Health care organizations need a leadership development strategy to gain a competitive advantage in a challenging industry. In fact, a recent study found that ensuring the right people are in place and well equipped for promotion to top leadership roles appears essential to the quality of hospital performance at Best of Breed hospitals. The quality of a health care organization’s leadership directly affects clinical and operational outcomes, including quality of care, patient safety, patient satisfaction, productivity and profitability, as well as employee retention and engagement. Whether the goal is to achieve Magnet status, earn the Baldrige Award, or become the regional provider and employer of choice, health care organizations must adopt a strategic approach to developing their leaders and provide them with essential skills.

In particular, HEALTH CARE LEADERS MUST BE ABLE TO:

• Foster an environment that inspires individuals and teams to perform at their best.
• Provide the coaching and support that are critical to successfully manage a diverse workforce.
• Create and drive culture change in a way that minimizes conflict and resistance and maximizes commitment.
• Help others align individual performance goals with the facility’s strategic goals.
• Retain valuable staff members who are critical to achieving higher patient satisfaction and loyalty.
• Build partnerships across functional units.

For more information please contact
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Hospital CEO Leadership Study, Cejka Search and Solucient, LLC @2005

COURSE RECOMMENDATIONS
These courses build the skills that leaders need to move the organization to a team based, high-performance structure.

• Essential Skills For Health Care Managers—This pre-requisite course helps managers assess their evolving role and learn to build involvement.
• Coaching Staff—This course introduces the skills managers need to guide individuals and teams to achieve successful results.
• Improving Staff Performance (Part One)—This course teaches managers how to help develop performance improvement plans, conduct effective improvement discussions, and handle challenges that might arise.
• Improving Staff Performance (Part Two)—Managers learn the importance of follow-up coaching for performance or work-habit problems.
• Leading Staff Through Change—This course equips leaders with the skills they need to explore change, introduce it, and help others adapt to it.
• Conflict Resolution—Leaders learn to recognize signs of conflict and take steps to avoid and resolve conflict.
• Effective Teamwork—Managers learn to help their teams focus on involving, supporting, and sharing information with others.
• Building Consensus—This course centers on the dynamics of groups coming to agreement.
• Retaining Talent—Helps leaders understand their critical role in retaining organizational talent, and creating an environment in which people feel valued and satisfied in their jobs.
• Developing Others—Helps leaders understand the critical role they play in developing organizational talent, and provides a process for them to follow in doing so.

RATIONALE:
Today’s health care leaders—at all levels—face immense challenges. Imagine a nurse who becomes a first-time leader. Overnight, their universe expands from a limited number of patients to responsibility for care delivered by dozens of direct reports across a unit. Their daily reality checks for the first time include resolving conflict and coaching staff, in addition to making rounds and working collaboratively with physicians, patients, and family members. And when front line leaders are promoted into operational roles, again, their world turns upside down as they become management representatives and change agents expected to articulate and implement policy and assume responsibility for those policy implementations. These leaders must be provided with the skills they need to excel in a challenging environment—if a health care organization is to reach its important goals related to clinical and operational excellence. Leadership Development for Health Care® courses include health care-specific exercises and examples so your leaders relate to the information being presented and easily translate it to on-the-job situations.
One of the most fundamental skills needed by managers proves to be the most challenging—being able to communicate with their staff and others in an efficient and effective way and to build commitment to take action and achieve results.

This course helps managers learn to build involvement through the use of feedback and effective interaction skills. They also learn a critical leader’s approach— becoming a catalyst who sparks action in others.

DO YOU FACE ANY OF THESE ISSUES?
• Do managers lack basic yet essential interaction skills?
• Do they struggle with gaining buy-in and commitment and with encouraging others to act?

PERFORMANCE OBJECTIVES
Helps health care managers:
• Modify their leadership style by adopting a catalyst approach that mobilizes others to take action.
• Enhance the efficiency and effectiveness of their communications with others.
• Meet people’s personal and practical needs and build their commitment to achieving critical business results.
• Ensure that people, including themselves, get the feedback needed to perform at peak levels.

PRIMARY COMPETENCY DEVELOPED
• Building Strategic Working Relationships

SECONDARY COMPETENCIES DEVELOPED
• Communication
• Gaining Commitment

COURSE OVERVIEW
• Open: Learners draw a catalyst and list what behaviors catalysts demonstrate. The facilitator reviews the catalyst concept.
• Personal and Practical Needs: Learners discuss effective leaders and link responses to Key Principles and Interaction Guidelines.
• Key Principles Self-Evaluation: Leaders share their results and create a Key Principles Development Plan. They identify one Key Principle to seek feedback on during the session.
• Key Principles: Video and discussion highlight each Key Principle. Learners explore esteem, including differences between enhancing and maintaining self-esteem. They discuss empathy versus sympathy and review the three components of share. They learn how involvement can maximize work groups’ effectiveness and how providing support is key to their success as leaders. Leaders practice using Key Principles.
• Interaction Guidelines and Process Skills: The facilitator explains how these tools help one lead productive discussions and meet people’s practical needs. Learners identify effective process skill statements and share rationale.
• Positive Model and Feedback Skills: Learners view a positive model of the Interaction Process, and an activity shows an example of feedback. Learners discuss the types of feedback and provide feedback for improvement to someone in a tough situation,
• Skill Practice Process: Leaders apply skills learned in three skill practice rounds using health care-specific situations.

VIDEO SEGMENT SUMMARIES
• Esteem, empathy, and share Key Principles are modeled.
• Involvement and support Key Principles are modeled.
• Support Key Principle opportunities are shown. (Optional)
• Scenes provide practice opportunities to use Key Principles.
• A positive model shows a leader meeting with a team member to discuss the team member’s new responsibilities.

COURSE DETAILS
• Target audience: Frontline to mid-level health care managers.
• Program length: 8 hours. No Fast Track option.
• Facilitator certification: DDI-certified facilitator required.
• Prerequisites: None.
• Series: Workbooks are health care specific; videos are generic.
• Group size: 8 to 16 people.
• Prework: Yes. (Optional).

RELATED COURSES
• Other Leadership Development for Health Care® courses
• Adaptive Leadership
• Feedback Fundamentals
• Influential Leadership
• Mastering Interaction Skills

For more information contact:
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In order for staff members to handle workplace challenges, managers must use coaching and reinforcement to help their people gain the confidence and experience required for success.

This course introduces the skills managers need to guide individuals and teams to achieve successful results. Managers learn how to recognize and approach each coaching opportunity—prompting people toward successful results.

DO YOU FACE ANY OF THESE ISSUES?
• Do managers need to do a better job of preparing their staffs to take on new or challenging situations?
• Do managers spend more time coaching reactively than proactively?

PERFORMANCE OBJECTIVES
Helps health care managers:
• Recognize and follow through on opportunities to coach people in a variety of situations, such as learning new skills, solving problems, and making decisions.
• Prepare for and conduct effective coaching discussions. Understand when and how to personalize their coaching, based on the situation and the person(s) involved.
• Encourage people to continually achieve success.
• Handle coaching challenges, such as coaching people who lack confidence, are overconfident, or are resistant to coaching.

PRIMARY COMPETENCY DEVELOPED
• Coaching

SECONDARY COMPETENCIES DEVELOPED
• Communication
• Developing Others
• Gaining Commitment
• Inspiring Others

For more information contact:
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COURSE OVERVIEW
• Open: An exercise illustrates the importance of coaching. After defining coaching, participants brainstorm coaching benefits and barriers using a mindmap technique.
• Signs: A video shows real-life coaching opportunities that stress how recognizing such opportunities is a key skill in preparing others to succeed. Learners identify on-the-job opportunities.
• Balancing Coaching: The importance of balancing “seeking” and “telling” when conducting successful coaching discussions is emphasized. A video shows a leader using the same “telling” approach for each person and situation he encounters. Leaders identify how they will balance and personalize their coaching style to address opportunities shared earlier.
• Interaction Process and Positive Model: Learners review Interaction Process skills needed to conduct coaching discussions. They view and discuss a positive model of a leader having a coaching discussion.
• Skill Practice: Learners apply skills by using prepared situations focused on proactive coaching discussions, or by developing skill practices using previously identified personal coaching opportunities.
• Coaching Challenges: Leaders plan how they will follow through on one coaching opportunity identified earlier.

VIDEO SEGMENT SUMMARIES
• Leaders identify and recognize coaching opportunities.
• An ineffective leader uses the same “telling” coaching style with four different people and situations.
• A positive model shows a leader coaching a team member to renegotiate with a long-standing supplier.

COURSE DETAILS
• Target audience: Frontline to mid-level health care managers.
• Program length: 4 hours. No Fast Track option.
• Facilitator certification: DDI-certified facilitator required.
• Prerequisites: Essential Skills for Health Care Managers or IM: Essentials or Essentials of Leadership.
• Series: Workbooks are health care-specific; videos are generic.*
• Group size: 8 to 16 people.
• Prework: No.

RELATED COURSES
• Adaptive Leadership
• Delegating for Results
• Developing Others
• Mastering Interaction Skills
• Motivating Others
• Other Leadership Development for Health Care® courses

*Health care-specific video segment for the positive model is available in the Leadership Development for Health Care® supplemental facilitator package.
It’s up to the manager to immediately address performance or work habit issues with employees. Failing to do so can have a devastating effect on the morale and the overall performance of the entire group.

This course equips managers with the skills to help people put together improvement plans, conduct effective improvement discussions, and handle the challenges that might arise when doing so.

DO YOU FACE ANY OF THESE ISSUES?
- Do managers avoid giving feedback for improvement about poor performance or poor work habits?
- Are teams/work groups struggling with morale issues or unable to work effectively because of these issues?

PERFORMANCE OBJECTIVES
Helps health care managers:
- Encourage people to acknowledge and take responsibility for performance gaps and poor work habits, commit to improvement, execute an improvement plan, and track their progress.
- Communicate their confidence in a person’s or team’s ability to improve.
- Prepare for and conduct successful improvement discussions.
- Handle improvement challenges, such as denial, resistance, and reluctance to take accountability for improvement.

PRIMARY COMPETENCY DEVELOPED
- Coaching

SECONDARY COMPETENCIES DEVELOPED
- Communication
- Gaining Commitment

COURSE OVERVIEW
- **Open**: Leaders describe performance or work habit situations they’re facing. Groups brainstorm answers to performance-related questions. Differences between work habits and poor performance are explored, along with the paths improvement situations can take. A video allows leaders to discuss the concept of the leader’s role as a catalyst and to analyze the video leader’s catalyst and non catalyst behaviors.
- **The Interaction Process**: Learners review Interaction Process skills as they relate to conducting effective improvement discussions. A “What Would You Say” exercise allows leaders to practice using Key Principles.
- **Positive Model and Skill Practice**: Learners view and discuss a positive model of a leader having a work habits discussion. Learners apply skills in prepared situations focused on work habit/performance improvement discussions, or they develop skill practices using previously identified situations.
- **Improvement Challenges**: In groups, learners take on leader, partner, and observer roles and respond to prepared challenges.

VIDEO SEGMENT SUMMARIES
- Improvement situations raise awareness of leader challenges.
- A leader fails to behave like a catalyst for improvement while discussing a performance issue with a team member.
- A positive model shows a manager meeting with a team member who isn’t providing technical support to the team. The manager and team member explore ways to improve this poor work habit.

COURSE DETAILS
- **Target audience**: Frontline to mid-level health care managers.
- **Program length**: 4 hours. No Fast Track option.
- **Facilitator certification**: DDI-certified facilitator required.
- **Prerequisites**: Essential Skills for Health Care Managers or IM: Essentials or Essentials of Leadership
- **Series**: Workbooks are health care specific; videos are generic.*
- **Group size**: 8 to 16 people.
- **Prework**: No.

RELATED COURSES
- Adaptive Leadership
- Feedback Fundamentals
- Mastering Interaction Skills
- Other Leadership Development for Health Care® courses

*Health care-specific video segment for the positive model is available in the Leadership Development for Health Care® supplemental facilitator package.
It’s not enough to have an initial discussion with a person to coach them on improving poor performance or work habits. Managers must follow up to ensure that progress is being made or to acknowledge the improvement.

This course focuses on the importance of follow-up coaching or reinforcement for performance or work habit problems. Managers need to reinforce continued improvement.

DO YOU FACE ANY OF THESE ISSUES?
• Are leaders following up with employees after initial performance or work habit discussions?
• Are leaders clearly articulating the consequences of failure to improve?

PERFORMANCE OBJECTIVES
Helps health care managers:
• Discuss lack of improvement openly and supportively, exhibiting a sincere desire to help others renew their commitment to improvement plans.
• Conduct effective follow-up discussions by recognizing progress and involving others in problem solving, improvement planning, and understanding the natural consequences of their actions.
• Take fair and consistent action, in accordance with your organization’s policies, when performance or work habits do not improve.
• Address challenges—from both individuals and teams—such as anger, excuses, and slow progress.

PRIMARY COMPETENCY DEVELOPED
• Coaching

SECONDARY COMPETENCIES DEVELOPED
• Follow-Up
• Gaining Commitment

COURSE OVERVIEW
• **Open:** Learners review definitions for performance, work habits, and the paths improvement situations can take. A group profile is developed from participants’ follow-up situations they plan to focus on in the session. Small groups record responses to performance-related questions. Leaders discuss differences between natural and formal consequences of performance improvement/lack of improvement.

• **The Interaction Process and Positive Model:** Learners review Interaction Process skills as they relate to conducting effective follow-up discussions. Learners view and discuss a positive model of a leader having a follow-up discussion with an employee who failed to improve his performance.

• **Skill Practice:** Learners apply skills in prepared situations that focus on follow-up discussions to work habit/performance improvement problems, or they develop skill practices using previously identified situations.

• **STAR-ring Positive Feedback:** After reviewing the STAR form and components of providing feedback, leaders work in pairs to derive STARs for six workbook situations.

• **HR Policies and Procedures:** An optional section provides a forum for the facilitator and/or an HR representative to discuss the organization’s formal corrective action policies and procedures.

VIDEO SEGMENT SUMMARIES
• A manager models a follow-up discussion with a team member who hasn’t improved his poor work habits. (This is based on a situation introduced in Improving Staff Performance—Part 1.)

COURSE DETAILS
• **Target audience:** Frontline to mid-level health care managers.
• **Program length:** 4 hours. No Fast Track option.
• **Facilitator certification:** DDI-certified facilitator required.
• **Prerequisites:** Essential Skills for Health Care Managers or IM: Essentials or Essentials of Leadership.
• **Series:** Workbooks are health care specific; videos are generic.
• **Group size:** 8 to 16 people.
• **Prework:** No.

RELATED COURSES
• Mastering Interaction Skills
• Other Leadership Development for Health Care® courses

*Health care-specific video segment for the positive model is available in the Leadership Development for Health Care® supplemental facilitator package.*
LEADING STAFF THROUGH CHANGE

How much change is your organization experiencing, and—more importantly—how well are people dealing with it?

This course emphasizes the crucial role managers have in exploring change, introducing it, and helping others overcome resistance to it. They do this by conducting effective discussions that minimize the negative effects of the change on morale, processes, and productivity.

DO YOU FACE ANY OF THESE ISSUES?
- How well are your managers helping staff adapt to the changes taking place?
- When change is introduced, is it done so in a positive way or does it immediately start off on a sour note?
- How successful are managers in overcoming resistance to change?

PERFORMANCE OBJECTIVES
Helps health care managers:
- Help themselves and others feel more ownership of change in the workplace.
- Prepare for and conduct discussions that involve exploring change, introducing change to others, or overcoming people’s resistance to change.
- Minimize the potentially negative effects on morale, collaboration, and productivity if people do not adapt to change.
- Foster trust and teamwork during times of change.

PRIMARY COMPETENCY DEVELOPED
- Facilitating Change

SECONDARY COMPETENCIES DEVELOPED
- Coaching
- Gaining Commitment

COURSE OVERVIEW
- Puzzled by Change: A puzzle activity reveals the disorientation people experience in response to change. Disorientation and its impact in the workplace are defined, and leaders share their own reactions to change.
- The Leader’s Role in Change Initiatives: In a journal activity, leaders discover the types of change discussions—exploring, introducing, and overcoming resistance to change. They discuss challenges to conducting change discussions and their catalyst role in these discussions. A group brainstorms workplace changes that succeeded. Another group brainstorms changes that didn’t succeed. The groups share their lists.
- The Interaction Process and Positive Model: Learners review Interaction Process skills as they relate to conducting change discussions. Learners view and discuss two positive models—one of a leader introducing change; the other of an overcoming resistance to change discussion. The group compares and contrasts the leader’s approaches.
- Skill Practice: In a prepared skill practice, the facilitator acts as the leader, three participants act as partners, and remaining participants act as observers. Everyone provides feedback to the leader during a debrief. Learners apply skills in prepared situations focused on leading change discussions, or they develop skill practices using previously identified situations.

VIDEO SEGMENT SUMMARIES
- A task force leader models how to introduce and minimize resistance to a major change when a nearly completed project is expanded and must be redone.
- A positive model shows a manager meeting with a team member to discuss his resistance to a cross-training initiative.

COURSE DETAILS
- Target audience: Frontline to mid-level health care managers.
- Program length: 4 hours. No Fast Track option.
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: Essential Skills for Health Care Managers or IM: Essentials or Essentials of Leadership.
- Series: Workbooks are health care specific; videos are generic.*
- Group size: 8 to 16 people.
- Prework: No.

RELATED COURSES
- Adapting to Change (for workforce)
- Adaptive Leadership
- Influential Leadership
- Mastering Interaction Skills
- Motivating Others
- Other Leadership Development for Health Care® courses

*Health care-specific video segment for the positive model is available in the Leadership Development for Health Care® supplemental facilitator package.

For more information contact:
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The stresses and challenges found in today’s health care environment inevitably trigger conflicts between staff members and a multitude of stakeholders—coworkers, patients, patients’ families, insurance providers, and other partners.

This course enables leaders to recognize the signs of conflict, to assess each conflict situation to determine how they should involve themselves, and to encourage and counsel those involved in the conflict on how to resolve it.

DO YOU FACE ANY OF THESE ISSUES?
• Do managers involve themselves inappropriately to resolve conflict, or do they feel unprepared to do so?
• Do patients or other customers complain of being treated in a hostile way?
• Do discussions become deadlocked or result in emotional battles or personal attacks?

PERFORMANCE OBJECTIVES
Helps health care managers:
• Recognize the signs of conflict and the impact on individuals, groups, and the organization.
• Choose an appropriate level of involvement for guiding conflict resolution.
• Prepare for and conduct conflict resolution discussions.
• Handle challenging conflict-related discussions effectively.

PRIMARY COMPETENCY DEVELOPED
• Managing Conflict

SECONDARY COMPETENCIES DEVELOPED
• Building Strategic Working Relationships
• Coaching

COURSE OVERVIEW
• Open: Leaders reflect on the definition of conflict and identify causes of conflict at work.
• The Stages of Conflict: Learners distinguish between differences and conflict. The facilitator introduces the stages of conflict, and participants identify behavioral signs for each stage. In small groups, they brainstorm ground rules for handling conflict discussions and identify how they prepare for conflict discussions. Four conflict resolution tactics are introduced.
• Interaction Process and Positive Model: Learners review the Interaction Process skills needed to conduct conflict resolution discussions. They view and discuss a positive model of a leader using the providing support resolution tactic.
• Skill Practice: Learners apply skills by using prepared situations focused on providing-support discussions or developing skill practices using previously identified personal situations.
• Positive Model: In small groups, learners identify and share strategies for resolving either a conflict situation discussed during the opening or a conflict of their own.

VIDEO SEGMENT SUMMARIES
• A leader models how to support a team member who is resolving a conflict with a coworker.
• A manager models how to mediate a conflict resulting from an organizational decision.

COURSE DETAILS
• Target audience: Frontline to mid-level health care managers.
• Program length: 4 hours. No Fast Track option.
• Facilitator certification: DDI-certified facilitator required.
• Prerequisites: Essential Skills for Health Care Managers or IM: Essentials. Or Essentials of Leadership.
• Series: Workbooks are health care specific; videos are generic.*
• Group size: 8 to 16 people.
• Prework: No.

RELATED COURSES
• Adaptive Leadership
• Mastering Interaction Skills
• Other Leadership Development for Health Care® courses
• Working Through Conflict (for workforce)

*Health care-specific positive model is available in the Leadership Development for Health Care® supplemental facilitator package.
Health care is a growing industry where people work non-standard hours and often feel they lack sufficient resources. It’s essential to success that they involve, support, and share information with those in their teams or work groups.

This course helps managers focus their staff on personal, interpersonal, and organizational advantages of working together effectively and efficiently.

DO YOU FACE ANY OF THESE ISSUES?
- Is there a lack of commitment to a team/work group’s success?
- Do people focus on their own wants and goals rather than what’s good for their teams/work groups or for the organization?
- Is precious time wasted trying to get reassigned personnel quickly up and functioning as a cohesive group?

PERFORMANCE OBJECTIVES
Helps health care managers:
- Understand the dynamics and benefits of working as a team.
- Improve the performance of teams they lead or serve on.
- Reduce the time it takes a team to overcome growing pains.

PRIMARY COMPETENCIES DEVELOPED
- Building a Successful Team
- Contributing to Team Success

SECONDARY COMPETENCY DEVELOPED
- Building Strategic Working Relationships

COURSE OVERVIEW
- **Genius of Bioengineering Simulation (Round 1):** Participants take part in the first round of a two-round simulation that demonstrates the benefits, importance, and dynamics of working as a team to solve a problem.
- **Profiling Your Team:** Learners discuss their experience with teams, profile the types of teams they serve on, and relate their teams to common team types,
- **Stages of Team Development:** The facilitator reviews the four stages of team development. Learners discuss team challenges at each stage and ways to overcome the challenges.
- **Team Chartering:** The facilitator discusses the benefits and importance of team charters and uses a sample to introduce key components of an effective charter. Participants review the steps to create a charter with their teams and prepare for their chartering meetings back on the job by taking notes and using guideline questions.
- **Team Success Factors:** Leaders learn six team success factors and view a video that shows how these factors helped a team win a contract over a competitor. They complete a video case study in which they consult with a team to improve its performance.
- **Genius of Bioengineering Simulation (Round 2):** Learners use related tools and techniques to develop strategies.
- **Rating Your Team and Planning Actions:** Learners rate their teams’ level of success based on the team success factors. They complete a Team Action Planner to improve performance.

VIDEO SEGMENT SUMMARIES
- Teams from different organizations compete for a contract. The team effectively using the team success factors wins the contract

COURSE DETAILS
- **Target audience:** Frontline to mid-level health care managers.
- **Program length:** 4 hours. No Fast Track option.
- **Facilitator certification:** DDI-certified facilitator required.
- **Prerequisites:** Essential Skills for Health Care Managers or Core Skills for Building Commitment or IM Essentials.
- **Series:** Workbooks are health care specific; videos are generic.
- **Group size:** 8 to 16 people.
- **Prework:** No.

RELATED COURSES
- Fast Start for Teams
- Influential Leadership
- Leading Your Team to Optimal Performance
- Motivating Others
- Other Leadership Development for Health Care® courses

For more information contact:
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Decisions made in health care continue to come under close scrutiny, making it vital to apply a sound decision-making process and reach consensus on all decisions.

This course centers on the dynamics of groups coming to agreement and the importance of having everyone’s commitment. Participants learn seven techniques for making clear, high-quality decisions that ensure the buy-in and commitment of staff.

DO YOU FACE ANY OF THESE ISSUES?
• Do managers lack rationale for decisions?
• Are decisions lacking objectivity?
• Are decisions made without the commitment of key staff members?

PERFORMANCE OBJECTIVES
Helps health care managers:
• Make more effective decisions as a group more efficiently and quickly.
• Ensure that appropriate staff members contribute their thinking and perspectives to important decisions.
• Increase staff commitment to group agreements.
• Overcome roadblocks to building consensus.

PRIMARY COMPETENCY DEVELOPED
• Decision Making

SECONDARY COMPETENCIES DEVELOPED
• Contributing to Team Success
• Gaining Commitment
• Meeting Participation

COURSE OVERVIEW

• The Challenge of Group Agreement: Learners use a survey to assess how their group reaches agreement, and a video shows a group doing a poor job of reaching agreement. Learners discuss how the ineffective behaviors and processes might affect group members and the quality of their decisions. The facilitator explains building consensus and how consensus-building techniques and being effective meeting members can help a group be more effective in reaching agreement.

• Group Agreement Techniques: Participants break into teams and learn the first three consensus-building techniques by: reading about and teaching back techniques to the class and then applying the techniques to work-related situations; or viewing video examples of the techniques and, after a review by the facilitator, applying the techniques to a prepared workbook situation. Participants learn the remaining techniques following the second process.

• Applying the Techniques: Working in the same teams, learners practice applying the techniques they hadn’t previously used to reach agreement in a new situation. Teams have the option of using workplace situations or prepared situations.

VIDEO SEGMENT SUMMARIES
• A cross-functional group fails to reach consensus on whether to change over to a new data management system.
• The families of Romeo and Juliet use three consensus-building techniques to decide where to hold the wedding.
• Pirates use two consensus-building techniques to agree on which ship to seize and what action to take after they capture a ship.
• Characters from the earlier segments come to consensus.

COURSE DETAILS
• Target audience: Frontline to mid-level health care managers.
• Program length: 4 hours. No Fast Track option.
• Facilitator certification: DDI-certified facilitator required.
• Prerequisites: Essential Skills for Health Care Managers. IM Essentials or Essentials of Leadership
• Series: Workbooks are health care specific; videos are generic.
• Group size: 8 to 16 people.
• Prework: No.

RELATED COURSES
• Adaptive Leadership
• Influential Leadership
• Leading Successful Meetings
• Making Effective Decisions
• Other Leadership Development for Health Care® courses
• Rapid Decision Making

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RETAINING TALENT: CREATING THE ENVIRONMENT

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

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

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

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

PRIMARY COMPETENCY DEVELOPED
- Building Trust
- Inspiring Others

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

For more information contact:
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INTERACTION MANAGEMENT®:
EXCEPTIONAL LEADERS . . . EXTRAORDINARY RESULTS

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

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

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

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

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DEVELOPING OTHERS

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

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

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

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

PRIMARY COMPETENCY DEVELOPED
- Developing Others

SECONDARY COMPETENCIES DEVELOPED
- Coaching
- Communication

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

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

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

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