a teaser video, or other promotional events are suggested to promote awareness, positivity, and excitement for implementing this program and learning endeavor. A strong focus on development and positive learning communities would be most beneficial.
Physical Aspects of Site	Interview: [REDACTED] Director	Performance of this training content will take place at each resort in all operations leadership roles throughout the organization. Physical aspects of each site vary – but all include an operation computer with internet access capable of multimedia content. All sites also support access to the organization's LMS.	Performance of this course content will take place at each resort in all operations leadership roles throughout the organization and will be demonstrated through use of the Leadership Review process and forms. Development of Professional Development, Succession of leaders to higher positions, and retaining team members will all demonstrate the effectiveness of this course and competency program.
Social Aspects of Site	Interview: [REDACTED] Director	Limited to resort-based/local social networks. Social learning opportunities will have to be included through LMS and/or virtual means.	Social aspects of the site are limited to the leaders within the specific resort/workplace. This is still a potential rich learning community as it will include leaders from across the resort to work together on leadership

			competencies, reflection, and improvement.
Relevance of Skills to Workplace	Interview:  Director	Will take place in the resort/workplace of each learner.	Content learned in this course will immediately relevant as it will provide an overview of the new leadership development processes as well as the competencies and expectations developed to measure their individual success as a leader.


Learning Context Analysis

Purpose: To know the environment in which our learners will be learning their new information and enhance the learners' motivation, sense of instructional relevance, and transfer of new knowledge and skills to the work setting.

Learning Context Analysis – Table 3.0

Table 3.0 – Learning Context Analysis

Information Categories	Data Sources	Learning Context	Implications (for Design, Delivery)
Number/Nature of Sites	Interview: [Redacted] Director	Every resort has at least one computer located in a quiet space for training.	Training content will take place at each resort in all operations leadership roles throughout the organization. Each site already offers a quiet space for completing eLearning trainings, including a computer, internet access, LMS access, and headphones/speakers.
Site Compatibility with Instructional Needs	Interview: [Redacted] Director	<p>What technology is available to the learners? Computers, LMS access, internet</p> <p>What devices are team members using to access the training? Computer, LMS, internet</p>	This first phase project will only require individual participation by all leaders – on the time frame that best fits their schedules, which is met with the training space provided.
Site Compatibility with Learner Needs	Interview: [Redacted] Director	<p>How fast are the team member's internet speeds where they will access the training? Speeds vary but are fast enough for audio/video content</p> <p>Will team members have a way to listen to audio during the training? Yes</p>	<p>This first phase project will only require individual participation by all leaders, which is met with the training space provided.</p> <p>For future courses in this phased roll out, sites will offer social learning capabilities through colleague support (leaders within varying departments in the same location) and/or virtual/blended learning opportunities in subsequent courses.</p>

<p>Feasibility for Simulating Workplace</p>	<p>Interview:  Director</p>	<p>For the first phase, we will simulate through scenarios, as needed. The use of video will be most valuable to provide multimedia rich content. Future phases of this project will increase workplace simulation through case studies, scenarios, preferably in video format.</p>	<p>While this course will focus on awareness and overview of content, simulating the workplace will be necessary for the future courses. Because of the constraint of geographic location of resorts, his will be best accomplished through virtual, blended learning modalities, providing simulation through case studies, scenarios, and multimedia resources where possible.</p>
--	--	---	--

Performance Objectives

Identify the new leadership competency model, domains, competencies, forms, and processes for use.

By the end of this course, learners will be able to:

- Define the [REDACTED] Leadership Competency Model, its domains, and purpose
- Identify the competencies within each domain
- Complete the performance evaluation form to assess the performance of yourself and your direct reports
- Describe the performance evaluation alignment process and how to use the results

Assessment Instruments

Knowledge Check and Quiz questions will be included throughout the course to help reinforce critical content, maintain learner interest through interactivity, and provide feedback or correct any misconceptions.

Potential Quiz and/or Knowledge Check Questions may include:

1. What is a competency?
 - a) **A behavior that enables successful job performance**
 - b) An unachieved ability of a team member
 - c) A team member's attitude toward their job or workplace
 - d) A skill required for every team member to keep their job

2. Leadership competencies measure a leader's _____.
 - a) **Observable behaviors**
 - b) Future skills
 - c) Current attitudes
 - d) Medallia ratings

3. What are observable behaviors?
 - a) **Actions that can be seen and measured**
 - b) Thoughts and feelings that are not spoken or expressed
 - c) Emotions, as interpreted by the observer
 - d) Thoughts, as interpreted by the observer

OR Which of the following are observable behaviors? Select all that apply. (Can convert to drag and drop for a KC question)

- a) Asking a colleague for feedback
 - b) Expressing gratitude when another team member helps with a task
 - c) Assigning new and challenging work assignments to a direct report
 - d) Listening to a direct report regarding the challenges of a project
-
4. The [REDACTED] Leadership Competencies are the knowledge, skills, and behaviors that represent/define _____.
 - a) **Effective/successful leadership**
 - b) Ineffective team members
 - c) Pathways for promotion
 - d) Poor job performance
-
5. Drag and drop each of [REDACTED]'s Leadership Competencies to its matching domain. [Content changes pending]

Domains:

- Leading Self
- Leading Others
- Leading Business

Competencies:

- a) Strategic Thinking
- b) Conflict Management
- c) Coaching
- d) Accountability
- e) Guest Service
- f) Problem-Solving
- g) Organization and Planning
- h) Integrity/Honesty
- i) Continual Learning
- j) Leading Change
- k) Effective Communication
- l) Strong Work Environment

6. What is the purpose of [REDACTED]'s Leadership Competency model? Select all that apply.

- a) **To provide a pathway to successful leadership**
- b) **To help pinpoint a leader's strengths and weaknesses**
- c) **To aid leaders and their leader align expectations with current job performance**
- d) **To promote growth and development within the leadership roles**
- e) **To guide the selection of the next generation of leaders**

7. What is the purpose of the Performance Evaluation Alignment meeting?

- a) To enable a leader and their leader to align expectations with job performance
- b) To provide opportunity for the leader to criticize their direct report
- c) To help the leader and their leader identify strengths and weaknesses
- d) To provide extra meeting time to discuss business goals
- e) **To enable a leader and their leader to align responses on the Leadership Rating Form**

8. How do you know when to select the Succession Plan form over the Performance Improvement form?

- a) [succession form for a high performer and ready for next step, perf improvement plan for someone not performing well and needs more support and assistance.]
- b) ?

9. What do you do if you can't find agreement when aligning ratings on the performance evaluation of a leader?

- a) [asking to find out]
- b) ?

10. As a leader at [REDACTED] how often will you complete a self-evaluation using the Leadership Rating form?

- a) Annually (once per year)
- b) **Biannually (twice per year)**
- c) Quarterly (four times per year, or every four months)
- d) Bimonthly (once every two months, or every other month)

Instructional Strategy

This introductory phase of the leadership competency framework launch focuses on creating awareness and sharing knowledge and background information regarding the framework and its processes for use. This project will consist of an eLearning that utilizes the Direct Instruction Strategy (Joyce, Weil, & Showers, 1992) to inform learners of the new content, an overview of expectations and processes, and a call to action for subsequent steps.

The behaviorist theory fits the goal for this course because learners must understand completely new information regarding the competency model's components, processes, and purpose. Therefore, this strategy is best because it allows for learners to acquire this new knowledge.

Direct Instruction (Joyce, Weil, & Showers, 1992):

1. Orientation
2. Presentation
3. Structured Practice
4. Guided Practice
5. Independent Practice

The Direct Instruction Strategy is a behavioral model of instruction that assists learners in mastering new content/new knowledge. Since this course provides an overview of all new content, the information must utilize instructor-led delivery (in this case, eLearning will be narrator-led). Instruction will be deductive, using examples/illustrations where possible and making connections to known information, where possible.

Potential methods of delivery could include structured overview, lecture, drill & practice, didactic questions, demonstrations, and guided & shared reading/listening/viewing videos. Additionally, eLearning/online learning could utilize announcements, module/unit introductions, descriptions/modeling of assignments and activities, audio/video lectures, demonstration videos, presentations, discussions moderated by instructors, interactive tutorials, video conferences, and academic feedback.

Considerations of these methods:

- **Lecture**
 - Presenter must be knowledgeable, perceptive, engaging, and motivating, so the lecture can stimulate reflection, challenge the imagination, and develop curiosity and a sense of inquiry.
 - The selection of the lecture method must consider the types of experiences learners will have and the expected learning outcomes.
 - Because lecture is teacher-centered and learner activity can be mainly passive, the attention span of learners may be limited.
 - LECTURED content is often rapidly forgotten.
- **Didactic Questioning**
 - Enables content organization, allowing it to begin with "what," "where," "when," and "how."
 - Can be used to diagnose recall and comprehension skills, draw on prior learning experiences, determine the extent to which lesson objectives were achieved, provide practice, and aid retention of information or processes.
 - Can be too simplistic, encourage guessing, and discourage insightful answers or creativity.
 - Effectiveness can be increased by the addition of "why" and "what if" questions.

Note: The full leadership competency framework roll out will involve multiple phases to launch. While this analysis focuses on the introductory phase of the project, subsequent training will utilize additional strategies to engage leaders in the full application of the leadership competencies processes.

Therefore, the first step in this project will focus on developing awareness of the new competencies through an eLearning and will use narration and video content and/or animated visuals wherever possible to maintain learner interest, engage the learner, and motivate retention of concepts. Narration will need a compelling voice. Interactivity will be utilized where possible to reinforce important information, including knowledge checks and/or quiz questions.

Table 4.0 – Instructional/Learning Strategy

Table: This table represents the asynchronous instructional events utilizing the Direct Instruction Model (Joyce, Weil & Showers, 1992) for the goal: *Identify the new leadership competency model, domains, corresponding observable behaviors, forms, and processes for use.*

Instructional Event	Description	Interaction(s)	Tools
Orientation	Introductory narration/video (B-roll)	Watch video	eLearning/LMS access, computer, internet
Presentation	Audio visual presentation of the new domains, framework, evaluation forms, alignment process, and determination of Improvement Plan vs. Succession Plan forms	eLearning presentation of content, including definitions of competencies, a visual depiction of the domains/framework, process overview, and Leadership Rating/self-evaluation form.	eLearning/LMS access, computer, internet
Structured Practice	Guide through self-evaluation form and processes through presentation. Download framework and forms.	Guide through self-evaluation (Leadership Rating) form, domains, competencies, and processes through presentation. Download framework and forms.	eLearning/LMS access, computer, internet, form/template
Guided Practice	Present a practice self-evaluation (Leadership Rating) form	Present a practice self-evaluation (Leadership Rating) form.	eLearning/LMS access, computer, internet, form/template
Independent Practice	Learners will complete the self-evaluation form prior to the first ILT, 2 nd phase of this endeavor.	Complete self-evaluation (Leadership Rating) form independently.	MS Word, form/template