The effective implementation of teams can provide a powerful competitive advantage. Organizations worldwide use teams as a business strategy to increase quality and customer service, decrease costs, and improve productivity. These organizations are also reporting improved morale as employees realize opportunities to take part in decision making, learn new job skills, and take on new responsibilities.

Leaders are key to the implementation of high performing teams and must be able to:

- Encourage open communication, strengthen trust, and contribute to their teams’ and organizations’ success.
- Guide others to think for themselves when taking on a new challenge or solving problems.
- Support and encourage teams’ efforts to work with internal and external partners to achieve shared goals.
- Understand their roles and use them to assess and improve team effectiveness.
- Create and maintain a high trust environment.
- Motivate team members to achieve higher levels of performance.

Rationale:

Leaders must be models of empowerment, trust, and collaboration. They need to motivate and guide team members to self-sufficiency and self-leadership while also creating and maintaining alliances with key internal and external partners. Because of the vast number of meetings required in team environments—to establish charters, reach consensus, examine improvement opportunities, etc.—leaders must be skilled in knowing when to have meetings, whom to involve, and how to conduct the meetings in the most efficient, effective manner.

Course Recommendations:

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

- 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.
- Launching a Successful Team—Leaders learn process and tools for setting up a team charter, including goals, ground rules, and other important elements of a successful team.
- 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.
- Making Meetings Work—Leaders learn how to effectively plan, facilitate, and follow-up on meetings (including virtual meetings) to ensure that there is a payoff for the time invested.
- Reaching Agreement—Teaches the dynamics of reaching agreement in groups.
- Leading High Performance Teams—Provides team leaders with the tools and skills to diagnose, coach, and reinforce to support their team’s growth.
- Building Winning Partnerships—Leaders learn how to establish true partnerships to meet customer needs by developing strategies for gaining people’s commitment to working together.

Supplemental Courses and Development Tools:

- Adaptive Leadership
- Influential Leadership
- Coaching for Improvement
- Coaching for Success
- Delegating for Results
- OPAL® (Online Performance and Learning)—Provides Internet reinforcement and just-in-time coaching.

For more information please contact

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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
Organizational structures are more dynamic than ever, requiring leaders to form new teams and work groups to keep pace. Starting a new team, taskforce, or work group, or re-starting a floundering team is the focus of this course. Leaders learn the process of setting up a team charter, including goals, ground rules, and other important elements of a successful team.

The course provides practical, actionable tools to help members stay on track, avoid the problems that plague many teams, and achieve success.

DO YOU FACE ANY OF THESE ISSUES?
- Do leaders short-cut the upfront chartering process that sets solid foundation for team performance? Have team members or team responsibilities changed and you need to re-charter?
- Are they charged with launching a new team that requires a clear purpose and focus on accountabilities and goals?
- Do team members lack ground rules and operating guidelines, resulting in conflict and work inefficiencies?

PERFORMANCE OBJECTIVES
Helps leaders:
- Develop a team charter using guiding questions and team member involvement to create a formal charter that will quickly lead teams to top performance.
- Focus team efforts on high-priority actions that directly support your organization’s goals and strategies.
- Enhance the effectiveness of your team by leading team members through the creation of ground rules that guide meetings and establish how members work together.
- Lead a new team to high performance quickly or help an existing team that is working below its potential reach high levels of performance.

PRIMARY COMPETENCY DEVELOPED
- Building a Successful Team

SECONDARY COMPETENCY DEVELOPED
- Gaining Commitment

COURSE OVERVIEW
- Pre-Launch Concepts: Learners watch a video of a team meeting and identify that the team in the video is unclear about its goals, confused about responsibilities, has conflict about priorities, and is falling behind schedule because team members are not completing their responsibilities when promised. Participants are introduced to the stages of team development. They learn each component of a team charter and discuss how having a team charter could have helped the team in the video. The group discusses how a team founded on a strong charter supports organizational business strategy. The facilitator leads a discussion about what groups will benefit from having a charter.

- Chartering the Team’s Direction: Facilitator reviews personal and practical needs and discusses how the interaction process skills are important when leading a team though the development of a team charter. Learners watch a video leader use Key Principles and guiding questions to help the team write a purpose statement. Learners next draft a purpose statement and accountabilities for their workplace teams and work together in table teams to refine these statements. The goals charter component and the importance of visual displays of team results are explained.

- Putting Ground Rules in Place: Learners understand how Interaction Guidelines can help them to set ground rules as team leaders. Table teams work together to help one team leader develop draft ground rules. Working with a partner, all learners complete a draft charter to later refine with their workplace teams.

- Application: Team success factors are related to the components of a team charter. A robust tool kit containing worksheets, examples, and tools to use with their workplace teams is discussed.

VIDEO SEGMENT SUMMARIES
- A team is facing many dysfunctions that are holding it back from meeting its goals. When the team first came together, the team members were not willing or able to find the time to develop a charter.
- The leader of a team guides the team in developing a purpose statement.

COURSE DETAILS
- Target audience: Leaders of intact or work-group teams.
- 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: Yes. 15-20 minutes.

RELATED COURSES
- Building an Environment of Trust
- Leading High-Performance Teams
- Optimizing Team Performance
- Reaching Agreement
- Working as a Team

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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
Most people say they hate meetings, but what they really dislike are non-productive, poorly run meetings. Meetings are a great tool for achieving business results when the right people meet with a clear purpose and specific agenda.

This course helps leaders save time and resources by leading meetings that support business needs. Leaders learn how to plan, facilitate, and follow-up on meetings (including virtual meetings) to ensure that there is a payoff for the time invested in meetings.

DO YOU FACE ANY OF THESE ISSUES?
• Do your leaders know when a meeting is necessary and who should attend?
• Do your meetings fail to improve productivity?
• Do your leaders know how to deal with the challenges that cause meetings to get off track?
• Are your leaders good at planning and facilitating meetings but lacking the skills to follow-up?

PERFORMANCE OBJECTIVES
Helps leaders:
• Plan, facilitate, and follow-up on meetings to ensure that business results are achieved.
• Use appropriate intervention techniques to keep meetings on track.
• Ensure that participants contribute effectively and support the meeting’s outcomes.
• Create and implement a strategy for effectively leading virtual meetings.

PRIMARY COMPETENCY DEVELOPED
• Meeting Leadership

SECONDARY COMPETENCY DEVELOPED
• Building a Successful Team

COURSE OVERVIEW
• Introduction: Learners watch a video that shows a leader suffering the consequences of failing to prepare for and effectively lead a meeting. They review the components of a successful meeting—planning, facilitating, and following up. Learners rate recent meetings they have attended and identify the problems in those meetings.
• Planning: Participants learn the six steps for planning effectively for meetings. They discuss the challenges of planning a virtual meeting and review a list of best practices. Learners use planning tools to plan for an upcoming meeting that they will lead.
• Facilitating: Learners analyze a positive model and then practice their opening for an upcoming meeting they will lead. Participants are introduced to the Interaction Process for conducting successful meetings and review best practices for facilitating virtual meetings. They discuss how to plan for and prevent challenges that might arise during a meeting. Learners use Intervention Techniques and Key Principles to address challenging meeting situations.
• Following Up: Teams explore best practices for following up after in-person and virtual meetings. The facilitator introduces tools that leaders can use to follow up on meeting outcomes.
• Application and Close: Referring to the meeting problems identified earlier, participant teams apply meeting leadership techniques to solving those problems. Learners identify barriers to applying the skills in the workplace and brainstorm ideas for overcoming them.

VIDEO SEGMENT SUMMARIES
• A meeting leader fails to use appropriate meeting preparation and leadership skills. The meeting is not productive and the participants are frustrated.
• The meeting leader in the previous setting gets a second chance and uses appropriate meeting preparation and leadership skills and the meeting is productive.

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: Essentials of Leadership or IM: Essentials.
• Series: Suitable for all environments. A manufacturing version is also available.
• Group Size: 8 to 16 people.
• Prework: None.
• Available Learning formats: Classroom

RELATED COURSES
• Communicating and Listening (Workforce)
• Contributing To Meeting Success (Workforce)
• Adaptive Leadership
• Influential Leadership
• Reaching Agreement

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The velocity of work, the diversity of ideas and people, and the rapid flow of information make it increasingly difficult to get groups to agree and commit to action.

This course focuses on the dynamics of group agreement and the importance of having everyone's commitment. It teaches seven techniques for making clear, high-quality decisions that have the buy-in and commitment of every group member.

DO YOU FACE ANY OF THESE ISSUES?
- Are groups unable to make effective decisions that all members will support?
- Do leaders know how to involve all group members in the decision-making process?
- Are decisions made by edict or minority rule rather than group consensus?
- Do leaders fail to document and communicate group decisions to people who might be affected by them?

PERFORMANCE OBJECTIVES
Helps leaders:
- Drive business results through consensus building.
- Ensure that all group members contribute to the decision-making process.
- Select and apply the best consensus-building techniques for the situation.
- Increase their work groups’ commitment to group decisions.

PRIMARY COMPETENCY DEVELOPED
• Decision Making

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

VIDEO SEGMENT SUMMARY
- A segment shows some common challenges a cross-functional group faces in reaching agreement.
- The Montagues and Capulets have agreed that Romeo and Juliet may marry. They use three consensus-building techniques to move toward agreement on where the wedding will be held.
- Pirates use two consensus-building techniques to agree on which ship to seize and to move toward agreement on which action to take after they get the ship.
- The Montagues and Capulets and the pirates come to consensus on their respective decisions.

COURSE DETAILS
• Target audience: Informal and frontline through mid-level leaders.
• 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: No.

RELATED COURSES
• Making Meetings Work
• Contributing to Meeting Success (Workforce)
• Rapid Decision Making
• Making Effective Decisions
Today’s organizations demand that their teams do more. Good, solid, or adequate team outputs won’t produce maximum business results, but high performing teams will. The secret to helping teams perform at their best? The leader. Their knowledge, skills, and abilities can transform an acceptable team into an exceptional one.

This course provides team leaders with the tools and skills to perform three primary responsibilities—diagnose, coach and reinforce—that support their team’s growth. Leaders learn to diagnose behaviors and conditions that limit team performance. They are equipped to assess team strength and weakness, as well as to use coaching and reinforcing skills to be a catalyst for high performance and continuous improvement.

DO YOU FACE ANY OF THESE ISSUES?
- Do your leaders proactively create conditions that allow work groups to perform as high-performing teams?
- Do team members accept shared goals and work together effectively to produce stronger organizational results?
- Do leaders understand their roles and know which is the most appropriate approach to use in supporting team growth?

PERFORMANCE OBJECTIVES
Helps leaders:
- Focus their team’s efforts on high-priority actions that directly support the organization’s goals and strategies.
- Enhance the effectiveness of their team by identifying and eliminating conditions that are preventing them from achieving high levels of performance.
- Accomplish and surpass team and organizational goals and objectives.
- Create an environment in which team members are moved to strive harder to realize the potential of the team.
- Accomplish more by capitalizing on the unique talents of each individual team member.

PRIMARY COMPETENCY DEVELOPED
- Building a Successful Team

SECONDARY COMPETENCY DEVELOPED
- Gaining Commitment

COURSE OVERVIEW
- The Path to High Performance: Learners are introduced to the team performance factors and discuss the characteristics of high-performing teams. The role of the leader in boosting team performance is emphasized. Learners use the team performance factors to diagnose what is limiting team growth.
- Diagnosing Limiters: Learners discuss the team chartering process as a critical foundation for high-performing teams. First, using a case study, they identify the limiters in play for a performance factor. Then they use this understanding to diagnose limiters for their own team.
- Leading the Transition to High Performance: The Application Guide (detailed below) is introduced to help learners address team performance factors. Learners review an action planner for the case study team and then return to their own team situations, using the tools to plan their transition to high performance.
- Leading Virtual Teams (Optional): After reviewing a definition of Virtual Teams, learners participate in an activity to identify challenges of leading a virtual team and ways to overcome issues of distance, organizational boundaries or time.
- Summary: The key learning points are summarized and learners prepare to implement their action plan with their team.
- Application Guide: Each learner receives a guide that provides ideas, in the form of transition plans, for addressing team success factors that have been identified as areas for improvement. The plan provides brief information about preparation and instructions for leading the discussion with the team.

VIDEO SEGMENT SUMMARIES
- A case study team is introduced and leaders first observe two team members in a conversation. Next, they observe a typical team meeting and note how team members interact with the team leader and with one another. During the meeting, the team discusses successes, problems, issues and day-to-day team business.

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: No.

RELATED COURSES
- Adaptive Leadership
- Building an Environment of Trust
- Influential Leadership
- Launching a Successful Team
- Working as a Team
Failed partnerships are all too common in today’s workplace. Changing boundaries and responsibilities make it difficult to build and sustain partnerships, yet they are more important than ever to reaching organizational goals.

This course helps leaders identify their role in establishing alliances among work groups, management, customers and suppliers. They learn how to establish effective partnerships to meet customer needs by developing strategies for gaining people’s commitment to working together.

DO YOU FACE ANY OF THESE ISSUES?
• Are partnerships strained across your organization, or do organizational silos exist?
• Do leaders understand their role in building business partnerships, and do they employ strategies to ensure that they encourage partnerships?
• Do leaders fear other groups on their turf?
• Have partnerships stalled or failed because there is no designated leadership?

PERFORMANCE OBJECTIVES
Helps leaders:
• Establish an operational framework for a partnership through effective communication.
• Work with internal and external partners to achieve shared goals and win-win situations for all.
• Successfully monitor and enhance partnerships.
• Overcome the challenges that often cause partnerships to veer off course.

PRIMARY COMPETENCY DEVELOPED
• Building Partnerships

SECONDARY COMPETENCIES DEVELOPED
• Communication
• Building Strategic Working Relationships

COURSE OVERVIEW
• Defining a Partnership: Learners are introduced to a case study and watch a video where three leaders are trying to work as partners to achieve their organization’s desired outcome. The term partnership is defined and its characteristics explored.
• Partnership Success Factors: Learners are introduced to the five factors of a successful partnership. They watch a continuation of the case study video and observe the importance of these Success Factors to a partnership. Then they identify and share examples of their own partnerships and choose the most challenging one for their table team to work on during class. They record how the partnership supports the organization’s objectives.
• Tools: Checkpoints and Scorecard: Learners review the six Checkpoints that help partners identify and focus on important issues and help partners promote open communication. Table teams work through the Checkpoints for the case study. Learners are also introduced to the Partnership Scorecard, a tool used in partnerships that provides feedback on key parameters.
• Addressing Challenges: Learners return to the case study, where feedback from the scorecard has revealed a challenge that must be addressed with partnership tools and skills. They watch a video clip of how two of the partners from the case study use partnership tools and skills to discuss ideas for improvement.
• Applying Partnership Tools and Skills: Learners analyze and rate the level of the Success Factors in their table’s chosen partnership and work through the Checkpoints worksheet. Leaders use Discussion Planners to prepare for discussions with their partners. (Optional) Learners use the Checkpoints and Discussion Planners to conduct three rounds of skill practicing. The workshop closes with learners sharing insights and planning specific action to improve their partnerships.

Video Segment Summaries
• An introductory video depicts three partners as they struggle over how to work together to achieve their organization’s desired outcomes.
• The Partnership Success Factors are introduced through a continuation of the video case study. In this segment, one leader helps the other two partners get back on track by redirecting the focus of the discussion on the results everyone wants to achieve.
• A positive model from the case study shows two of the partners using Checkpoints and Interaction Skills to discuss improvement ideas for one of the Success Factors for their partnership.

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: Essentials of Leadership or IM Essentials.
• Series: Suitable for all environments.
• Group Size: 8 to 16 people.
• Prework: No.

RELATED COURSES
• Adaptive Leadership
• Building An Environment of Trust
• Building Winning Partnerships
• Influential Leadership
• Mastering Interaction Skills

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