A box at the beginning of each unit lists the related course learning objectives and a summary of the facilitator actions for the unit.

Timed learning segments are noted, each containing multiple facilitator steps.

Facilitators paraphrase the bullet points that DDI provides in order to optimize learning, without altering the key concepts or techniques.

Bold type accentuates key words or phrases.

Icons show the learning aids that DDI provides for facilitators and learners (such as this slide).

Shaded sidebars explain rationale for an instruction or provide reminders for the facilitator.

Facilitator Steps

Unit 1: Leadership Today (and Every Day)
Unit Time: 40 minutes

In this unit participants will learn to:

- Recognize people’s personal and practical responding to those needs as a leader who

In this unit the facilitator will:

- Lead an activity that points out the many
  typical workplace interactions.

- Introduce the concept of personal and prac
  in the workplace.

Welcome (5 minutes)

1. Welcome learners to Communicating for
   - Today you’ll be introduced to some cri
     will help build your skills as leaders who
   - This busy session is fast paced and will
   - It’s important that you work with me an

2. Ask learners to introduce themselves to others
   - Add two numbers to each side of your name
     - In the upper left corner, write the total
     - In the upper right corner, write your
     - This information is helpful for me and ye

   - Learn how to use this method to gain
     - Use this method to gain information that
     - will help you to position questions or
     - solicit examples from learners.
The facilitator steps refer to administrative or classroom management details too:

- Optional steps are boxed and shaded, as shown here.
- A step is always included to remind facilitators to document questions or items outside the scope of this session.

Course documents are referenced as they are used. An icon provides a reminder.

Providing clear instructions for activities is an important facilitator responsibility:

- DDI provides a set of specific instructions for each activity.
- Slides visually reinforce instructions.

Thumbnail sketches of the learners' Course Journal pages are provided for facilitator reference when preparing and during class.

3. (Optional) Review session details:
   - Breaks
   - Refreshments
   - Rest room locations
   - Electronic device etiquette
   - Safety procedures/Fire exits

4. Explain the Issues chart:
   - Questions or items that cannot be addressed satisfactorily in the allowed will be listed on this chart.
   - At the end of the session, we'll look at the list to see if the issues have been addressed or if they require additional discussion or follow-up.

Opening Activity: Leadership Follow-Up (15 minutes)

5. Introduce the opening activity:
   - In your Course Prep, you read about a typical work situation in which a leader, a team member named Ryan, and some recent errors.
   - You were asked to put yourself in the position of the leader and prepared to lead a discussion with another participant who would portray the role of Ryan.
   - You’ll do that now.

6. Conduct the activity:
   a. Ask for one volunteer at each table to take the role of the leader and tell them:
      - Refer to your Course Prep (or use Course Journal page 1), but don’t read beyond Course Journal page 1.
      - Look over your notes and make any additions as you prepare to discuss the errors with Ryan.
DDI course design offers opportunities to engage adult learners throughout the session:

- **A Course Journal** provides background information and workspace for the learner.
- **The Facilitator Guide** includes open-ended questions and references about value and application to the learners’ workplace.

Possible learner responses are provided in italics for most questions. These are representative learner responses; they are not all-inclusive. Facilitators use them as a reference point to confirm understanding and guide the discussion.

In preparing, facilitators identify opportunities to integrate the organization’s business issues and challenges, adding notes to their guide about questions to pose or examples to provide.

- **b.** Ask for another volunteer at each table to take the role of Ryan and tell them:
  - Read more background information on page 2 of the Course Journal.
- **c.** Ask the other learner or learners at each table to function as observers and tell them:
  - Read page 2 of the Course Journal to learn more about the situation.
  - Use page 2 to take notes during the discussion.
- **d.** Tell learners they’ll have 1 minute to read and prepare, and 2–3 minutes to conduct the discussion.
- **e.** Ask learners to begin reading, then after 1 minute, ask them to begin their discussions.
- **f.** After 2–3 minutes, ask groups to end their discussions.
- **g.** Ask observers to share their notes with their table team. Allow 2 minutes.
- **h.** Reconvene the large group and ask learners:
  - What do you think Ryan was thinking and feeling during the discussion?
    - Ryan was anxious about the discussion and felt ambushed.
    - He might worry that he’ll be watched closely to see if he makes more mistakes.
    - He didn’t feel appreciated and was prepared to be attacked, rather than heard.
  - How do you think the leader feels as a result of the discussion?
    - The leader has a better understanding of his or her team needs, challenges, and progress.
    - The leader thinks that Ryan will be more likely to contribute or her next time there is an issue.
    - The leader can move ahead rather than focus on old issues. It’s easy to jump to conclusions, which can make a small issue into a bigger problem and cause extra work.