Many middle managers are unprepared for their unique roles. For example, when middle managers coach coaches (i.e., front-line leaders), they need to use tactical coaching skills, but keep in mind that they are also modeling coaching behaviors. So what they say and do often has a ripple effect. The stakes are higher for middle managers, who must operate under higher scrutiny and in more complex and ambiguous situations.

To be effective, these leaders need to be able to:

- Understand the needs of front-line leaders and actively support their growth and development.
- Communicate efficiently and effectively with leaders and their teams.
- Build an environment of trust with and among others.
- Use personal power (rather than position power) to gain acceptance to ideas and move people to action.
- Make good decisions, sometimes with time and information constraints.

**Rationale:**
Middle managers have a unique leadership role. As leaders of leaders they need to create an environment that encourages the growth and development of front-line supervisors, while coaching, modeling, and reinforcing effective leadership skills. Diagnosing and developing leadership skills and competence is often more challenging than technical skills, requiring a higher level of trust and closer business relationships. Middle managers have to deal effectively with situations that are complex and ambiguous, yet may have a significant impact on the performance of their work unit. The best middle managers focus on helping the leaders who report to them excel.

**Course Recommendations**

These courses build leaders of leader skills in more challenging situations.

- **Essentials Of Leadership**—(Pre-requisite course) is the prerequisite course for all Interaction Management® curricula. This course teaches leaders how to get results through people.
- **Supporting Leadership Development**—Designed to teach managers what they need to do to provide support during a leadership development initiative.
- **Building an Environment of Trust**—Teaches leaders to recognize behaviors that lead to distrust and to understand the human impact of a non-trusting environment.
- **Developing Others**—Provides leaders, coaches, and mentors with a practical process and the skills necessary to develop talent.
- **Influential Leadership**—Helps leaders get their good ideas heard, accepted, and enacted.
- **Rapid Decision Making**—Helps leaders accelerate the decision-making process, yet still make quality decisions in fast-paced environments with limited time and information.

**Supplemental Courses and Development Tools**

- **OPAL® (Online Performance and Learning)**—Provides Internet reinforcement and just in– time coaching.

For more information please contact

**DDI Education Partner**
Lisa Jean Smith
Learning Journey, Inc.
612-419-0571 or 507-793-2879
learningjourney@roundlk.net

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

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

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

PERFORMANCE OBJECTIVES

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

PRIMARY COMPETENCY DEVELOPED
- Building Strategic Working Relationships

SECONDARY COMPETENCIES DEVELOPED
- Communication
- Gaining Commitment

COURSE OVERVIEW

- **The Challenge of Leadership Today**: Learners view a video of a leader facing common challenges and describe a challenge from the video or one they face in the workplace. They are introduced to the concept and definition of the leader as a catalyst. Participants learn the skills they will need for their leadership journey. They are introduced to the Leadership Imperatives, critical skills for a successful leader. A self-check assesses their current leadership style compared to a catalyst leader.

- **The Interaction Process**: Learners become familiar with the Interaction Process, which combines essential skills that a leader must use to ensure the success of every interaction.

- **Key Principles**: Leaders further explore the five Key Principles—tools to meet people’s personal needs. A discovery-learning, small-group activity, increases learners’ understanding of the Key Principles. A challenging video-based activity has learners craft responses using multiple Key Principles. If not done as prework, participants complete the Key Principles Self-Evaluation.

- **Interaction Guidelines and Process Skills**: Participants gain a better understanding of how to meet individuals’ practical needs. They are introduced to the Discussion Planner.

- **Feedback Essentials**: Learners discover that feedback can be a powerful motivator for people. They learn the elements of effective feedback and receive STAR feedback forms to use in the workplace.

- **Send Off: Planning and Close**: The Call to Action has learners plan how they will apply their new skills after the training. Learners step into the shoes of a catalyst leader by evaluating one of the interactions they observed in the Leadership Resource Center.

VIDEO SEGMENT SUMMARIES

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

COURSE DETAILS

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

RELATED COURSES

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

For more information contact:
Lisa Jean Smith
612-419-0571 or 507-793-2879
learningjourney@roundlk.net
You've mapped out the best leadership development curriculum possible. The training is well received, and behavior is starting to change. Then comes the kiss of death. Little or no management support leaves newly trained leaders stuck spinning their wheels on the leadership development cycle.

This course is designed specifically for the managers of leaders being trained in Interaction Management. It helps managers understand the concepts and techniques their direct reports are learning, and helps managers see what they need to do to support the organization and their new leaders in this critical leadership development initiative.

DO YOU FACE ANY OF THESE ISSUES?
- Do your leaders ask the question, “Has my manager been through this training?”
- Do managers want to support their staff’s development but not know how to do it?
- Do development efforts fall short of expected results due to lack of management support?

PERFORMANCE OBJECTIVES
Helps leaders:
- Establish and promote an atmosphere that stresses the importance of continuous learning and development.
- Proactively support development efforts of others to increase the likelihood that they will have a successful development experience.
- Create an action plan for supporting specific leadership development activities for their unit and the organization as a whole.
- Ensure the organization receives a favorable return on investment of it’s time, resources, and finances devoted to staff development.

PRIMARY COMPETENCY DEVELOPED
- Aligning Performance for Success

SECONDARY COMPETENCIES DEVELOPED
- Coaching
- Continuous Learning
- Developing Others
- Inspiring Others

VIDEO SEGMENT SUMMARY
A model of the Interaction Process shows a leader coaching a team member to negotiate with a long-standing supplier.

COURSE DETAILS
- Target audience: Managers of leaders.
- Module length: 4 hours. Course can be lengthened with optional activities.
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: None.
- Series: Suitable for all environments.
- Group size: 8 to 16 people.
- Prework: Yes. 20 minutes.

RELATED COURSES
- Achieving Your Leadership Potential
- Adaptive Leadership
- Coaching for Success
- Developing Others
- Reviewing Performance Progress
- Setting Performance Expectations

For more information contact:
Lisa Jean Smith
612-419-0571 or 507-793-2879
learningjourney@roundlk.net
Trust is a key ingredient of employee engagement and loyalty, yet it’s easy for leaders to inadvertently fall into trust traps. Because of the crucial link between trust and business success, leaders must realize the power of trust as a business tool. In this course, leaders learn how to avoid the trust traps and take action to create an environment in which people take risks, identify and solve problems, and work together to create and sustain high levels of trust.

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

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

PRIMARY COMPETENCY DEVELOPED
- Building Trust

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

COURSE OVERVIEW
- **Laying the Groundwork:** The facilitator describes trust, distinguishing between being trustworthy and trusting others. Learners think about someone they don’t trust and identify trust-breaking behaviors this person demonstrates. They then discuss behaviors they fall into themselves. Leaders discover how trust contributes to achieving their organization’s business results, goals and priorities. They examine their roles and responsibilities in building trust between many parties. Using a job aid, learners start an action plan for building trust. They identify people with whom they need to build trust and which Trust Breakers they need to “turn off.”
- **In With the New:** Video shows an apparent trust-breaking behavior, and then shows an earlier scene that sheds light on the behavior. Learners discuss the importance of “sharing” so that people don’t make assumptions, thus avoiding low-trust situations. The facilitator explains that open communication is the foundation for trust, which can be established most effectively with the Share and Empathy Key Principles. Learners explore these Key Principles, thinking of things they can say and do to apply them. A video shows these Key Principles in action, and leaders work in pairs to practice listening and sharing, using their own trust situation. They review a set of trust-building behaviors and record those that might be most constructive in their situation. After brainstorming their own tips for using the Trust Builders they do well, giving their classmates specific, practical advice on using the builders.
- **Taking the First Step to Building Trust:** In teams, learners analyze challenging, low-trust situations, and then share what they might say, who they would approach to repair trust, and how they would enhance the trust environment going forward.
- **What Now?:** Learners complete their action plan, noting what they’ll do or say to establish enhance, or repair trust in their situation, then addressing one or two more situations as needed. The facilitator points out two trust surveys for learners to distribute at work and closes out the workshop.

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

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

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

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

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

Do you face any of these issues?

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

Performance Objectives

Helps leaders:

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

Primary Competency Developed

- Developing Others

Secondary Competencies Developed

- Coaching
- Communication

Course Overview

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

Video Segment Summaries

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

Course Details

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

Related Courses

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

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

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

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

PRIMARY COMPETENCY DEVELOPED
- Building Partnerships
- Gaining Commitment

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

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

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

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

RELATED COURSES
- Adaptive Leadership
- Building Winning Partnerships
- Motivating Others
- Resolving Conflict
- Leading High Performance Teams
- Making Meetings Work
- Reaching Agreement
- Influencing Others (for workforce)
RAPID DECISION MAKING

In today's turbulent, fast-flowing business environment, leaders usually don't have the luxury of time when making decisions. You need leaders who can quickly size up the situation, identify the most workable and expedient course of action, and then act—often without having all the data or the time to consider every possible option.

This course helps leaders accelerate the decision-making process, yet still make quality decisions in fast-paced environments with limited time and information. They also learn how to determine when it is appropriate to use this approach and when to slow down the process and apply a more traditional, analytical approach.

DO YOU FACE ANY OF THESE ISSUES?
- Do leaders approach every decision in the same way, regardless of the time, risk, and resources involved?
- Do your leaders struggle to make quality decisions when pressed for time?
- Do business opportunities slip away because leaders don't make timely decisions?

PERFORMANCE OBJECTIVES
Helps leaders:
- Determine when a rapid decision is appropriate and when a more analytical approach is needed.
- Accelerate the decisions they make.
- Use a consistent approach when facing rushed decisions in your organization.
- More quickly evaluate possible solutions, and make high-quality decisions when time is limited.

PRIMARY COMPETENCY DEVELOPED
- Decision Making

SECONDARY COMPETENCY DEVELOPED
- Risk Taking

COURSE OVERVIEW
- **Whitewater Decision Making:** A simulation helps learners experience how rapid decision making differs from "standard" decision making. Learners discuss the connection between the rapid decisions they make on the job and their organization's objectives.
- **The “People” Side of Decision Making:** A video depicts four people displaying distinct decision-making tendencies. Learners identify their own and others' decision-making tendencies and think through how to use Decision Tendencies Tips. Another video shows how to balance decision-making tendencies. Learners discuss the role that intuition plays in rapid decision making.
- **About Standard Decision Making:** Learners become familiar with the "universal" steps of the standard decision-making process—what classically must be done in order to make an important decision with high quality. They discuss common pitfalls to applying this standard approach to situations requiring a rapid decision.
- **The RAPID Approach:** The facilitator teaches an easy-to-remember approach for situations requiring rapid decision making—Reduce, Approximate, Pick or park, Interpret intuition and intangibles, Drive. Learners discuss how to overlay this approach onto the standard decision-making model. Teams of learners then participate in a competitive, board-game activity that cements the concepts.
- **TRY Test for RAPID:** Another easy-to-remember technique is presented for determining if a rapid decision is appropriate in a given situation—consideration of Time, Risk, and whether it's Your Call. After viewing a video case study, learners use the TRY Test to determine if it is appropriate to accelerate the required decision. They then participate in a second round of the board-game activity.
- **Putting RAPID to Work for You:** The RAPID Decision Guide is presented to help learners focus their decision-making efforts. A final activity has them apply course concepts to real-life situations.

VIDEO SEGMENT SUMMARIES
- Individuals display different tendencies in approaching a rapid decision opportunity.
- A decision maker balances his decision-making tendencies.
- A leader gets an unexpected opportunity to make a rapid decision.

COURSE DETAILS
- Target audience: Informal and formal leaders at all levels.
- Course length: 4 hours. Course can be lengthened with optional activities.
- Facilitator certification: DDI-certified facilitator required.
- Prerequisites: None.
- Series: Suitable for all environments. Practice case studies (with video examples) include office and manufacturing situations.
- Group size: 8 to 16 people.
- Prework: No.

RELATED COURSES
- Improving Personal Productivity
- Making Effective Decisions

For more information contact:
Lisa Jean Smith
612-419-0571 or 507-793-2879
learningjourney@roundlk.net

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