

FALL
2020

LDG

CHALLENGE DIALOGUE SYSTEM: LEARNING AND ACCREDITATION PROGRAMS GUIDE & SCHEDULE

CDS FOUNDATION &
ACTION LEARNING PROGRAMS



**CHALLENGE
DIALOGUE**

Performance Improvement System





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"The CDS Learning Program is a rich, practical immersion in a framework and series of tools that are broadly applicable within and across organizations, sectors, communities and networks. However, the true richness and uniqueness of CDS – relative to other learning programs – is in the diverse, supportive network that surrounds it, and the wonderful mentoring that accompanies it.

I have completed many worthwhile learning programs; none model their principles and values and leave you as well-equipped for success in implementing your learnings as CDS. For anyone wishing to guide change, address important/complex challenges, facilitate collaboration among diverse stakeholders, or simply bring new structure and tools to facilitating outcomes, the CDS Learning Program is not to be missed!"

Heather Bordo, CDS Practitioner (2020)
Bordo & Associates

"Creating transformational change requires a creative, fluid, right-brain enthusiasm for deep dialogue and new ideas. And a practical, organized, left-brain ability to manage the project and make sure the coffee arrives on time! Often, organizations that work on change and facilitation fall into the fluid and fun camp, which can result in – "Well, we had fun and came up with some great ideas, but what happens now?" CDS combines the best of both worlds – tangible to-dos, a focus on results, and a commitment to encouraging genuine dialogue and talking about the real issues. This mix creates real breakthroughs and helps CDS Practitioners play with our strengths and account for our weaknesses.

CDS offers templates, guidance on timing, and guidance on what to tell, to who, and when. CDS is rooted in experience of what actually makes projects successful in the long term. CDS provides guidance on exactly why and when dialogue is needed, and packages that into tangible to-dos – like the Challenge Paper – that greatly increase your likelihood of success in implementation."

Sofie Graine, CDS Practitioner (2019)
Alberta Environment & Parks

Summary

CDS Learning Program is designed to help you learn how to utilize the power of the Challenge Dialogue System® (CDS) to engage diverse groups, co-create innovative solutions, drive performance improvement, and enable transformative change. Leaders today face more complex challenges than ever before. Yet, problem solving strategies that once yielded successful results are no longer relevant or effective. Learning how to collaborate effectively – in teams and across organizations and jurisdictions – is now an imperative. Collaboration is no longer just a nice ideal applied when convenient. It has become the DNA – critical element for success – of the fast-paced, global knowledge economy.

The CDS Learning Program helps you tackle complexity with confidence. It helps you learn how to harness the power of dialogue and collaboration efficiently and effectively. Addressing and solving complex challenges requires engagement of diverse groups. But collaborating to find a common purpose, examine alternatives, and define shared solutions is hard work - the context and scope are unclear, assumptions are skewed or hidden, and expected outcomes are vague. The Learning Program shows you how the CDS principles, processes, and tools are applied throughout the eight steps of a *Challenge Dialogue*.

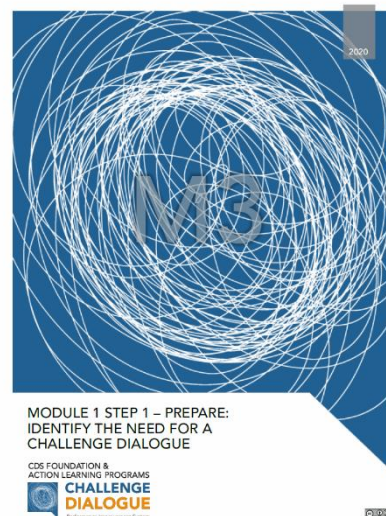
By the end of the program you'll have increased your competence and confidence to enable teams and diverse groups to take on complex multi-stakeholder challenges and achieve breakthroughs in performance. For over a decade, we have witnessed how learners equipped with CDS knowledge, skills, and experience, can step-up their game becoming stronger facilitative and collaborative leaders.

The Learning Program provides you with an integrated suite of learnable fundamentals you need to use CDS; skills and know-how absent from most traditional educational institutions such as colleges and universities. Following setting some context in Module 0, the Learning Program walks participants through a progression of eight more self-learning modules that mirror the eight steps of the Challenge Dialogue process. All of the modules are supported by an extensive library of online resource materials. Each module contains a complete description of each step in the process – key elements, principles special considerations, informative examples, inspiring quotes, a list of hyperlinked support materials, and a handy one-page step guide.

The support materials include tools, guides, templates, frameworks, checklists, examples, and case studies. Over the course of the 10-week program there are six 90-minute Check-in Webinars spaced two weeks apart. These webinars are also recorded and include the video, audio, PowerPoint, and chat conversation.



Eight Steps to a Challenge Dialogue



Self-Learning Module 1

Two ways to learn

The CDS Network offers two Learning Program formats: a Foundation Learning Program and an Action Learning Program. These are described in more detail below. Appendix 1 provides a tabular comparison of the characteristics of the FLP and ALP.

The CDS Foundation Learning Program¹

The Foundation Learning Program (FLP) helps you understand the proven power and practice of CDS. It uses the organization and operation of a challenge-focused, time-based *Challenge Dialogue* application of CDS as the focal point for introducing the principles, processes, tools and specialized resources, along with the incremental completion of tasks assignments to gain practical experience and work toward accreditation:

- introduce learners to the principles, processes, tools and other specialized support materials of CDS as they are applied to a challenge-focused, time-based Challenge Dialogue
- provide learners with the fundamentals for applying CDS to help drive improved performance through collaboration and innovation in a client organization or their own organization
- expose learners to proven approaches and real examples of facilitating, enabling, and empowering transformative change
- serve as a prerequisite for advancing to the next level of competencies, skills and accreditation as a *CDS Practice Associate*.

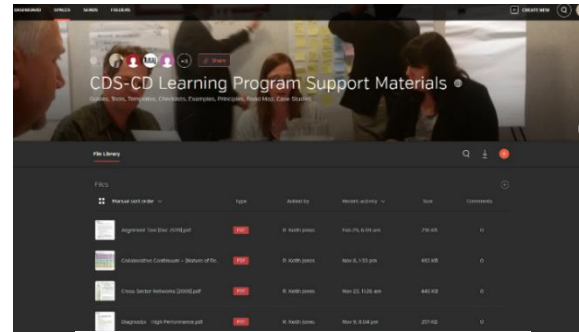
The estimated time commitment to work through the modules and complete the task assignments is approximately 37 hours over a ten-week period, or 3½ hours on average per week.

The CDS Action Learning Program

The Action Learning Program (ALP) augments the FLP learning program with a deeper CDS learning experience that focuses on the development of a comprehensive plan for all 8 steps of a standard Challenge Dialogue. The resulting plan, called a *Process Planning Memo (PPM)*, is normally developed by the Organizing Team for a Challenge Dialogue. ALP learners should contact the CDS Network to discuss further details on their ALP options. The total estimated effort for the ALP is around 46 hours over the ten-week period or a little over 4½ hours on average per week.

Accreditation

The CDS Network offers an accreditation program for those learners that are interested in formally becoming CDS Practitioners. This involves a progression of accreditation pathways from CDS Practice Apprentice to Associate, then to Lead, and finally CDS Practice Master. All learners who have completed the program automatically become members of the CDS Network. It serves as an ongoing community of practice focused on the application of the CDS methodology.



All Support Materials accessible on Hightail (shown here) and Dropbox

¹ Subject to minimum enrollment of 10. The FLP begins in either the Spring (starting in mid-April) or the Fall (starting in late-September or early-October each year runs over the course of 10 weeks. A new learner may start their FLP at any time between the spring and fall cohorts (e.g., January to March or July to September) and then join-in with the next cohort with respect to the six Check-in Webinars.

Foundation Learning Program – FLP

General description

The CDS Foundation Learning Program (FLP) is designed to help participants understand the proven power and practice of the Challenge Dialogue System® (CDS). It uses the Challenge Dialogue application of CDS which is focused on organizing and operating challenge-focused, time-based dialogues and works particularly well for introducing learners to the principles, processes, tools, and other specialized resources of CDS. The FLP provides learners with many of the fundamentals for immediately utilizing CDS, and it is a requirement for any learners that want to:

- use CDS in project work with their own clients or in their own teams and organization
- prepare themselves to become an accredited CDS Practitioner and immediate candidate member of CDS project delivery teams

The approach

Learning elements

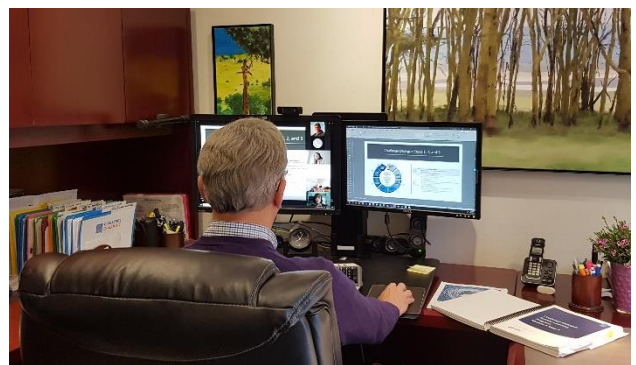
The FLP consists of nine main elements:

- CDS Introductory Webinar – Power & Practice of CDS
- Nine self-learning Modules 0 to 8, Modules 1 to 8 address each of eight steps in a Challenge Dialogue
- One-page handy Step Guides for Modules 1 to 8
- Task Assignments for each Module to test your comprehension of the material and use of the guides and tools
- Extensive set of Support Materials for each Challenge Dialogue step and for CDS overall: tools, guides, templates, frameworks, checklists, examples, case studies
- Six pre-scheduled, 1½ hour group Check-in Webinars (Zoom videoconferences) focused on:
 - Welcome, Introduction, and Orientation (Webinar #1)
 - Context, Overview and Principles - Module 0 (Webinar #2)
 - Prepare for Challenge Dialogue - Modules 1, 2 & 3 (Webinar #3)
 - Launch Challenge Dialogue - Modules 4 & 5 (Webinar #4)
 - Act on Results I - Modules 6 & 7 (Webinar #5)
 - Act on Challenge Dialogue II - Module 9 - Evaluation (Webinar #6)
- CDS Learning Program Dropbox access to all learning materials (if you do not use Dropbox alternative ways are available)

Step 1 Guide

Step 1 is about identifying the need for a Challenge Dialogue, getting sponsorship, and top leaders in place	
Tasks	<ul style="list-style-type: none"> • Define the Key Challenge clearly and succinctly • Decide whether a Challenge Dialogue is the right approach
Operating Principles	<ul style="list-style-type: none"> • Nurture high-level conversations • Ask and encourage high-level questions • Identify and define the Key Challenge • Fit the Dialogue format and price to the nature of the Key Challenge and resources available
Tips	<ul style="list-style-type: none"> • Use Dialogues selectively for significant and complex challenges requiring collaboration and innovation with multiple stakeholders often with little history of working together • Not every challenge needs a Challenge Dialogue • Apply the Eight Keys to Productive Dialogue led to any interaction • Without pre-determining outcomes, make the Key Challenge as concrete and specific as possible
Suggested Approach	<ul style="list-style-type: none"> • CDS Mentors and Facilitators use introductory CDS material to help leaders in potential sponsoring organizations to understand what we mean by a Challenge Dialogue • Potential Champions in the client organization take the lead in defining the Key Challenge • CDS Mentors and Facilitators help to articulate and analyze the challenge, assess whether a Challenge Dialogue is appropriate, decide if the conditions for success are in place or can be put in place • CDS Mentors and Facilitators use the Menu for Different Challenge Dialogues to help Champions select the best Dialogue format and price (may not be fully assessed until the end of Step 2)
Expected Outcomes	<ul style="list-style-type: none"> • Champions can explain what the Key Challenge is and why it's important in a way that makes others eager to participate • Confirmation that a Challenge Dialogue is a good fit for addressing the Key Challenge • Sponsorship/ funding secured or well in-hand
Support Materials	<ul style="list-style-type: none"> • Example general descriptions of Key Challenge statements (page 17) • Road Map to organizing and operating a Challenge Dialogue (page 18) • Example Key Challenge and Expected Outcome statements for Challenge Dialogues • Checklist for when to use a Challenge Dialogue • Guide to Menu to different Challenge Dialogue formats • Information sheet describing the Challenge Dialogue System® (page 14) • Diagnostic tools for high performing individuals, teams, and organizations • Real Case Studies for Selected Challenge Dialogues • Guide for CDS Communications: Single-to-CDS Communications Template • Alignment tool • Guide Distinguishing Dialogue vs Debate

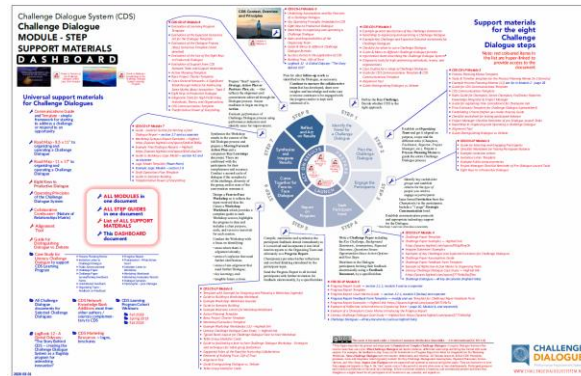
Step Guide 1 in Module 1



Check-In Webinars and one-one videoconference mentoring



- Comprehensive CDS Learning Program DASHBOARD - a single-page, chart in PDF with an extensive set of contextualized links to all modules and support materials



CDS Learning Program DASHBOARD with contextual hyperlinks to all support materials

- Up to 4 hours of individual mentoring in the form of a mix of: one-on-one videoconferences, phone and/or email exchanges, and/or feedback on task assignments

Self-learning modules

Each self-learning Module helps learners understand each stage in the 8-Step Challenge Dialogue process. Following the Module 0: CDS context, overview, and principles, the modules are:

- Module 1: PREPARE - Identifying the need for a Challenge Dialogue
- Module 2: PREPARE - Plan the Challenge Dialogue
- Module 3: PREPARE - Engage the participants
- Module 4: LAUNCH - Seek participant input
- Module 5: LAUNCH - Report on progress
- Module 6: ACT ON RESULTS - Come together for face-to-face dialogue
- Module 7: ACT ON RESULTS - Synthesize and integrate results
- Module 8: ACT ON RESULTS - Reflect and act on results

Each module includes the following:

- a one-page, Step Guide including a list of hyperlinked support materials
- introduction and background information for each step
- tasks involved in each step
- operating principles (assumptions) for addressing each step
- a suggested approach for working on this task
- learner task assignment and next steps in the learning journey
- list of hyperlinked support materials (guides, templates, checklists, tools, examples, etc.)

Fee

The price for and FLP learner is \$2,800. Group pricing for 3 or more is also available. Payments can be made via CDS Network website² (Credit Card), by e-transfer, or cheque. Alternative payment arrangements are also available. Please contact us for to discuss group pricing and alternative payment arrangements. Optional – colour printed, bound, and posted learning materials \$250.

² <http://www.challengedialoguesystem.net/registration>

Action Learning Program – ALP

General description

The Action Learning Program (ALP) is designed to help an individual or a small group both learn the fundamentals of CDS and at once begin to apply this knowledge to an actual complex challenge they are facing. It combines the FLP learning with a deeper, action learning experience.

What complex challenge do you need or want to take-on? The ALP will help you think through and develop a comprehensive plan to respond to your particular challenge applying each of the eight Challenge Dialogue steps.

An ALP can be carried out in one of three ways:

1. An individual learner with an existing or imminent Challenge Dialogue, works with a small Organizing Team for their specific Challenge Dialogue to co-create a full draft of the Process Planning Memo in concert with them also working through the self-learning modules and support materials. Note - although it would be an advantage, the Organizing Team members do not enroll as CDS learners.
2. An individual learner who does not have a specific Challenge Dialogue in-play can, with permission, work with another learner and their Organizing Team in situation '1'.
3. Two or more individual learners in the same learning cohort who do not have a specific Challenge Dialogue can choose to work together on a complex challenge of shared interest and think through and develop a Process Planning Memo for an entire envisioned Challenge Dialogue.

In '2' and '3' above, the Challenge Dialogue Network will assist with possible matchmaking among the registered learners. Please ensure you indicate your ALP challenge area interest and situation when completing your online registration profile.

The approach

Learning Elements

The ALP consists of four main elements:

- All nine elements of the Foundation Learning Program
- Focused mentoring support for the design of one actual, or one imagined, challenge-focused, time-based, Challenge Dialogue and development of the Process Planning Memo (typically involves an Organizing Team for the Challenge Dialogue)
- Mediated provision of Process Planning Memo support materials
- 8-hours of mentoring support including help in establishing and orienting an Organizing Team and in thinking through the entire 8-step Challenge Dialogue plan

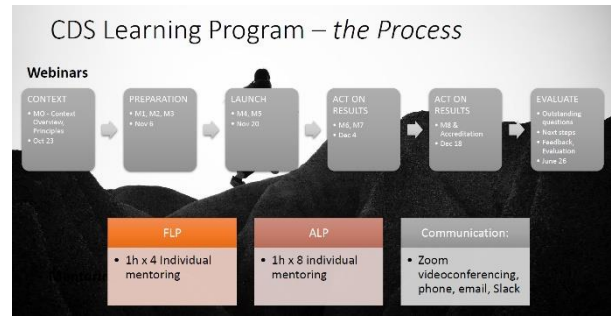
Fee

\$4,800 per learner. Group pricing for 2 or more is available. Please contact us for further information – www.challengedialoguesystem.net.

Optional – colour printed, bound, and posted learning materials \$250.

Time commitment

For the FLP, the estimated time to work through, adsorb, and complete the task assignments is approximately 37 hours over a ten-week period (a little over 3 ½ hours on average per week). This estimate includes, for every two weeks: reading the modules, watching some past webinars, participating in six group Check-in Webinars (Zoom videoconferences), and completing the task assignments. Following the last Check-in Webinar #6, FLP learners may request an additional two weeks to submit any outstanding task assignments.



CDS Learning Program process over 10 weeks

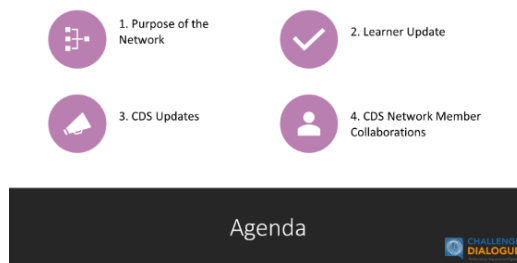
For the ALP, the task assignments are a little more detailed since the learner is developing a full Dialogue plan for their specific challenge and may need to include some time to seek input from others in the Organizing Team. ALP learners also receive 4 additional hours of personal mentoring time. The total estimated effort for the ALP is around 46 hours over the ten-week period (a little over 4½ hours on average per week). Due to the participatory nature of the ALP, the ALP learner may need more time to complete their task assignment beyond the end of the learning program. If this is the case, up to three additional months will be accommodated.

To some degree, CDS learners can decide how quickly they wish to work through the self-learning Modules. However, it is beneficial if the learner’s progress through the modules is kept reasonably in-sync with the six scheduled group Check-In Webinars for their learning cohort.

CDS Network membership and support

Following completion of their learning program, learners will continue to have access to all the Learning Program materials as part of becoming a member of the CDS Network. Membership in the CDS Network includes:

- Opportunity to participate in and contribute to quarterly, moderated 90-minute Meet-Up Webinars which can be attended by CDS Leads, CDS Practitioners, and CDS Learners-in-Progress.
- Recordings of current and previous 90-minute Meet-Up Webinars (video, PowerPoint, audio, chat, and follow-up with links and featured documents)



CDS Network Meet-Up Agenda



Accredited CDS Practitioners on website - 45 & counting

- Ongoing access to updated, enhanced, or new CDS materials as they become available
- *Contact information for CDS Network members and facilitated connecting of CDS Network members with one another.*
- Ongoing CDS Practitioner support, networking, and news via private LinkedIn CDS Practitioner Network Group.
- Potential access to some technology support facilities to help get CDS Practitioners operational (e.g., SurveyMonkey®, Hightail®, and Teamwork®)

Accreditation Program

With the successful completion of the FLP learners obtain a **CDS Practice Apprentice-1** level of accreditation. With the successful completion of the ALP learners obtain a **CDS Practice Apprentice-2** level of accreditation. As of August 2020 there are 45

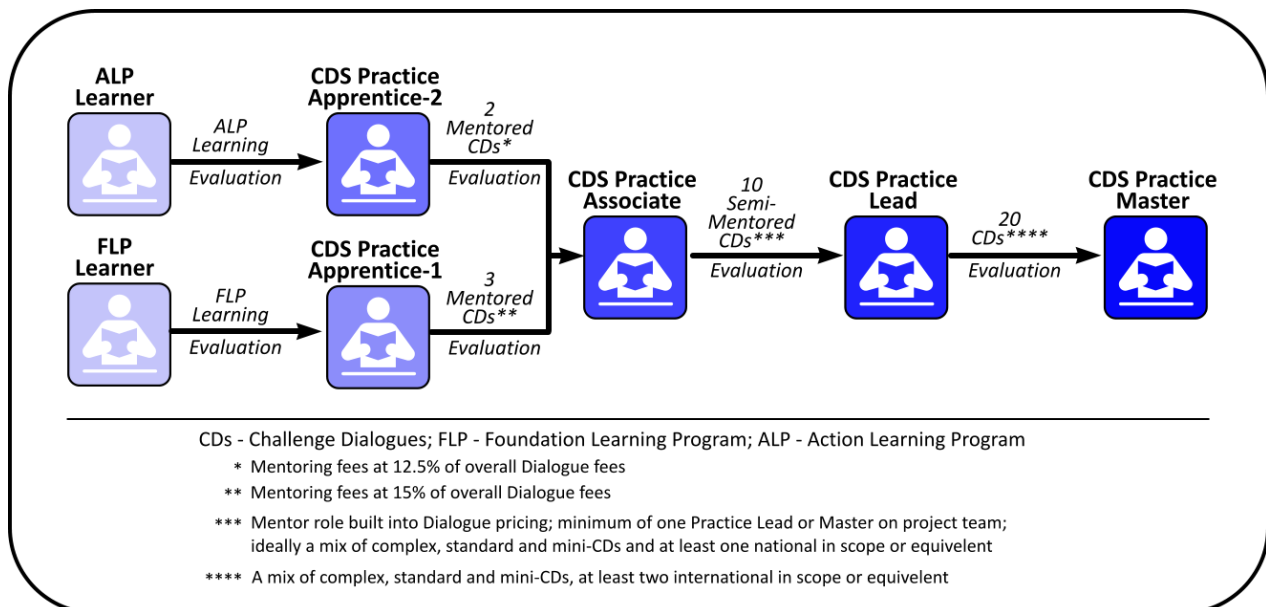
These accreditations are based primarily on the level of understanding and skills demonstrated from the task assignments plus a concluding evaluation discussion with a CDS Practice Master. With these accreditation levels, the learner can use their first level CDS knowledge, skills, and the CDS support materials to:

- improve the quality and performance of their own work
- help their team(s) improve the quality and performance of their work
- identify, plan-out future Challenge Dialogue opportunities, and be a paid member of a core team to deliver these Dialogues, which also serves as a pathway to becoming a CDS Practice Associate.



**Receive recognition of your effort
, share your success and
differentiate yourself¹**

There are 5 levels of CDS accreditation³: Practice Apprentice-1, Apprentice-2, Practice Associate, Practice Lead, and Practice Master. The figure below shows the pathways, progression of the levels, and other important notes. Please contact the CDS Network for further information on accreditation.



Mentored accreditation pathways

CDS Practice Master Team for the Learning Programs

Keith Jones, PBIOL, CMC | Practice Master and Lead for Learning Programs



As a management consultant, Keith is highly collaborative, facilitative, creative, and ceaseless connector. He cherishes complex, multi-stakeholder challenges working with diverse groups on strategy, innovation, change and transformation. For almost over 25 years his assignments include situation analyses, strategic and business planning, business cases, outcome and logic mapping, and performance measurement and management. As an independent, these projects have demanded a broad suite of knowledge and skills –listening, dialogue, analysis, synthesis, integration and communication in oral, written and graphical form.

This knowhow and skills have enabled Keith to engage in a remarkably wide range of challenges and opportunities including science and technology, research & development, product marketing and sales, forestry, agriculture, mining, food, fibre/ bio-economy, ecology, conservation, energy, water, ocean-marine, health, wellness, chronic diseases and infectious diseases, He has worked on projects in the public sector, private sector, with First Nations and non-profits in British Columbia, Alberta, Ontario, the US and Africa.

Since 2003, Keith has been leading the evolution of the Challenge Dialogue System® (CDS) methodology while using it on numerous diverse local, regional, and global assignments. In the last three years, Keith and Tom Ogaranko have been modernizing and marketing the online, mentored CDS Learning Program for practitioners – www.challengedialoguesystem.net – which includes nurturing a growing CDS Network. In today's increasingly complex, convergent, and diverse world, we believe CDS' principles, processes, and tools will be in greater demand by leaders, changemakers and innovators.

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<https://www.linkedin.com/in/rkeithjonesandassociates/>

Tom Ogaranko, BA, LLP | Practice Master and Lead for Learning Programs



Tom Ogaranko leads transformational change with high performing teams focused on complex challenges. Over his 24-year career, he has founded, built and exited multiple technology companies in advanced technology industries. He has advised the several provincial Governments, Canada, and France on innovation policy and has been involved in structuring three crown agencies involved in research, innovation and technology development. Tom has assembled and structured \$980 mm of investment funds for stimulating and growing innovative capacity for public and private clients. Tom is a frequent advisor to the Government on policies to grow ICT, biotechnology, genomics and cleantech sectors. Tom has also actively advised some of the leading innovative companies in Canada's pharmaceutical, energy, telecommunications and technology sectors.

Very early in his career, after being exposed to the Challenge Dialogue System (CDS), Tom adopted it as a powerful approach to leadership and strategy development. It has become a critical part of scaling diverse teams in high-growth, dynamic environments and in providing guidance to leaders transforming large organizations in public and private sector organizations. Over the past three years, Tom has helped Keith Jones to modernize and market the online, mentored CDS Learning Program for practitioners – www.challengedialoguesystem.net – which includes nurturing a growing CDS Network. In today's increasingly complex, convergent, and diverse world, we believe CDS' principles, processes, and tools will be in greater demand by leaders, changemakers and innovators.

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Don Simpson, PhD | Founder & Mentor | Chief Explorer, Innovation Expedition



For five decades, Don Simpson has wandered the world seeking breakthrough ideas and the people behind them. He has experimented with innovative applications of cross cultural management in an eclectic career as an educator, entrepreneur, researcher, administrator and consultant.

Don Simpson is a seasoned veteran of change and innovation. He has been an educator, consultant, change leader, and entrepreneur in over seventy-five countries. A former Principal of two consulting companies and founder of several non-profit organizations, he was also a Professor at Western, where he initiated the first Office of International Programs at a Canadian University and was the founding Director of the Centre for International Business at the Ivey School. He was also closely involved in the creation of IDRC and was a Vice President at the Banff Centre. Since 1998 he has been leading The Innovation Expedition - a journey to better understand innovation, which has led to the development of the Renaissance Expedition.

Don's passion is to help organizations in all sectors learn how to seize opportunities offered by a fast-changing, knowledge-based, global economy. Don's passion is to help organizations in all sectors learn how to seize opportunities offered by a fast-changing, knowledge-based, global economy. Don's focus now is on sharing with others - as a coach, mentor, writer and speaker - the insights gained through his global, cross cultural management and leadership experiences in the public, private and not-for-profit sectors.

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Town of Devon, Alberta, Net Zero Energy & Industrial Cluster Challenge Dialogue



Royal Roads University's ResiliencebyDesign (RbD) Lab - Inspiring Climate Action Challenge Dialogue

Appendix 1. CDS Foundation, Action Learning, and Accreditation programs at-a-glance

Feature	Foundation Learning Program (FLP)	Action Learning Program (ALP)	Practitioner Accreditation Program
Elements	<p>Introductory group orientation Webinar</p> <p>9 Self-Learning Modules 0-8 – context and background then one for each of the 8 Challenge Dialogue steps</p> <p>6 x 1½ hour scheduled group Check-In Webinars focused on Module materials and their application (6 task assignments)</p> <p>CDS support materials: step guides, tools, templates, checklists, and examples</p> <p>Dropbox folder for all materials</p> <p>CDS DASHBOARD with contextual hyperlinks to all Learning Program materials</p> <p>4 hours of individual mentoring as a mix of videoconferences, phone and/or email, and feedback on task assignments</p> <p>Membership in CDS Network</p>	<p>All FLP elements (to the left), plus...</p> <p>Focused mentoring support for the designing and planning an existing or imminent Challenge Dialogue</p> <p>Mediated and more custom provision of support materials and assistance with Organizing Team set-up and orientation for the existing or imminent Challenge Dialogue</p> <p>Additional 4-hours of mentoring with CDS Practice Master</p> <p>Extended support period, if required, for up to 3 months</p> <p>FLP learners can upgrade to an ALP for \$2,000.</p>	<p><i>CDS Practice Apprentice-1</i> and <i>CDS Practice Apprentice-2</i> practitioners can use their first level CDS knowledge, skills, and support materials to: improve the quality and performance of their own work; help their team be high performing; and identify, plan-out, and be a member of a core team to deliver a Challenge Dialogue.</p> <p>In latter case, this serves as a pathway to a higher level of learning and project-based experience, through mentoring and review of draft products, all leading to becoming a <i>CDS Practice Associate</i> and <i>CDS Practice Lead</i></p>
Duration	10-weeks (~3½ hours/week)	10 weeks (~4½ hours/week) + extension depending	As Challenge Dialogue opportunities arise
Accreditation	CDS Practice Apprentice-1	CDS Practice Apprentice-2	CDS Practice Associate, Practice Lead, and Practice Master progression
Pre-Requisites	None	None Previous FLP learners will be given a credit if they do an ALP later on	Previous level of CDS Practice Accreditation
Price	\$2,800 per person	\$4,800 per person	Please see “Mentored Accreditation Pathways” information or inquire
CDS Network Access	<p>Quarterly 1½ hour Meet-Ups with CDS Practitioners moderated by CDS Practice Master(s) in CDS Network</p> <p>Ongoing access to CDS Network’s updated resources, sessions, developments, and members</p>	<p>Quarterly 1½ hour Meet-Ups with CDS Practitioners moderated by CDS Practice Master(s) in CDS Network</p> <p>Ongoing access to CDS Network’s updated resources, sessions, developments, and members</p>	Continued access to all CDS Network’s updated resources, sessions, developments, members, and potentially some technology support facilities
Additional Options	<p>Previous learners are welcome to audit the Learning Program at any time at no charge</p> <p>Additional CDS Practice Master mentoring available in 4-hour packages (\$1,000)</p> <p>Colour printed, bound, and posted learning materials \$250</p> <p>FLP Audits are permitted for up to one year at no charge following your learning period; thereafter they are \$800</p>	<p>Previous learners are welcome to audit the Learning Program at any time at no charge</p> <p>Additional CDS Practice Master mentoring available in 4-hour packages (\$1,000)</p> <p>Colour printed, bound, and posted learning materials \$250</p> <p>FLP Audits are permitted for up to one year at no charge following your learning period; thereafter they are \$800</p>	Additional CDS Practice Master mentoring available in 4-hour packages (\$1,000)

Appendix 2. CDS Learning Program schedule of activities for Fall 2020 cohort

Date	Webinar Check-In	LEARNERS: Module review	LEARNERS: Assignments	MENTORS
Prior to Check-In Webinar #1	<ul style="list-style-type: none"> • Questions? Please email keith@rkeithjones.com, or phone him at 250.818.2635 • Register and pay for FLP or ALP on CDS Network website: http://www.challengedialoguesystem.net/registration • Complete your profile on SurveyMonkey: http://www.surveymonkey.com/r/CDSLearingProfile • View introductory CDS Webinar "Introducing the Power & Practice of the Challenge Dialogue System": https://www.youtube.com/watch?v=cgLEEGl88Pg&feature=youtu.be 			
WEDNESDAY, SEP 23, 2020 Join Zoom Meeting 1000 PT, 1100 MT, 1200 CT, 1300 ET, and 1400 AT - 90m Join Zoom Meeting https://us02web.zoom.us/j/86465021256 Meeting ID: 864 6502 1256 Password: 622421	#1 - Welcome, Intros, Orientation to LP - the process, schedule, access to materials and their content, pathways to accreditation			
Sep 23 to Oct 2 (assignment deadline)		Review Context Module 0 , Task submission deadline - Friday, April 24 th	FLP: M0 - Tasks 1-6 <i>Effort: ~1.1 hrs; optional suppl. task (A) 20 min</i> ALP: M0 - Tasks 1-7 <i>Effort: ~1.5 hours</i>	Finalize ALP topics with ALP learners; assign some to join existing ALPs
Oct 3 to 6				M0 Tasks: Mentors review and provide feedback on assignment submissions; prepare "highlights" PowerPoint for Webinar #2

Date	Webinar Check-In	LEARNERS: Module review	LEARNERS: Assignments	MENTORS
<p>WEDNESDAY, OCT 7, 2020</p> <p>Join Zoom Meeting 1000 PT, 1100 MT, 1200 CT, 1300 ET, and 1400 AT - 90m</p> <p>Join Zoom Meeting https://us02web.zoom.us/j/81000838287 Meeting ID: 810 0083 8287 Password: 471303</p>	<p>#2 - Introducing the CDS Performance Improvement System - Module 0</p>			
<p>Oct 7 to Oct 16 (assignment deadline)</p>		<p>Review <i>Prepare</i> Modules 1-3, Task submission deadline - Friday, May 8th</p>	<p>FLP: M1 - Tasks 7-9 FLP: M2 - Tasks 10-13 FLP: M3 - Tasks 14-19 <i>Effort: ~3.1 hrs; opt. suppl. tasks (B & C) +1.5 hrs</i></p> <p>ALP: M1 - Tasks 8-12 ALP: M2 - Tasks 13-18 ALP: M3 - Tasks 19-23 <i>Effort: ~7.3 hrs</i></p>	
<p>Oct 17 to 20</p>				<p>M1-3 Tasks: Mentors review and provide feedback on assignments; prepare "highlights" PowerPoint for Webinar #3</p>

Date	Webinar Check-In	LEARNERS: Module review	LEARNERS: Assignments	MENTORS
<p>WEDNESDAY, OCT 21, 2020</p> <p>Join Zoom Meeting 1000 PT, 1100 MT, 1200 CT, 1300 ET, and 1400 AT - 90m</p> <p>Join Zoom Meeting https://us02web.zoom.us/j/81077301132 Meeting ID: 810 7730 1132 Password: 964958</p>	<p>#3 - Prepare - Modules 1, 2, and 3:</p> <ul style="list-style-type: none"> • Module 1 - Identifying the need for a Challenge Dialogue • Module 2 - Plan the Challenge Dialogue • Module 3 - Engage the participants 			
<p>Oct 21 to 30 (assignment deadline)</p>		<p>Review <i>Launch</i> Modules 4-5, Task submission deadline - Friday, May 22nd</p>	<p>FLP: M4 - Tasks 20-25 FLP: M5 - Tasks 26-29 <i>Effort: ~3 hrs</i></p> <p>ALP: M4 - Tasks 24-28 ALP: M5 - Tasks 30-33 <i>Effort: ~3 hrs</i></p>	
<p>Oct 31 to Nov 3</p>				<p>M4-5 Tasks: Mentors review and provide feedback on assignments; prepare "highlights" PowerPoint for Webinar #4</p>

Date	Webinar Check-In	LEARNERS: Module review	LEARNERS: Assignments	MENTORS
<p>WEDNESDAY, NOV 4, 2020</p> <p>Join Zoom Meeting 1000 PT, 1100 MT, 1200 CT, 1300 ET, and 1400 AT - 90m</p> <p>Join Zoom Meeting https://us02web.zoom.us/j/87832371592 Meeting ID: 878 3237 1592 Password: 832874</p>	<p>#4 - Launch - Modules 4 and 5:</p> <ul style="list-style-type: none"> • Module 4 - Seek participant input • Module 5 - Report on progress 			
<p>Nov 4 to Nov 13 (assignment deadline)</p>		<p>Review Act Modules 6-7, Task submission deadline - Friday, Jun 5th</p>	<p>FLP: M6 - Tasks 30-34 FLP: M7 - Tasks 35-41 <i>Effort: ~4.3 hrs</i></p> <p>ALP: M6 - Tasks 34-38 ALP: M7 - Tasks 39-45 <i>Effort: ~4.3 hrs</i></p>	
<p>Nov 14 to 24</p>				<p>M6-7 Tasks: Mentors review and provide feedback on assignments; prepare "highlights" PowerPoint for Webinar #5</p>

Date	Webinar Check-In	LEARNERS: Module review	LEARNERS: Assignments	MENTORS
<p>WEDNESDAY, NOV 25, 2020</p> <p>Join Zoom Meeting 1000 PT, 1100 MT, 1200 CT, 1300 ET, and 1400 AT - 90m</p> <p>Join Zoom Meeting https://us02web.zoom.us/j/87589876520 Meeting ID: 875 8987 6520 Password: 376025</p>	<p>#5 - ACT - Module 6 and 7:</p> <ul style="list-style-type: none"> • Module 6 - Come together for face-to-face dialogue • Module 7 - Synthesize and integrate results 			
Nov 25 to Dec 4 (assignment deadline)		Review Act Module 8 , Task submission deadline - Friday, Jun 19 th	FLP: M8 - Tasks 42-46 <i>Effort: ~1 hr</i> ALP: M8 - Questions 46-50 <i>Effort: ~1 hr</i>	
Dec 5 to 8				M8 Tasks / Evaluation: Mentors review and provide feedback on assignments and evaluation; prepare "highlights" PowerPoint for Webinar #6

Date	Webinar Check-In	LEARNERS: Module review	LEARNERS: Assignments	MENTORS
<p>WEDNESDAY, DEC 9, 2020</p> <p>Join Zoom Meeting 1000 PT, 1100 MT, 1200 CT, 1300 ET, and 1400 AT - 90m</p> <p>Join Zoom Meeting https://us02web.zoom.us/j/81320729132 Meeting ID: 813 2072 9132 Password: 489024</p>	<p>#6 - ACT - Module 8 and pathways to Accreditation:</p> <ul style="list-style-type: none"> • Module 8 - Reflect and act on results • Discussion of Learning Program experience and ways to improve it • Next step for applying CDS • CDS Network ongoing support and connecting 			
<p>Additional time to complete task assignments</p>	<ul style="list-style-type: none"> • FLP learners may request an additional two weeks (Dec 23, 2020) to submit any outstanding task assignments • ALP learners may need up to an additional 3 months (March 8, 2021) to complete their task assignments due the participatory nature of the ALP 			
<p>CDS Network Quarterly Meet-Ups</p>	<ul style="list-style-type: none"> • FLP and ALP learners are welcome to now participate in CDS Network Meet-Ups each quarter 			

Appendix 3. CDS Learning Program testimonials and comments on the learning engagement

Testimonials

“CDS has provided me with tools and framework that will help me feel more confidence in leading or supporting any project moving forward. The only thing that stopped me from answering ‘This learning outcome was exceeded - I really got it’ for the evaluation of every Learning Program Module was my own time and investment in learning each step of the process. I appreciate that all of the content is available for me to dig into whenever I need it. What impressed me most about this program was how well documented and detailed every step is, including templates, examples, and pitfalls to watch out for. It doesn’t just feel like generic textbook material that works in theory but not in practice.”

– Allison McGerrigle
Program Manager at Clio
Spring 2020 Learning Program

“I really value the clear methodology. Having the framework as a point of reference is a terrific resource that I will use continually throughout my career.”

– C. Olsen
President of IRSI
Fall 2018 Learning Program

“With over 25 years of leadership experience in the fast changing banking industry, I have supported and led teams to create, implement, and evaluate innovative solutions to complex challenges, one of the most sizeable ones serving as Chair for the Wood Buffalo Recovery Committee following the 2016 Horse River wildfire. CDS has leveraged my passion and stepped-up my skills significantly for achieving greater collaborative community impact across Alberta.”

– Jeanette Bancarz
Community Advocate – Alberta
Fall 2019 Learning Program

“The Challenge Dialogue System Learning Program has given me understanding of a system for taking those complex problems I encounter as a public servant and creating pathways to meaningful engagement with stakeholders and citizens.”

– Leah Cann
Manager Planning and Service Excellence
Government of Manitoba
Spring 2019 Learning Program

“I have a general comment on CDS – the rigour in this process and support/tools around utilizing the process most effectively is phenomenal! “I wish I had discovered CDS much earlier in my career!!! The tools and approaches resonate strongly for me.”

– Heather Bordo
Bordo & Associates
Spring 2020 Learning Program

Comments on learning materials (nine modules) and learning engagement

"I am particularly interested in how CDS values the principle of mentorship and collaboration. In my opinion, it is an important reminder that even living in a context where the "western way of thinking" is taught, people are expected to achieve success by themselves, but humans learn from each other and collaboration is paramount to deal with complex issues."

"In our current remote world [due to Covid-19] where I am needing to re-invent how I facilitate - to do more work in advance and use virtual face time in the most effective and engaging way - these tools are very helpful. I think CDS also offers a frame through which to look at any form of dialogue - considering the principles behind it - that is valuable."

"I really like the 'dialogue vs. debate' tool and have already referenced the distinction in a client discussion."

"The overall framing and tone of the dialogues - in terms of the 'Rules for Nurturing Collaboration' and things like the 'Give-Get Template' - really resonated in creating an inclusive, collaborative environment that encourages and values individual contributions."

"I found the 'Role Guides' really interesting and helpful to distinguish between the different responsibilities and skillsets required. I'm also thinking about how important the stage of selecting and engaging the participants is. You may have a perfect project plan, but if you don't get the right people in the room with the right mindset and commitment then you are not set up for success."

"I like the simple 'Tasks and Timelines Table'. I think this is an effective way to summarize all of the stages, people involved and accountable persons to accomplish the goal. It feels less intimidating when the steps and timelines are laid out on one page."

"I really like the 'Challenge Paper Assumptions Guide' and see the value of that in my ongoing work."

"I found this section [Module 4 - Seek Participant Feedback] probably one of the most informative so far. I think a lot of teams/organizations struggle to get work done within meetings, let alone outside of them, and I think laying out the Challenge Paper in this way would be very effective."

"I would assume that this step [4] would be even more critical after the COVID pandemic, as individuals have been overwhelmed with on-screen time, responding questionnaires and missing a closer connection with each other. Zoom and Survey Monkey are excellent tools that indeed facilitate and expedite the work, but we cannot undervalue the power of this close communication to build trust and engagement."

"I can really see the value now in aligning on assumptions and ensuring everyone's voice is heard before getting into a room together."

"The e-mail exchange included in Module 5 - Report on Progress was valuable in providing insight into how you manage the input - and to the recognition that there is no absolute way to synthesize. Calling out the value of reflecting "outliers"/diverse views was also helpful, as a tendency is often to focus on the common (vs. uncommon) themes."

"Honestly, my biggest reaction is that I want to see one of these [workshops] in action! I've been in so many meetings, engagement sessions, etc., where it has been difficult to keep people on track, and I feel like I could learn a lot by observing a Challenge Dialogue Workshop and how efficient it is."

"I like that this step [7 - Come Together for Real-Time Dialogue] ties things together, and also pushes towards taking action - whatever that might mean for the project, whether it's creating an action plan, creating action teams, or even having another Dialogue."

DO MORE WITH CDS

CDS IS SUPPORTED BY 3 POWERFUL COMPONENTS:



Learning Programs

Self-directed Learning Programs that teach you CDS' principles, processes, and tools and show you how to use the 8-step framework to co-create innovative solutions.



Tools & Resources

Rich library of support materials, templates and checklists, along with personal mentorship to help you run a Challenge Dialogue in your workplace or unique challenge situation.



Pathfinder Network

A growing community of collaborative and diverse practitioners who are trained, accredited and using CDS in their own work or with clients and colleagues.

THE CHALLENGE DIALOGUE SYSTEM WILL HELP YOU:



Operate more effectively: Solve complex challenges with greater ease and confidence.



Be more agile and have greater probability of success: Move from idea to action sooner, setting each project or challenge up for success.



Save significant time: Make every meeting, every workshop and every event more productive, accomplishing more in less time on the things that matter most.



Achieve more breakthroughs: Learn how to use diversity to co-design transformational solutions to wicked problems.



Leverage proven, best-in-class thinking experienced and trusted by organizations worldwide.

A BRIEF HISTORY OF THE CDS METHODOLOGY

1991 – 2001



CDS was developed and applied by Dr. Don Simpson, founder of the Innovation Expedition. It reflects his 50 years working with and learning from colleagues in all sectors around the world on complex, multi-stakeholder challenges and opportunities.

2004 – 2006



Don Simpson, Jan Simpson, and Keith Jones formally codified, tested, and developed the CDS methodology into a learning program with a series of self-learning modules.

2014



Keith Jones and Tom Ogaranko founded the Pathfinder Network as a way to bring together the CDS methodology, applications, learning program, and the growing group of CDS practitioners.



**CHALLENGE
DIALOGUE**
Performance Improvement System