# High-Impact Development Solutions

Employers Group provides a wide array of competency-based training solutions available to many different audiences (from senior-level to employee) and in many different formats, including training customized and delivered on-site at your facility (O), open-enrollment style public events (P), live virtual classroom delivered by an instructor (V), and extremely interactive web-based courses that mirror the other formats. This approach provides a consistent approach and delivery model for many organizational training needs. Let us guide you in selecting the right courses for your teams.

## Certificate Programs & Multi-Day Programs

**Leadership Academy**
**State-Funded Leadership Academy Sign Up Packet**
**Senior Leadership Academy**
**Team Member Academy**

## Individual Coursework

(Listed by Primary Competency. All Descriptions.)

| Primary Competency | Audience | Available Courses | Delivery Formats O | P | V | W |
|---|---|---|---|---|---|---|
| Behavior | Anyone | What Drives People | ● | ● | ● | |
| | Leaders | Managing People to Perform | ● | ● | ● | |
| | Mid to Senior | Becoming a Predictive Index Practitioner >POPULAR< | ● | ● | | |
| | Leaders | Attracting and Selecting Top Talent | ● | | ● | |
| Change | Leaders | Driving Change >POPULAR< | ● | ● | ● | ● |
| | Anyone | Embracing Change | ● | | ● | |
| | Mid to Senior | Making Change Happen | ● | | | |
| Coaching | Leaders | Advanced Coaching | ● | | ● | ● |
| | Mid to Senior | Coaching for High Performance | ● | | | |
| | Leaders | Coaching for Peak Performance | ● | ● | ● | ● |
| Communication | Anyone | Business Writing & Grammar | ● | | | |
| | Leaders | Communicating for Leadership Success >POPULAR< | ● | ● | ● | ● |
| | Anyone | Communicating with Impact | ● | | ● | ● |
| | Mid to Senior | Cultivating Networks & Partnerships (8 hrs) | ● | | | |
| | Leaders | Executing Strategy at the Frontline | ● | | ● | |
| | Anyone | High-Impact Feedback & Listening | ● | | ● | |
| | Mid to Senior | Influencing for Organizational Impact | ● | | | |
| | Anyone | Mastering Emotional Intelligence >POPULAR< | ● | | | |
| | Anyone | Networking for Enhanced Collaboration | ● | | | |
| | Anyone | Strategies for Influencing Others | ● | | ● | |
| | Anyone | Strengthening Your Partnerships | ● | | ● | |
| | Anyone | Vocational English as a Second Language (VESL: 24+) | ● | | | |
| Conflict | Anyone | Collaborating & Dealing with Conflict >POPULAR< | ● | ● | | |
| | Anyone | Navigating Beyond Conflict | ● | | | |
| | Leaders | Resolving Workplace Conflict | ● | | ● | ● |

Delivery Modes: **O**=onsite, **P**=public event / open enrollment, **V**=virtual class with live instructor, **W**=web course via online

| Primary Competency | Audience | Available Courses | Formats | | | |
|---|---|---|---|---|---|---|
| | | | O | P | V | W |
| **Customer Service** | Leaders | Creating a Service Culture | ● | | | |
| | Anyone | Taking the Heat | ● | | | ● |
| **Decision Making** | Anyone | Accelerating Business Decisions | ● | | | |
| | Anyone | Making High Quality Decisions | ● | | ● | ● |
| | Anyone | Making Sense of Business: A Simulation | ● | | | |
| | Mid to Senior | Mastering Decision Dynamics | ● | | | |
| **Delegating** | Leaders | Delegating with Purpose | ● | | ● | ● |
| **Development** | Mid to Senior | Developing Organizational Talent | ● | | | |
| | Leaders | Developing Yourself and Others | ● | | | |
| | Anyone | Facilitating with Impact | ● | | | |
| | Anyone | Making Meetings Work | ● | | | ● |
| | Leaders | Reinforcing Leadership Development >POPULAR< | ● | | ● | |
| **Diversity** | Mid to Senior | Leading with a Global Perspective (8 hrs) | ● | | | |
| | Anyone | Valuing Differences | ● | | | |
| **Engagement** | Leaders | Engaging and Retaining Talent | ● | ● | | ● |
| | Leaders | Strong Start: Insuring New Employees are Successful | ● | | | |
| **Harassment** >POPULAR< | Employees | Harassment Prevention for Employees (60-90 minutes) | | | | |
| | Leaders | Harassment Prevention for Supervisors: AB1825 (2.5 hrs) | | | | |
| **Human Resources** | Anyone | CA Human Resources Generalist Program | ● | | | ● |
| | Anyone | SHRM Certification Preparation >POPULAR< | ● | | ● | |
| **Interviewing** | Anyone | Attracting and Selecting Top Talent | | | | |
| | Anyone | ART of Interviewing | ● | | | |
| | Anyone | Essential Interviewing Skills (8 hrs) >POPULAR< | ● | | | |
| **Law and Compliance** | Employees | Harassment Prevention for Employees (60-90 minutes) | ● | | | ● |
| | Leaders | Harassment Prevention for Supervisors: AB1825 (2.5 hrs) | ● | ● | | ● |
| | Leaders | Supervisory Law (California or Federal) >POPULAR< | ● | ● | | ● |
| **Leading** | Leaders | Fostering Innovation | ● | ● | ● | |
| | Mid to Senior | Instilling a Culture of Innovation | ● | | | |
| | Leaders | Leadership Academy (40 hours) >POPULAR< | ● | ● | | |
| | Leaders | Leading Others | ● | ● | | |
| | Leaders | Leading Virtually | ● | | ● | ● |
| | Mid to Senior | Leading with a Global Perspective (8 hrs) | ● | | | |
| | All Leaders | Mastering Emotional Intelligence | ● | | | |
| | New Leaders | Your Leadership Journey | ● | | ● | ● |
| **Lean / Process** | Anyone | Lean Processes / Lean Manufacturing / Six Sigma (>8 hrs) | ● | | | |
| **Performance** | Leaders | Addressing Poor Performance | ● | | ● | ● |
| | Leaders | Setting Goals and Reviewing Results >POPULAR< | ● | ● | ● | ● |
| **Planning** | Anyone | Planning & Managing Resources (self-study course) | ● | | | |
| **Software Skills** | Anyone | MSOffice: Access, Excel, Outlook, PowerPoint, Word | ● | | | ● |
| | | 2010 Descriptions / 2013 Descriptions | | | | |
| **Strategy** | Leaders | Executing Strategy at the Frontline | ● | | ● | |
| | Mid-Leaders | Translating Strategy into Results (8 hrs) >POPULAR< | ● | | | |
| **Teams** | Leaders | Maximizing Team Performance >POPULAR< | ● | ● | ● | |
| | Anyone | Working as a High Performing Team | ● | | | |
| **Trust** | Anyone | Building & Sustaining Trust | ● | | ● | ● |

Delivery Modes: **O**=onsite, **P**=public event / open enrollment, **V**=virtual class with live instructor, **W**=web course via online

**Employers Group** training@employersgroup.com 800.748.8484

Employers Group

**PI Software Required**
**Available through Employers Group**
Contact Jeffrey Hull 213-999-3941

PI CERTIFIED PARTNER

# PREDICTIVE INDEX (PI) TRAINING COURSES

**LEARNING FORMAT:** CLASSROOM (PUBLIC OR ONSITE. SOME VIRTUAL.)

Decode the human element within your organization and unlock the potential of everyone. Predictive Index software and Employers Group training maximizes hiring, onboarding, developing, engaging and retaining talent, identifying high potentials, increasing sales, succession planning, and much more.

PI training is modular. Below are the courses along with the total duration of each.

- What Drives People (4 hours)
- Managing People to Perform (8 hours)
- Becoming a PI Practitioner (16 hours)
- Attracting and Selecting Top Performers (8 hours)

## DO YOU FACE ANY OF THESE ISSUES?

- Is the workplace behavior of some co-workers confusing and causing communication and teambuilding issues?
- Are sales slumping or not meeting revenue projections or expectations?
- Are some employees performing to expectation and others floundering?
- Are all new hires meeting performance expectations or are some falling short?
- Does it take some teams or departments longer to meet expectations and become cohesive?
- Do some leaders never delegate and others delegate everything?
- Are there engagement gaps for some employees, but not others?
- Do you have some employees that are "stressed" all the time and others that are never stressed?
- Are you fearful that high performing employees may leave?
- Do some new hires meet all performance expectations quickly and others do not?
- Have you hired individuals for what they know and terminate them because of who they are?
- Is your onboarding process completely tailored to the individual or is it the same for everyone?

Gain a deeper understanding to all of the these issues through Predictive Index and Employers Group coursework.

## MODULE OVERVIEW

**What Drives People:** This is the introductory course to PI and is recommended for every employee within your organization. It is also the first session in the manager and practitioner training. Give employees the tools and insights they need to develop increased self-awareness and a thorough understanding of what motivates their day-to-day behaviors. They will also better understand their co-workers and celebrate differences and appreciate the drives involved in a number of critical workplace behaviors.

**Managing People to Perform:** This course is designed for managers and PI Practitioners. It is session 2 (afternoon session) of the one-day (2 module) manager training and is session 2 of the 3-part practitioner training. Give leaders the tools they need to understand their day-to-day behavior and those who report to them. Secure a grasp on individual management and communication style so that you can identify the best ways to communicate with others, including direct reports. This session features a management scorecard and a detailed action plan to enhance workplace communication and productivity. Participants will gain scientific insights into how each team member: communicates, delegates, problem solves, makes decisions, responds to pressure, adapts to change, takes action / ownership, listens / influences, and takes risk.

**Becoming a PI Practitioner:** This day-long course is the final course to become a PI Practitioner. It is recommended for executives or managers who are responsible for business strategy, planning, and success along with HR professionals will serve as the PI expert and advisor within their organization. This session will specifically teach individuals to leverage a Require, Hire, Inspire™ framework that takes into account your business plans to achieve business results. Accurately define the true requirements of specific roles, hire top performers who naturally have what it takes to deliver on your business plan, and keep them engaged and inspired through the use of PI across the entire employee life cycle.

**Attracting and Selecting Top Performers:** This module has been specifically designed for talent acquisition specialists, recruiters, and hiring managers responsible for attracting, interviewing, hiring, and onboarding candidates. Individuals taking this course must take "What Drives People" as an introduction (morning session) and this session follow (afternoon). Provide the insights and tools needed to decode candidate drives, understand their needs, and predict on-the-job performance. Participants will leverage the DASH Hiring Method ™ (Define, Attract, Select, Hire): Define the job tasks and define the ideal candidate; craft advertisements and plan interview conversations using descriptions that appeal to the ideal candidate; use behavioral assessments in the hiring process to minimize time-to-hire and maximize job fit; hire and onboard new employees with a customized onboarding strategy to make them feel comfortable and get up to speed quickly.

## DETAILS

- **State-fundable:** Yes
- **Program length:** 4, 8, or 16 hours
- **Facilitator Certification:** Yes. Selected trainers only.
- **Optimal Group Size:** 10 to 15. 24 maximum.
- **Notes:** No course prep. Software access needed for some modules.

# DRIVING CHANGE

**LEARNING FORMAT:** CLASSROOM (onsite & public), VIRTUAL, & WEB COURSE

In today's complex and competitive environment, it's no surprise that 70 percent of workplace change initiatives fail. For workplace change initiatives to be successful, organizations need leaders who are able to turn resistance into commitment and inspire team members to take ownership of change.

This course provides the skills and resources leaders need to accelerate the process of implementing change with their team members and to create an agile work environment where people are more open to change.

## DO YOU FACE ANY OF THESE ISSUES?

> Do leaders fail to hold employees accountable and allow them to slip back into the old way of doing things?

> Are your leaders able to identify the aspects of change they can control and influence?

> Do leaders fail to gain the buy-in or support of team members to implement change?

> Are your leaders a positive model when it comes to embracing change, or do they fail to use new approaches themselves?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Accelerate the process of making change happen.

> Minimize the potential negative effects change can have on productivity, morale, and collaboration.

> Turn resistance into commitment and inspire team members to take ownership of change.

> Clearly communicate the business rationale and benefits of change for the team and the organization.

## PRIMARY COMPETENCY DEVELOPED

> Facilitating Change

## SECONDARY COMPETENCIES DEVELOPED

> Adaptability

> Gaining Commitment

## COURSE OVERVIEW

> **Your Role in the Business of Change:** Teams find and identify best practices for implementing change. Facilitator leads a discussion about why change initiatives fail. Learners are introduced to three Change Accelerators. Participants discuss the business rationale and expected benefits related to their change situations.

> **Reactions and Resistance:** Facilitator introduces four common reactions to change and the importance of moving people toward embracing it. Facilitator leads a discussion about the benefits of drawing out resistance and the importance of seeking reactions and feelings (a Change Accelerator).

> **The Personal Needs of Change:** Facilitator explains the critical role of Key Principles in meeting personal needs during change, particularly Empathy and Involvement. Learners practice using these skills to respond in real time to people resisting change.

> **Regaining Control:** Learners identify an aspect of their change situation that can be controlled or influenced in an effort to help their team members gain control (a Change Accelerator). With a partner, they determine how they can influence a no-control factor using one of the Change Accelerators.

> **A Model for Change:** Facilitator leads a discussion on how leaders can use the Change Accelerators with the Interaction Guidelines to meet people's practical needs in change discussions. Participants watch a two-part video and discuss how the leader uses these skills to move team members toward embracing the change.

> **Skill Practice:** Learners prepare for and conduct three rounds of skill practe using their own change situations.

> **Plan to Accelerate:** Participants complete an action plan for helping their teams move closer to embracing change, using the skills and tips from the course.

## VIDEO SEGMENT SUMMARIES

> In the first part of the positive model video, three team members discuss a change implementation happening in their workplace.

> In part two, the team leader discusses the change with the team members and helps move them toward embracing change, particularly a team member who is resisting.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.

> **State-fundable:** Yes (onsite and public only).

> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating for Leadership Success.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 15 minutes.

> **Notes:** Module 9 of 10 in the Leadership Academy. Suitable for all environments; however, a healthcare and industrial version is available. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Embracing Change (for non-leaders)

> Fostering Innovation

**TALENT DEVELOPMENT TIP**: Consider training non-leaders on **Embracing Change** well before a change initiative is implemented!

# EMBRACING CHANGE

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY) & VIRTUAL

If there's one thing all organizations in today's economy have in common, it's that they are undergoing change. But change can only be effective if the employees impacting your bottom line embrace it. Their ability to adapt will determine the competitiveness and success of your organization.

This course focuses on the role of individual performers in implementing change in the workplace. Participants discover their Change IQ and learn about the phases of change that many people experience when undertaking a new initiative. Using the Embracing Change job aid, which includes best practices, individual performers will tackle and overcome the new business challenges of today and tomorrow.

### DO YOU FACE ANY OF THESE ISSUES?

> Are your employees unreceptive to change?

> Does resistance to change decrease the productivity of individuals and teams?

> Are changes in the workplace or economy affecting the morale of your workforce?

> Are individual performers attempting to make changes in ineffective ways?

### PERFORMANCE OBJECTIVES

**Helps associates:**

> Commit to and take ownership of change.

> Effectively recognize change, explore change, and overcome personal resistance to change.

> Minimize the negative impact on individuals, work groups, and the organization of not adapting to change.

> Demonstrate an embracing change mind-set that influences others to embrace workplace change.

### PRIMARY COMPETENCY DEVELOPED

> Adaptability

### SECONDARY COMPETENCIES DEVELOPED

> Initiating Action

> Continuous Improvement

### COURSE OVERVIEW

> **Embracing Change Course Prep/Pre-work:** Learners complete the What's Your Change IQ? Indicator. They discuss their results with their leader and formulate ideas for effectively approaching change situations.

> **Change, Change, Change:** In groups of three, participants take part in an activity that helps them recognize strategies needed to cope with an ever-changing work environment.

> **What's Your Change IQ?:** Facilitator leads a discussion about recent workplace changes and their business results and describes the Change IQ Continuum.

> **Phases of Change:** Learners watch a video about the phases of change and share personal examples of when they have experienced these phases.

> **Embracing Change Best Practices:** Facilitator overviews the Embracing Change Best Practices. Learners complete the Embracing Change Personal Charter and discuss their plans with a partner.

> **Case Study:** Participants assume roles to complete a Control Evaluator, acting as characters from a fictional company. Learners view a video portraying their recently-portrayed characters and discuss their findings as a group.

> **Change Pursuit and Close:** Learners finalize their personal charters and discuss with a partner. They participate in a game of Change Pursuit, reviewing and applying their new skills and knowledge about embracing change.

### VIDEO SEGMENT SUMMARIES

> **Which Way Is Up?** Three colleagues encounter each other as they enter and exit the elevator. Each of these colleagues is experiencing a different phase of change and share best practices with each other as they struggle to respond to the demands of a change in organizational strategy.

> **Influencing Change:** Four teammates have an impromptu discussion in the break room following a formal staff meeting. In this discussion, they begin to look for ways to embrace the changes and move ahead.

### COURSE DETAILS

> **Target audience:** All populations.

> **State-Fundable**: Yes (onsite only).

> **Course length:** 4 hours (onsite), 3 hours (virtual).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating with Impact or Communicating for Leadership Success.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 60 minutes.

> **Notes:** Suitable for all environments.

### OTHER COURSES TO CONSIDER

> Communicating with Impact

> Driving Change

> Maximizing Team Performance

> Working as a High-Performing Team

# MAKING CHANGE HAPPEN

**LEARNING FORMAT:** CLASSROOM

We hold leaders responsible for the "break-throughs" that will catapult the business forward despite the increasing competition. But how can leaders lead change if they're not ready for it or bought into it themselves? Leaders learn the ability to drive change by understanding the importance of stakeholders, multiple viewpoints, communication, and buy-in.

## DO YOU FACE ANY OF THESE ISSUES?

- Are associates feeling de-motivated as a result of shifting strategies, shifting structures, and fewer resources?
- Do your leaders lack the strength, energy, and skills to drive change in today's environment?
- Are your leaders unaware of their personal preference toward change, and their team's preference at each step of the change process?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Develop their ability to drive change by understanding the importance of involving stakeholders, dealing with resistance, communicating, and building buy-in.
- Improve their understanding and ability to leverage insights from the Change Style (c) or CSI.
- Enhance their skills in leading and motivating others through organizational change initiatives.

**Primary Competencies Developed:**

- Facilitating Change 3.0
- Leading Change 3.0
- Engagement Readiness
- Navigating Complexity

## COURSE OVERVIEW

- **Session Opening:** An experiential activity illustrates how leaders must consistently pay attention to their environment so that they know when and how to act. They discuss the challenges associated with driving change, particularly as it relates to mid-level leaders.
- **Driving Change:** Participants use the Change Analysis Worksheet to explore the change initiative they identified in their course preparation. They analyze their situation leveraging peer consultation.
- **Change Styles:** Participants complete the Change Style Indicator (c) or CSI, which measures three individual styles of approaching and managing change: Conservers, Pragmatists, and Originators. They explore how each style is perceived by others.
- **The Change Process:** Participants learn the four-stage change model: Acknowledging, Reaching, Investigating, and Implementing. They consider people's reactions, as well as leadership enablers and detailers at each stage.
- **Summary and Call to Action:** Participants discuss what they will stop, start, and continuing doing regarding change initiatives.

## COURSE DETAILS

- **Target audience:** Mid-level, operational, and senior-level leaders
- **State-fundable:** Yes (some positions may be ineligible for state funding)
- **Course length:** 4 hours.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 15 minutes to identify a change initiative.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Driving Change
- Influencing for Organizational Impact
- Instilling a Culture of Innovation
- Mastering Emotional Intelligence

# ADVANCED COACHING

**LEARNING FORMAT:** CLASSROOM (onsite only), VIRTUAL, & WEB COURSE

In many organizations, good coaching is no longer enough. Today's high-performance workplace requires leaders who can quickly assess business priorities and the capabilities of deployed talent. Leaders must have the skills to take advantage of every coaching opportunity, even when they don't have time for formal coaching conversations. And leaders need to do more to recognize the unique contributions of employees.

In this course, participants will learn four advanced coaching techniques that develop proficiency in using the Interaction Essentials in challenging situations. Leaders learn to ask powerful and insightful questions and how to drive higher levels of employee engagement through appreciation.

## DO YOU FACE ANY OF THESE ISSUES?

> Do leaders know how to coach but do not have time to do it?

> Do your leaders tell their employees how to get things done instead of seeking their insights and gaining their buy-in?

> Do employees feel like they are not appreciated by their leaders?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Increase the agility and impact of their coaching.

> Make the most of each coaching opportunity.

> Provide input to help team members gain timely insights into their work.

> Enhance the confidence and competence of their staff on an ongoing basis.

> Build an engaged workforce that feels challenged and valued.

## PRIMARY COMPETENCIES DEVELOPED

> Coaching

> Gaining Commitment

## SECONDARY COMPETENCY DEVELOPED

> Inspiring Others

## COURSE OVERVIEW

> **Coaching Opportunities:** In an opening video activity learners see a leader use advanced coaching techniques in a sequence of interactions over time and across communication methods. Facilitator makes the connection between advanced coaching and the use of the Interaction Essentials. Four advanced coaching techniques are introduced.

> **Advanced Coaching Self-Insights:** Learners assess their use of the four coaching techniques. Discussions follow - first in pairs and then in a large group - around participants' strengths and development opportunities.

> **Scan and Plan:** Learners use a radar screen tool to capture the intersection between deployed talent and business priorities, and identify where they should focus attention.

> **Seize Every Moment**: In a small group activity, learners analyze two scenarios and determine key information needed to conduct the coaching conversation. Facilitator debriefs the findings of both groups.

> **Spark Insight**: In a two-part video activity, learners compare and contrast the questioning techniques of a good coach and an advanced coach. Participants build on the scenarios they analyzed earlier by identifying high-impact questions. They work in pairs to practice sparking insights in a coaching conversation.

> **Engage Through Appreciation**: A quick "myth/fact" activity introduces the Engage Through Appreciation technique. Facilitator shares the adaptation of STAR for expressing appreciation. Using the radar screen from an earlier activity, learners practice writing appreciation for a team member.

> **Session Close**: Facilitator leads a "lightning review" of the advanced coaching techniques.

## VIDEO SEGMENT SUMMARIES

> A leader uses various communication methods and takes advantage of brief but timely opportunities to provide reactive coaching to a team member.

> A leader provides adequate coaching to a team member who seeks his advice.

> The same leader sparks discovery within the team member by asking the right, high-impact questions at the right time.

## COURSE DETAILS

> **Target audience:** Frontline leaders through mid-level managers.

> **State-fundable:** Yes (onsite only)

> **Course length:** 4 hours (onsite); 3 hours (virtual); 2 hours web course

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating for Leadership Success or Essentials of Leadership and Coaching for Peak Performance.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 15 minutes.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

## RELATED COURSES

> Adaptive Leadership

> Coaching for High Performance (for mid-level managers)

> Coaching for Peak Performance

# COACHING FOR HIGH PERFORMANCE

**LEARNING FORMAT:** CLASSROOM

Coaching at the mid and senior-level is significantly different from coaching at lower organizational levels, as leaders are now expected to continue to lead across generations while also leading people from different functions and increasing productivity across the board. Leaders need to develop multidirectional coaching skills and learn the proactive inquiry method for more effective interactions with their teams.

## DO YOU FACE ANY OF THESE ISSUES?

- Do your leaders lack the skills to coach their direct reports, peers, or even senior leaders?
- Are leaders able to create a coaching culture in your organization?
- Do leaders spend more time sharing their expertise rather than asking provocative questions while coaching?
- Do your leaders struggle to drive performance, engagement, and retention?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Clearly differentiate and seek higher-level coaching opportunities that provide significant payoff to the individual, team, and organization.
- Apply enhanced skills to conduct more compelling, collaborative, and rewarding coaching discussions.
- Seek and offer feedback that people can accept and act on to ensure achievement of business goals.
- Monitor and measure the continuous improvement of coaching skills in themselves as those they coach.
- Build and sustain a coaching culture within their team, department, or unit.

**Primary Competencies Developed:**

- Coaching & Developing Others 3.0
- Building Organizational Talent 3.0

## COURSE OVERVIEW

- **Session Opening:** Participants discuss qualities of a good coach, what differentiates coaching at higher levels, and use the trust equation to evaluate their own trustworthiness.
- **Advanced Coaching Skills:** Participants are introduced to authentic listening, empathy, and provocative inquiry skills to increase engagement levels and the value of their coaching.
- **Skill Application (Rounds 1 & 2):** Working with a partner and using the coaching opportunity identified in pre-work (course prep), participants conduct coaching discussions applying the advanced coaching skills. Partners provide feedback on strengths and areas for improvement.
- **Monitoring Your Value as a Coach:** Participants are introduced to five indicators of their effectiveness as a coach. Results, Returns, Referrals, Replication, and Receptivity. A self-assessment is provided to help participants monitor their effectiveness as a coach.
- **Summary and Call to Action:** After discussing the coaching culture in their organization, participants identify what they want to stop, start, and continue doing to enhance their leadership coaching skills.

## COURSE DETAILS

- **Target audience:** Mid-level, operational and senior-level leaders
- **State-fundable:** Yes (some positions may be ineligible for state funding)
- **Course length:** 4 hours. Course can be lengthened to 5 hours.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 20-30 minutes to evaluate one's own coaching skills and identify a coaching opportunity to develop during the session.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Advanced Coaching
- Coaching for Peak Performance
- Developing Organizational Talent
- Making Change Happen
- Mastering Emotional Intelligence

# COACHING FOR PEAK PERFORMANCE

**LEARNING FORMATS:** CLASSROOM (onsite and public), VIRTUAL, & WEB COURSE

Effective coaching is one of the most important drivers of team member performance. Whether leaders are guiding people toward success in new or challenging situations, or helping people improve or enhance their work performance, their ability to coach and provide feedback makes the difference between mediocrity and high performance.

By helping learners understand the importance of three coaching techniques and how to effectively handle both proactive and reactive coaching discussions, this course helps leaders have more effective and efficient interactions.

## DO YOU FACE ANY OF THESE ISSUES?

> Are your leaders missing opportunities to provide individuals with coaching to ensure success or improve work performance?

> Do leaders spend their time getting individuals back on track instead of setting them up for success?

> Do leaders fail to follow up with people they have coached or set responsibility for measuring results?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Increase the agility and impact of their coaching.

> Make the most of each coaching opportunity.

> Provide input to help team members gain timely insights into their work.

> Enhance the confidence and competence of their staff on an ongoing basis.

> Build an engaged workforce that feels challenged and valued.

## PRIMARY COMPETENCY DEVELOPED

> Coaching

## SECONDARY COMPETENCIES DEVELOPED

> Communication

> Gaining Commitment

## COURSE OVERVIEW

> **What Is Coaching?:** Facilitator shares the definition and characteristics of both proactive and reactive coaching. Learners are divided into two teams to debate the impact of each type of coaching on people, productivity, and profitability. After reviewing the three types of coaching and thinking about where they spend most of their time, participants identify and record their own coaching situations.

> **Interaction Essentials and Coaching Techniques:** Learners engage in a competitive quiz on their knowledge and understanding of the Interaction Essentials in the context of proactive and reactive coaching. They learn about and explore the coaching techniques in more depth by rotating through three self-discovery learning stations.

> **Case Study Coaching Situations:** A case study is introduced in which a leader is preparing for two different coaching situations - one proactive and the other reactive. Participants watch a video of a leader conducting a proactive coaching situation and provide the leader with STAR feedback. Learners provide advice to the same leader, who is now preparing for a reactive coaching discussion. Participants watch the leader use the skills and then provide feedback.

> **Skill Practice:** Learners prepare for and conduct three rounds of skill practice using their own coaching situations.

> **Closing Reflections:** Working individually, participants reflect on how they will apply what they have learned on the job and outside of the workplace. Learners share their responses with the large group and the facilitator highlights any patterns that emerge.

## VIDEO SEGMENT SUMMARIES

> **Setting the Course:** A leader conducts a proactive coaching discussion with his team member using the Interaction Essentials and the Balance Seeking and Telling coaching technique.

> **Getting Back on Track:** The leader uses the same skills and techniques, but with a different focus, as he conducts a reactive coaching discussion with another team member.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.
> **State-fundable:** Yes (onsite and public only).
> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web)
> **Facilitator Certification:** Certified facilitator required.
> **Prerequisites:** Communicating for Leadership Success.
> **Optimal Group Size:** 8 to 16. 20 maximum.
> **Course Prep:** None.
> **Notes:** Module 5 of 10 in the Leadership Academy. Suitable for all environments; however, an industrial and healthcare version is available. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Addressing Poor Performance
> Advanced Coaching
> Delegating with Purpose
> Executing Strategy at the Frontline

# BUSINESS WRITING AND GRAMMAR

**LEARNING FORMAT:** CLASSROOM (onsite)

Effective written communication is clear, concise, and easy to understand. People are more likely to comply with something if they can read and understand it quickly and easily.

In business writing, even a small mistake can have unintended consequences. A misplaced (or missing) comma can cause confusion or misunderstanding. Using the wrong word (effect for affect) reflects poorly on the writer's skills as well as the employer's reputation. A harshly worded, unfriendly email can affect the bottom line if a client is offended.

Writing well is a core skill in today's technology-heavy workplace. This workshop assists all writers brush-up on their basic writing skills.

## DO YOU FACE ANY OF THESE ISSUES?

- Are individuals not clear and concise with written requests and is it causing confusion and frustration?
- Have clients or customers remarked on mistakes, misspellings or poor grammar?
- Is the style, organization and formatting inconsistent and not professional? Is punctuation used incorrectly?
- Are wrong or incorrect words used in regular, everyday communications?
- Is there confusion between subject and object pronouns?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

- Apply concepts of reader friendly writing in all workplace writing tasks.
- Employ the 5-step writing process.
- Choose appropriate organization, structure, and format.
- Apply standard rules of punctuation and grammar.
- Identify common writing errors and know how to correct them.
- Produce clear writing in a consistent, professional manner and style.

**Primary Competencies Developed:**

- Ready-friendly and professional written communication

## COURSE OVERVIEW

- **Ready-Friendly Writing:** Working in teams and through discussion, participants define Reader-Friendly Writing (RFW) and identify its characteristics. Discussion also includes the importance of how RFW affects readers' perceptions of the writer (and the employer) and how it influences compliance or a call to action.
- **Formal versus Informal Writing Tasks and Organizational Models:** Participants consider which workplace writing tasks are formal and informal. After, they identify which organizational format is appropriate for formal writing tasks.
- **5-Step Writing Process:** Participants learn the five steps of the writing process. Through discussion and the slow-release model, learners apply the five steps to a writing activity.
- **Mechanics Review:** Facilitator reviews the basic rules of punctuation, with particular attention paid to the period, common, colon, apostrophe, and semi-colon. Learners apply their knowledge to identify and correct common punctuation errors.
- **Grammar Review:** Participants discuss what is grammar and why it is important. Participants review basic grammar terminology, sentence structure, active and passive voice, and correct usage of subject, object, and relative pronouns. Participants apply their knowledge to identify and correct errors in grammar.
- **Usage and Style**: Facilitator leads a discussion on the proper use of homophones (it's / its), troublesome words (affect / effect), precise language, clichés, and capitalization in titles. Participants apply their knowledge to identify and correct errors in usage and style.
- **Practicum**: Participants apply the workshop content to a workplace writing project.

## COURSE DETAILS

- **Target audience:** All employees and leaders
- **State-fundable:** Yes
- **Course length:** 4-5 hours.
- **Facilitator Certification:** Yes. Selected trainers only.
- **Prerequisites**: None
- **Optimal Group Size:** 10 to 15. 20 maximum.
- **Course Prep:** Yes. Participants are encouraged to share writing samples in class for peer review.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Communicating for Leadership Success
- Communicating with Impact
- Collaborating & Dealing with Conflict
- Resolving Workplace Conflict

# COMMUNICATING FOR LEADERSHIP SUCESS

**LEARNING FORMATS:** CLASSROOM (onsite or public), VIRTUAL, & WEB COURSE

Organizations need leaders who can do more and be more in order to succeed in today's complex environment. They need frontline leaders with strong interpersonal skills who can get things done by mobilizing and engaging others.

This foundation-level course is a prerequisite for many others and helps leaders communicate effectively so they can spark action in others. The course teaches leaders the interaction essentials they need to handle the variety of challenges and opportunities they encounter every day in the workplace and beyond.

### DO YOU FACE ANY OF THESE ISSUES?

> Do leaders lack the essential interaction skills that are critical for leadership success?

> Are leaders seen as unsupportive because they fail to demonstrate empathy?

> Do leaders fail to provide the ongoing feedback team members need to be successful?

> Are employees less focused on results because they don't feel valued or appreciated?

### PERFORMANCE OBJECTIVES

**Helps leaders:**

> Achieve results through others by building strong interpersonal relationships.

> Plan for successful interactions with team members - in person and virtually.

> Provide meaningful, supportive feedback that motivates team members and helps individuals improve their performance.

> Impact business outcomes by consistently meeting the personal and practical needs of others.

### PRIMARY COMPETENCY DEVELOPED

> Building Strategic Work Relationships

### SECONDARY COMPETENCIES DEVELOPED

> Communication

> Gaining Commitment

### COURSE OVERVIEW

> **Leadership Today (and Every Day):** Working in teams, learners conduct the discussion they read about in the Course Prep. Participants watch a video that shows the variety of demands a leader faces, and the facilitator highlights the importance of meeting team members' needs. Facilitator leads an activity to introduce personal and practical needs, and then introduces the Interaction Essentials.

> **Key Principles to Meet Personal Needs:** Facilitator introduces the Support Key Principle. Working in teams, learners discover key insights about the Esteem, Empathy, or Involvement Key Principle and teach their assigned Key Principle to the rest of the group. The facilitator introduces the Share Key Principle and leads a discussion about the benefits of using these skills in the workplace.

> **Working to Meet Personal Needs:** Participants watch two video segments that show a manager using Key Principles. Facilitator leads the group as they read several situations and choose an effective response for each one. Working in pairs, learners read additional situations and write an effective response for each one.

> **Up Close and Personal:** Working with a partner, learners take turns responding to statements "on the spot" using the Key Principles. Learners graph the results of their self-assessment and identify actions they will take to address any challenges they might encounter in using the Key Principles effectively.

> **Practically Speaking:** Facilitator overviews the Interaction Guidelines to meet practical needs. Participants watch a video leader effectively use these skills during a discussion with a team member. Learners begin to complete a Discussion Planner for an upcoming workplace discussion.

> **Using Effective Feedback for Leadership Success:** Facilitator leads a discussion about the nature of feedback in the learners' environment. Facilitator introduces the STAR approach to providing positive and developmental feedback. Participants practice by writing a STAR and delivering it to a fellow participant.

> **Wrap-Up:** Teams prepare and present a brief presentation of five specifics for the assigned concept learned in the course, including its business impact.

### VIDEO SEGMENT SUMMARIES

> A video illustrates the leader's busy day and foreshadows many challenges.

> In a two-part video, a manager uses the Empathy and Share Key Principles when recognizing the demands placed on two frontline leaders, and later uses the Involvement and Share Key Principles when a leader comes to him with an urgent request.

> A leader effectively uses the Interaction Guidelines to conduct a challenging discussion with a team member about an issue with the project team.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.
> **State-fundable:** Yes (onsite and public only)
> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web)
> **Facilitator Certification:** Certified facilitator required
> **Prerequisites:** None
> **Optimal Group Size:** 8 to 16. 20 maximum.
> **Course Prep:** Yes. 15 minutes.
> **Notes:** Module 3 of 10 in the Leadership Academy. Suitable for all environments; however, a healthcare and industrial version is available for onsite training. Onsite training available in Spanish.

**TALENT DEVELOPMENT TIP:** After leaders go through this course, increase Return on Investment by providing Communicating With Impact to non-leaders.

# COMMUNICATING WITH IMPACT

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY), VIRTUAL, & WEB COURSE

Many organizations focus on technical skills as all-important to success in the workplace. Yet strong interpersonal skills are equally essential in transforming individual contributors into exceptional performers, who have a greater impact in their roles.

This foundational course provides individuals with a powerful set of interaction skills that enables them to communicate more effectively with colleagues and customers and, in the process, build trust, strengthen partnerships, and achieve desired results.

## DO YOU FACE ANY OF THESE ISSUES?

> Do individual contributors struggle to communicate with colleagues and customers in an effective way?

> Is there a need for a higher level of trust? Greater cooperation? Stronger business relationships?

> Is effective feedback lacking as an integral part of your culture?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

> Recognize the impact they can have on their success and the success of others by enhancing interpersonal relationships in the workplace.

> Relate to colleagues and customers in a way that meets their personal needs while also meeting the practical need of accomplishing objectives.

> Use a set of interaction process skills that enable them to conduct more successful discussions that achieve results.

> Use a technique for providing specific, meaningful feedback that helps people improve their performance and increase productivity.

## PRIMARY COMPETENCIES DEVELOPED

> Communication

> Gaining Commitment

> Building Customer Loyalty

## SECONDARY COMPETENCY DEVELOPED

> Building Strategic Work Relationships

## COURSE OVERVIEW

> **Every Interaction Matters:** In a video scenario, learners are introduced to team members who aren't having the impact they desire in their jobs or with their external customer. Learners discuss the importance of communicating effectively to enhance their impact in the workplace. They explore the personal and practical needs people bring to interactions and are introduced to the skills that will help them meet these needs.

> **Key Principles**: Learners review five Key Principles that will help them meet others' personal needs. In a video-based activity, learners work in teams to determine how the Key Principles can help the video characters have more impact. Learners complete a self-evaluation to assess their tendencies for using Key Principles and identify development areas. Learners begin a Plan for Impact for utilizing the interaction skills in a specific workplace situation.

> **Interaction Guidelines and Process Skills:** Learners review the Interaction Guidelines and process skills, which help meet the practical needs of an interaction. Returning to the video scenario, learners coach a character in preparing a Discussion Planner to use with an external customer. They then watch a positive model video of the character conducting an effective discussion. Learners determine how they might utilize these skills on their plan.

> **Effective Feedback Using STAR:** Learners are introduced to the STAR technique for providing feedback that is specific, timely, and balanced. Various activities give learners practice with the STAR format. They consider the use of this technique in their plan.

> **Plan for Impact:** Learners begin to complete a Discussion Planner for an upcoming workplace interaction. In pairs, they share their Plan for Impact and exchange STAR feedback.

## VIDEO SEGMENT SUMMARIES

> Team members share the trials of communicating effectively with one another as well as of meeting the needs of an external customer.

> Three different scenes show the team members using Key Principles in their interactions, enhancing their impact on shared goals.

> In a positive model, a member of the team uses the interaction process skills to conduct an effective discussion with an external customer.

## COURSE DETAILS

> **Target audience:** All populations.

> **State-fundable**: Yes (onsite only).

> **Course length:** 4 hours (onsite), 3 hours (virtual), 2 hour (web course).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal group size:** 8 to 16. 20 maximum.

> **Course Prep:** None.

> **Notes:** Suitable for all environments. We suggest providing this training after leaders have been trained in Communicating for Leadership Success. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Embracing Change

> High-Impact Feedback and Listening

> Navigating Beyond Conflict

> Taking the HEAT

# CULTIVATING NETWORKS & PARTNERSHIPS

## LEARNING FORMAT: CLASSROOM

In today's complex business world, leaders need to have the skills to create and maintain strategic networks and partnerships, in order to navigate through that complexity. Meeting critical business objectives requires knowing with whom to network, how to optimize existing network contacts, and how to build and maintain internal and external relationships. It also requires having effective partnerships, and using strategies to help maximize those partnerships to meet mutual goals. In this course, leaders learn to evaluate their current network and take steps to close gaps. They identify personal and organizational barriers that hamper efforts to negotiate, collaborate, and communicate as they build partnerships.

## DO YOU FACE ANY OF THESE ISSUES?

- Do your leaders struggle to partner and network beyond formal structures and relationship paths?
- Do the new realities of business—such as globalization or matrix organizations—mean your leaders need to extend their networking and partnership skills across teams, departments, and/or regions?
- Is collaboration hindered by the extensiveness of a leader's network, both within and outside your organization?
- Do your leaders struggle to add reciprocal value and share a value-added point of view to build and sustain a broad network?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Navigate complexity in roles and accomplish critical business objectives by using strategic networking and partnership tools and skills.
- Advance the organization's objectives; build effective networks and strong partnerships.
- Evaluate an individual's active networks to close gaps and enhance its strategic value.
- Identify critical checkpoints to plan, execute, monitor, and maintain partnerships.

**Primary Competencies Developed:**

- Cultivating Partnerships
- Influencing & Strategic Influence

## COURSE OVERVIEW

- **Complexity in Your World:** Participants engage in an activity to analyze their current role or business, and the complexity that surrounds it.
- **Four Practices of Strategic Networkers:** Participants learn the four practices that strategic networkers embrace to navigate the complexity in their role: Determine Network Requirements, Expand Key Contacts, Optimize Your Network, and Nurture Your Network.
- **A Deeper Dive into Networking:** Throughout the session, participants engage in activities to: evaluate their existing networks and how they relate to their existing business goals; determine how to expand and strengthen them by practicing their networking skills, as well as evaluating the value they bring; and learn best practices for maintaining their networks over time, and as their roles may change.
- **Partnerships—Seeing the Big Picture:** Participants work together on an activity that drives understanding of why partnerships are important.
- **Four Strategies of Effective Partners:** Participants explore the four strategies that help build and maintain effective partnerships: Expand Your Mindset, Question Assumptions, Be Flexible, and Redefine Boundaries.
- **A Deeper Dive into Partnering:** As participants explore the Partnership Strategies, they discuss stereotypes that negatively impede relationships; explore personal limiters when working with others; explore tools to strategically create and evaluate effective partnerships; and review ways to measure the effectiveness of their partnering skills. They apply what they've learned by creating a plan for a potential partnership opportunity in their current role.
- **Summary and Call to Action:** Participants reflect on their learning and key insights—from both the networking and partnerships portions of the session—and consider what they will stop, start, and continue doing.

## COURSE DETAILS

- **Target audience:** Mid-level, operational and senior-level leaders
- **State-fundable:** Yes (some positions may be ineligible for state funding)
- **Course length:** 4 hours
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 40-50 minutes to complete a self-assessment for networking, begin completing a Network Strategy Tool, and determine a partnership opportunity to develop during the session.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Driving Innovation
- Influencing for Organizational Impact
- Mastering Decision Dynamics
- Mastering Emotional Intelligence
- Operating with a Global Perspective
- Strengthening Partnerships
- Translating Strategy into Results

# EXECUTING STRATEGY AT THE FRONTLINE

**LEARNING FORMATS:** CLASSROOM (ONSITE ONLY) & VIRTUAL

In order to achieve their business strategies, organizations count on leaders at the frontline to understand and execute the top priorities for their team.

In this course, leaders will learn the three key elements of executing strategy at the front line—Focus, Measurement, and Accountability. They will learn how to focus on the few most critical priorities, to measure progress toward the accomplishment of these priorities, and to hold themselves and their team members accountable against the metrics. Participants also explore best practices for accountability, such as determining and communicating accountability, including consequences. The Strategy Execution Tool helps leaders capture in one place their top priorities, progress and outcome measures, and those accountable for achieving the priorities. Using the three elements of execution ensures that leaders and their teams get the right things done in spite of daily distractions.

## DO YOU FACE ANY OF THESE ISSUES?

> A lot of time spent on developing business strategies for them only to be a priority of senior management.

> Frontline leaders spend too much time and energy on work that doesn't support the top business priorities.

> Team members are unsure of what they are working towards because goals and how to measure progress and success are ambiguous, at best.

> Leaders have trouble imposing consequences on those accountable for getting the work done.

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Maintain focus on important work in the midst of the daily pressure of business.

> Explain the importance of critical work to their team and others.

> Track progress and outcomes against relevant measures to ensure successful execution.

> Communicate accountabilities so that team members understand the importance, impact, and expectations regarding priority work.

## PRIMARY COMPETENCY DEVELOPED

> Driving for Results

## SECONDARY COMPETENCY DEVELOPED

> Planning and Organizing

> Passion for Results

## COURSE OVERVIEW

> **Pinpointing Priorities:** A senior leader highlights the importance of achieving top business priorities and introduces the three elements of execution – Focus, Measurement, and Accountability. Using their course prep, learners discuss with a partner their top priorities and how they align to business goals. Leaders complete a brief self-assessment related to the elements of execution. Groups identify challenges related to their assigned element and share the top two with the large group.

> **Maintaining Focus:** Learners look at how they spend their time and whether these activities support their top priorities. Facilitator assigns three challenges of maintaining focus and small groups brainstorm solutions to these challenges. The Strategy Execution Tool is introduced and learners identify which of their three priorities they will focus on for the rest of the session.

> **Measuring Progress and Outcomes:** A video illustrates the relationship between progress and outcome measures. Learners participate in an engaging cart sort activity determining if a measure is a progress or outcome measure. In small groups, learners look at their own departments and determine the measurements that they use. The Strategy Execution Tool is revisited with learners noting the measures that are used with their chosen priority and to what degree it is on track.

> **Ensuring Accountability**: In a large group, leaders discuss how they hold their team accountable. Facilitator introduces four best practices, highlighting the importance of consequences and the problem with joint accountability. Learners work in small groups to analyze scenarios and determine how to apply the accountability best practices. After identifying who is accountable for the priority on their Strategy Execution Tool, leaders work with a partner to discuss how to address accountability and get the measure back on track.

> **Putting Elements into Practice**: Learners regroup to brainstorm solutions to the challenges that they identified at the beginning of the session. Participants spend time on their Reflections page and identify what they want to most discuss with their manager and teams back on the job.

## VIDEO SEGMENT SUMMARY

> A senior leader talks about the importance of executing strategy and how the execution elements enable leaders at the front line to accomplish this.

> The importance of both progress and outcome measures to achieving priorities is illustrated using an air traffic control example.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.

> **State-fundable:** Yes (onsite only).

> **Course length:** 4 Hours (onsite), 3 hours (virtual).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 30 minutes.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Delegating with Purpose

> Making High-Quality Decisions

> Accelerating Business Decisions

# HIGH-IMPACT FEEDBACK AND LISTENING

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY) & VIRTUAL

When sharing feedback is part of an organization's culture, it is an effective business tool that reaches across all levels.

In this course, individual performers learn how to effectively deliver both positive and developmental feedback. They also learn how to be receptive to feedback and to listen to accurately understand the speaker's intended message. In the workplace, these skills help them to optimize and sustain their own and their coworkers' performance.

## DO YOU FACE ANY OF THESE ISSUES?

> Do people in your organization get enough feedback about their job performance?

> How good are people at giving and receiving both positive and developmental feedback?

> Do people listen effectively to accurately understand the speaker's intended message?

> Do business results suffer because people don't get the feedback they need to perform to their potential?

## PERFORMANCE OBJECTIVES

**Helps individual performers:**

> Support colleagues' job performance, growth, and development.

> Build authentic, trusting relationships with colleagues.

> More wisely choose opportunities to give and seek feedback.

> Handle, reduce, or eliminate defensiveness or negative emotions that can occur in a feedback discussion.

> Help create a culture of teamwork and performance.

## PRIMARY COMPETENCIES DEVELOPED

> Communication

> Coaching

## SECONDARY COMPETENCY DEVELOPED

> Continuous Learning

## COURSE OVERVIEW

> **Introduction:** Learners take part in a "fact or myth" activity to gain key information about giving and receiving feedback. The facilitator introduces the two types of feedback: positive and developmental.

> **Giving Feedback—Key Principles and STAR:** Learners watch a video spoof called "Top Colleague" (a fictitious reality game show) that demonstrates poorly delivered feedback and subsequent poor receptivity to feedback. Learners discuss why the feedback in the video went wrong. The facilitator defines effective feedback skills and leads a discussion on the importance of meeting people's personal and practical needs. Learners adjust the video judges' feedback to encourage greater receptivity from the video contestants.

> **Building Your Listening and Feedback Receptivity Skills:** Learners discuss the importance of being aware of Feedback Deflection Traps, Receptivity Techniques, and barriers to listening in order to accurately understand a message. Learners identify a Receptivity Technique that would help the video contestants demonstrate better listening skills.

> **The Feedback Discussion Model:** Learners watch a video depicting a colleague in need of developmental feedback. The facilitator introduces the Feedback Discussion Model. Learners then watch a video that shows an employee effectively delivering developmental feedback to the peer depicted in the earlier video.

> **Skill Practice—Giving and Receiving Feedback:** The facilitator introduces the Feedback Planner. In groups of three, learners participate in three rounds of skill practice for delivering developmental feedback.

> **Applying Your Skills:** In pairs, learners describe real-life opportunities they have for delivering either positive or developmental feedback back at work and plan their approach for those discussions.

## VIDEO SEGMENT SUMMARIES

> **Top Colleague:** A mock reality game show setting is used to humorously depict how ineffective, poorly delivered feedback can have a negative effect on those who receive it. The video also is used to discuss the STAR approach and the Key Principles.

> **A Star Is Not Born:** This is part one of a two-part video. In this segment Jayne, a newer team member, wants to make a positive impression during an interdepartmental meeting and interjects comments that show she is uninformed about a major project.

> **Positive Model:** Part two of the video is the positive model. Martin, Jayne's colleague in part one, provides her with developmental feedback regarding her meeting behavior.

## COURSE DETAILS

> **Target audience:** All employees through to emerging/frontline leaders.

> **State-Fundable:** Yes (onsite only).

> **Course Length:** 4 hours (onsite), 3 hours (virtual).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating with Impact or Communicating for Leadership Success.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep**: None.

## OTHER COURSES TO CONSIDER

> Communicating with Impact

> Coaching for Success

> Coaching for Improvement

> Working as a High-Performing Team

# INFLUENCING FOR ORGANIZATIONAL IMPACT

**LEARNING FORMAT:** CLASSROOM

Today's complex global organizations require cross-functional teams to accomplish their business objectives. The challenge is that leaders need to get things done through influence instead of position power, as they often don't have authority over their own colleagues. Here leaders learn how to create an influence strategy that clearly links their ideas and recommendations to changes that will have a positive impact on individual team, and organizational performance.

## DO YOU FACE ANY OF THESE ISSUES?

- Are your mid-level and senior leaders challenged to influence peers to move a strategic opportunity forward within the organization?
- Do leaders fail to appropriately leverage their network and take specific actions to gain commitment to their ideas?
- Can your leaders package their ideas in a way that captures the hearts and mind of their audience?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Identify and assess influence opportunities and choose strategies to achieve business results.
- Evaluate their business network and build supportive and reciprocal long-term working relationships at all levels of the organization.
- Leverage their personal power to move people to take action on those ideas, opportunities, and recommendations that will have the greatest impact on organizational priorities.
- Use techniques that allow them to engage people both emotionally and rationally.
- Assess the people they need to influence -- understanding their motivations, needs, and concerns -- so they can change or reinforce their perceptions and gain their commitment.
- Capture people's attention and making things happen.

**Primary Competencies Developed:**

- Influencing & Gaining Commitment 3.0
- Strategic Influence
- Communication 3.0
- Competitive Communication 3.0

## COURSE OVERVIEW

- **Session Opening:** Participants define influence in the business environment, partner to assess an influence opportunity, and evaluate the effectiveness of a manager's influencing behaviors as presented in the course prep's (pre-work) case study.
- **Strategy:** Participants use the case study to learn about seven techniques that support the first influence component -- strategy -- which enables them to focus on the big picture. They consider how the techniques work in their own organization. And, they begin to complete their plan for their own influence opportunity.
- **Packaging:** Participants review three elements of Packaging, which address the best way to engage the hearts and minds of others. The three elements of painting the picture, the power of questions, and adapting your approach. Individually, participants continue to work on plans for their own influence opportunity.
- **Commitment:** Participants discuss commitment techniques and decision-making tools. Pairs discuss how to gain commitment for their specific influence situation, seeking feedback and advice from their partners.
- **Summary and Call to Action:** Participants record what they will stop, start, and continue doing to be more effective influencers.

## COURSE DETAILS

- **Target audience:** Mid-level, operational and senior-level leaders
- **State-fundable:** Yes (some positions may be ineligible for state funding)
- **Course length:** 4 hours. Course can be lengthened to a full day.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 45 minutes to read a case study and identify an influence opportunity to develop during the workshop.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Cultivating Networks and Partnerships
- Instilling a Culture of Innovation
- Leading with a Global Perspective
- Making Change Happen
- Mastering Emotional Intelligence

# MASTERING EMOTIONAL INTELLIGENCE

**LEARNING FORMAT:** CLASSROOM

Leaders cannot do it alone. They need to understand how building their own emotional intelligence (EQ) contributes to improved performance for their teams, their partnerships, and their organization. Leaders assess their own EQ and learn to prevent the emotional hijacking that can interfere with personal intentions and organizational outcomes.

## DO YOU FACE ANY OF THESE ISSUES?

- In times of intense pressure, do leaders sacrifice focusing on their people in favor of operational matters?
- Are leaders hard-pressed to read the environment, people, and others' perceptions, which reduces their full impact?
- Have leaders become emotionally hijacked?
- On a day-to-day basis, do the behaviors of your leaders fall short when it comes to building a high-performance, high-trust environment?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Realize how emotional intelligence (EQ) affects business results.
- Understand how emotional hijacking interferes with values and outcomes.
- Recognize the five elements of EQ and learn skills to strengthen each one.
- Analyze their own EQ and the impact of their EQ level on those around them.
- Identify emotional triggers and apply techniques so they can respond effectively rather than inappropriately.

**Primary Competencies Developed:**

- Building Self Insight
- Earning Trust
- Emotional Intelligence Essentials
- Executive Presence

## COURSE OVERVIEW

- **Session Opening:** Participants discuss if emotions are appropriate in the workplace and review session objectives.
- **Good Boss / Bad Boss:** Teams describe the characteristics and impact of good and bad bosses, then discuss how a leader's emotional intelligence (EQ) affects business results.
- **Values, Emotion, Behavior, and High Performance:** Participants explore the elements of a model and the connection between values, behavior, and trust. After, they discuss the concept of emotional hijacking and its effects on others - when emotions override values and intentions.
- **Emotional Intelligence Model:** Facilitator reviews the five areas of EQ and explains the building nature of emotional intelligence.
- **Developing EQ:** Participants gain insight from completing the index for Emotional Intelligence, and examine strengths and areas for development. The group explores self-awareness and triggers by completing an activity. They also review self-talk and voices, and the impact they have on EQ. Using their course preparation, participants complete a skill builder activity using the Key Principles and other techniques learned in this course.
- **Summary and Call to Action**: Participants outline what they want to stop, start, and continue doing to enhance their leadership skills relative to emotional intelligence.

## COURSE DETAILS

- **Target audience:** All levels of leadership from frontline to senior-level
- **State-fundable:** Yes (some positions may not be eligible for funding).
- **Course length:** 4 hours. Course can be lengthened.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 30-40 minutes to identify an issue involving someone whose view differs from their own. They read about the Key Principles and complete the Index for Emotional Intelligence.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Coaching for High Performance
- Communicating for Leadership Success
- Cultivating Networks and Partnerships
- Developing Organizational Talent
- Instilling a Culture of Innovation
- Leading with a Global Perspective
- Making Change Happen
- Translating Strategy into Results



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# NETWORKING FOR ENHANCED COLLABORATION

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY)

Today's jobs are more complex and demanding, increasing the need for information and expertise from diverse contacts across, and outside the organization. Associates must build business networks to contribute to their success and to enhance collaboration across the organization.

This course will help learners increase personal and team value by teaching them to cultivate a network of associates they can contact for information, advice, and coaching. Learners identify what information and expertise they need, identify who can provide it, practice asking for help, and then learn techniques for maintaining strong working relationships.

## DO YOU FACE ANY OF THESE ISSUES?

> Do employees lack the information or resources they need to perform their job?

> Is poor interdepartmental collaboration a barrier to enhanced success at your organization?

> Does your organization require higher levels of collaboration between people, teams, and departments?

## PERFORMANCE OBJECTIVES

**Helps individual performers:**

> Apply a process for developing, expanding, and maintaining a business network.

> Recognize the benefits of networking for themselves, their work group, and organization.

> Use a set of flexible interaction skills to secure the help and involvement of network contacts and maintain strong working relationships.

> Identify opportunities to reshape and expand their network to meet new needs.

> Plan their approach to following through on networking opportunities.

## PRIMARY COMPETENCIES DEVELOPED

> Building Strategic Working Relationships

> Communication

## SECONDARY COMPETENCIES DEVELOPED

> Initiating Action

> Building Trust

## COURSE OVERVIEW

> **The New Need for Networking:** Learners discuss the factors that are driving the need for networking. The facilitator introduces two types of networks, immediate and extended, and four actions for building and maintaining a business network. Learners complete a survey measuring their comfort with and proficiency in using the four networking actions.

> **Identify Needed Information/Expertise and Who Can Provide It:** Learners discuss why acquiring information and expertise through networking is important. They begin completing a Networking Opportunities worksheet detailing their information needs and networking contacts who can act as resources to meet those needs.

> **Reach Out to Establish a Network Contact:** Learners view a video demonstrating an effective approach to establishing contact with a potential new networking partner. They then practice these techniques with a fellow learner in the role of a new contact they would like to make in the workplace. Learners are exposed to the three P's of networking: make a positive impression, a personal connection, and a purposeful case.

> **Ask for Help from the Network Contact:** Learners watch a video demonstrating two approaches to asking for help and compare the approaches, evaluating their effectiveness. They work in teams to respond to three situations in which they agree on what they would say to use the three P's of networking and the five Key Principles. Participants plan their approach to how they will reach out to someone for help with an immediate or future need.

> **Maintain the Relationship:** The facilitator leads a discussion on the importance of maintaining relationships and shares tips and best practices. Returning to their worksheets, learners identify their top-priority networking opportunities and note actions they will take to follow through on them. The facilitator guides a discussion on involving managers and others in networking efforts and asks learners to discuss their plans for developing their business networks.

## VIDEO SEGMENT SUMMARIES

> **Mutual Interests:** Elizabeth and Julia's conversation highlights techniques for successfully reaching out to establish a contact—make a positive impression, a personal connection, and a purposeful case for following up with a contact.

> **One Way or Another:** Roberto and Anthony demonstrate an effective and a less-than-effective approach to asking for help.

> **What Would You Say:** Short video clips feature three individuals, and challenge learners to reach out to them for help. Learners respond to each clip by agreeing on what they would say to make a positive impression, personal connection, and purposeful case for the help they need.

## COURSE DETAILS

> **Target audience:** All employees through to emerging/frontline leaders.

> **State-fundable:** Yes

> **Course length:** 4 hours (onsite only).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum

> **Course Prep:** None.

> **Notes**: Suitable for all environments.

## OTHER COURSES TO CONSIDER

> Communicating with Impact

> Strengthening Your Partnerships

> Working as a High-Performing Team

# STRATEGIES FOR INFLUENCING OTHERS

**LEARNING FORMATS:** CLASSROOM (ONSITE ONLY) & VIRTUAL

Whether it's an innovative breakthrough or a simple process improvement, making it happen generally requires commitment from others in the organization. The best way to gain this commitment is to have a strategy for each stakeholder.

This course shows leaders and individual contributors how to package their ideas in a way that will win over even the most skeptical individuals. Participants learn strategies for effectively capturing people's attention, transforming their perspectives, and gaining their commitment to taking action.

## DO YOU FACE ANY OF THESE ISSUES?

> Are associates having trouble gaining commitment for ideas that will improve business products, procedures, and outcomes?

> Are associates hesitant to act on their ideas because commitment is needed by others outside their team or at a higher-level within the organization?

> Do good ideas not get implemented because others did not understand the benefit it will have to the organization?

## PERFORMANCE OBJECTIVES

**Helps associates:**

> Capture stakeholders' attention, gain their commitment, and make things happen.

> Leverage their personal power to gain other's commitment to take action on promising ideas and alternatives that achieve business results.

> Implement new ideas, improvements, and alternatives that will have the greatest impact on organizational objectives.

## PRIMARY COMPETENCY DEVELOPED

> Influence

## SECONDARY COMPETENCY DEVELOPED

> Building Strategic Work Relationships

## COURSE OVERVIEW

> **Influence to Achieve Results:** Facilitator reviews the context of influencing in today's business world. The three components of influencing are introduced.

> **First Things First:** Learners discuss the levels of commitment. The Commitment Worksheet is introduced and learners list the names of their stakeholders. In pairs, they identify the current commitment level and what level is needed to move their ideas forward.

> **Seven Strategies:** Seven strategies of influencing are introduced with learners discussing how to adapt strategies depending on the stakeholder. Learners participate in an activity based on one of the strategies, Consider Environmental Factors. Learners review the importance of gathering data and how it can be used when determining strategy. Through a video-based activity, learners gain a understanding of three other strategies they can use to gain commitment. Learners continue to work on their own opportunity on their Commitment Worksheet.

> **Package Your Strategies:** Facilitator uses a demonstration to illustrate how the best packaging engages hearts and minds. Learners watch a video to see the three packaging techniques in action. The debrief overviews the packaging technique of The Unexpected. In small groups, learners use the Paint the Picture technique to present an idea. The last technique, The Power of Questions, is reviewed and learners work in teams to generate provocative questions. They report out their questions to the rest of the group. Learners determine which packaging techniques will work with their stakeholders and then discuss with a partner.

> **Get Commitment to Act:** Facilitator reviews the final steps in gaining commitment—Gauging Readiness and Agree on Next Steps. Referring back to the video, learners determine what clues might facilitate these final steps. Learners answer reflection questions and discuss what they will do differently going forward.

## VIDEO SEGMENT SUMMARY

> An introduction to a frustrated stakeholder and someone trying to get his request moved up in a production schedule.

> A positive model video of using strategies and packaging techniques to show a stakeholder how an idea will have a positive impact on the organization.

## COURSE DETAILS

> **Target audience:** All employees through frontline leaders.

> **State-Fundable:** Yes (onsite).

> **Course length:** 4 hours (onsite), 3 hours (virtual).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal group size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 20 minutes.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Making Meetings Work

> Making High-Quality Decisions

> Networking for Enhanced Collaboration

> Resolving Workplace Conflict

> Strengthening Your Partnerships

# STRENGTHENING YOUR PARTNERSHIPS

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY) & VIRTUAL

Partnerships, whether internal or external, are more important than ever in reaching organizational goals. Strong partnerships can mean achieving objectives, yet changing boundaries and responsibilities make it difficult to build and sustain partnerships.

This course focuses on six Checkpoints that help partners identify and focus on important issues and promote open communication. In addition, learners are also introduced to the Partnership Scorecard, a tool used to provide feedback and measure progress on key elements of the partnership.

## DO YOU FACE ANY OF THESE ISSUES?

- Are partnerships strained across your organization, or do organizational silos exist?
- Do learners understand their role in building business partnerships?
- Have partnerships stalled or failed because there is no consideration of the relationship?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

- Identify six important areas of agreement—called Partnership Checkpoints—that are critical to a successful partnership.
- Use these Checkpoints as the basis for defining and agreeing on key aspects of what is to be accomplished and how the partners will work together.
- Recognize common areas of misunderstanding in partnerships.
- Create and apply measurement tools and methods to monitor progress and facilitate the exchange of feedback.

## PRIMARY COMPETENCY DEVELOPED

- Building Partnerships
- Earning Trust

## SECONDARY COMPETENCY DEVELOPED

- Building Networks
- Communication
- Creating a Culture of Trust
- Managing Relationships
- Emotional Intelligence Essentials

## COURSE OVERVIEW

- **Defining Partnerships:** Learners become familiar with and watch a video of two individuals talking about their partnership. The facilitator leads a discussion about the state of this partnership, and learners discuss attributes of successful partnerships they have had and share their experiences.
- **Understanding the Relationship:** The facilitator introduces six Partnership Checkpoints—Outcomes, Benefits, Barriers, Approach, Support, Measurement. These critical areas provide a comprehensive framework for effective partnerships and provide a means for analyzing and strengthening them. Learners receive the Partnership Planner to use in their own partnerships.
- **Exploring Their Own Partnerships:** Learners assess their own partnerships against the Checkpoints, using each other's experience to obtain a group assessment and consider implications. The facilitator guides learners through a deeper study of the Checkpoints, revisiting the video partnership through a role-play activity to improve their understanding of each other's perspectives of their partnership.
- **Challenges to Partnership Success**: The facilitator guides a discussion about barriers learners have faced in their own partnerships or observed in others. The class identifies top barriers and, in small groups, begins to troubleshoot them.
- **Moving Forward in Partnerships**: After discovering the importance of clear roles and responsibilities, learners share tools they have used to clarify and track roles and responsibilities. Learners consider the impact of communication methods on partnership success. They capture insights for their own partnership and discuss best practices at their tables. In pairs, they seek insights and suggestions about support.
- **Measuring Your Partnerships**: Learners see the necessity of both quantitative and qualitative measures. Focusing on the qualitative, learners are introduced to the partnership scorecard and how, in the interest of strengthening the partnership, a scorecard can make a discussion more objective.
- **Action Planning for Strengthening Partnerships**: Learners select categories for measuring their partnerships and discuss at their tables. Participants capture insights about scorecard categories, as well as quantitative measures, for their own partnership. A Checkpoint activity helps them decide their most critical next step. They conclude by declaring the actions they will take to strengthen their partnership.

## VIDEO SEGMENT SUMMARY

- Partners are shown to be making assumptions about the other's motivations and point of view; however they also have mutual goals that could provide the basis for a strong partnership.
- The partners conduct a discussion around the effectiveness of their partnership, and work together to build trust.

## COURSE DETAILS

- **Target audience:** All employees through frontline leaders.
- **State-fundable:** Yes (onsite only).
- **Course length:** 4 hours (onsite), 3 hours (virtual).
- **Facilitator Certification:** Certified facilitator required.
- **Prerequisites:** None.
- **Optimal group size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 20 minutes.
- **Notes**: Suitable for all environments.

# VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL)

**LEARNING FORMAT:** CLASSROOM (onsite)

Clear and accurate interpersonal communication is key to both professional and organizational success. Miscommunication due to accent, grammar mistakes, and choosing the wrong words can lead to workplace errors, distrust amongst employees, and stereotypes. Organizational productivity and revenue then suffers.

In this course, the facilitator works to strengthen core language skills of those whose first language is not English. Results include developing stronger pronunciation skills, building a stronger workplace vocabulary, improving active listening, writing more effective emails, and building stronger written communications.

## DO YOU FACE ANY OF THESE ISSUES?

- Are employees often misunderstood due to accents?
- Do employees feel overwhelmed and confused by English grammar rules?
- Is production and/or service and quality becoming diminished due to miscommunication or mistakes?
- Are errors occurring because English is not being used on a regular basis?
- Is there growing frustration amongst employees because they cannot communicate freely?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

- Use clearer pronunciation and enhance their use of business vocabulary.
- Identify and use standard punctuation and grammar rules.
- Recognize and correct common writing errors.
- Improve in-person and phone communication.
- Become more professional by using clear business writing skills

**Primary Competencies Developed:**

- English Pronunciation
- Listening
- Written Communications
- Interpersonal Skills
- Confidence

## PROGRAM OVERVIEW

In this customized solution, an Employers Group's VESL specialist will identify specific outcomes that need to be accomplished for each group of trainees. An individualized approach is then created that incorporates any or all of the items below.

- **Accent Reduction:** The facilitator conducts an accent analysis and provides instruction and exercises to improve speaking and listening skills.
- **Mechanics Review:** After reviewing the basic rules of capitalization and punctuation, learners apply their knowledge to identify and correct common punctuation errors.
- **Grammar Review:** Facilitator reviews basic grammar and rules to construct sentences and select the most appropriate words and word order. Through activities and exercises, participants apply their knowledge to correct errors in grammar.
- **Usage and Style:** Participants are provided guidelines for using phrasal verbs, idioms, slang, and homophones (their / there). In small groups, they work on activities that improve both written and verbal communication.
- **Writing Organization:** Participants will analyze paragraph structure and develop a personal process to create clear and complete writing.
- **Practicum**: Participants apply lesson content to practice on projects. Participants write and critique common business correspondence. Learners build interpersonal communication skills through mock phone and face-to-face conversation practice.

## COURSE DETAILS

- **Target audience:** All employees wishing to strengthen their English communication skills.
- **State-fundable:** Yes
- **Course length:** a minimum of ten 2-hour sessions.
- **Facilitator Certification:** Yes. Selected trainers only.
- **Prerequisites**: Placement testing confirming basic, intermediate or level 3 command of English.
- **Optimal Group Size:** 10 to 15 trainees.
- **Course Prep:** Yes. Participants are encouraged to share writing samples in class for peer review and practice using new skills on the job. English proficiency will need to be assessed for each potential participant through a 10-15 minute interview.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Communicating for Leadership Success
- Communicating with Impact
- Collaborating & Dealing with Conflict
- Resolving Workplace Conflict
- Business Writing & Grammar

# COLLABORATING & DEALING WITH CONFLICT

**LEARNING FORMAT:** CLASSROOM (onsite & public)

Today's business environment challenges individuals to increase productivity, improve quality, shorten cycle time, reduce costs, and improve customer satisfaction. These imperatives require everyone to communicate more effectively, collaborate with each other and deal with inherent conflicts that arise. Using the right words, body language, and listening skills are critical skills required by everyone within an organization.

This course teaches the practical tools that every individual within an organization can use on a daily basis to communicate more effectively and respectfully, build connection & trust, encourage collaboration, and even to deal with conflict with anyone they come into contact with from co-workers to customers.

## DO YOU FACE ANY OF THESE ISSUES?

> Do individuals have good intentions, but sometimes use the wrong words, which causes conflict or harms relationships?

> Are individuals not aware of how body language and non-verbal queues affect interaction?

> Is listening something individuals think they do well, but - in reality - they do not?

> Are individuals not interacting in respectful and collaborative ways?

## PERFORMANCE OBJECTIVES

**Helps leaders and employees:**

> Be on the lookout for signs of conflict and use tools to thwart or resolve conflict.

> Understand their role and responsibility in dealing with conflict.

> Adjust one's own behavior to create a healthy work culture and build collaboration.

> Build a respectful and positive work culture by knowing what healthy conflict is and avoiding unhealthy conflict.

> Use "in the moment" tools to create rapport, trust, and connection.

## PRIMARY COMPETENCY DEVELOPED

> Communicating & Collaborating

## SECONDARY COMPETENCIES DEVELOPED

> Dealing with Conflict

> Building Trust

## COURSE OVERVIEW

> **Conflict Responsibility:** Facilitator introduces the course and leads a discussion on the roles and responsibilities for reducing and resolving conflict from both a leader and employee perspective. A review of the key principles introduced in Communicating for Leadership Success (or Communicating with Impact) connects the importance of these skills in building collaboration and dealing with conflict.

> **Interaction Styles Assessment:** Attendees assess themselves using an assessment developed by *The Executive Advisory*, which identifies an individual's primary communication style, and explore how to flex into others' styles to communicate more effectively. Individuals are provided tips on increasing their Emotional Intelligence while gaining a better understanding of why we respond in the ways we do.

> **Body Language:** Facilitator leads a discussion on how body language and tone of voice creates rapport. Individuals use different techniques in a skills practice activity.

> **Collaborative Words:** Also known as using "magic words," participants learn words that reduce or thwart conflict and create rapport so resourceful problem solving can occur and relationships can improve. In groups, individuals identify word choice that may cause conflict and then identify better ways to respond.

> **Depersonalization:** Using real work examples, participants identify how to use more objective word choices to address another individual's mistakes and errors rather than creating a tone of blame.

> **Anticipation:** Participants learn that anticipating the other person's response is useful when making a request, showing empathy for the other's value system, or circumstances when asking for / requesting something. Individuals practice on real work situations.

> **Listening:** In a structured skills practice, individuals are asked to listen and respond to something they are hearing from their partner. Practical tools are then presented to reaffirm that they have listened to the individual and are responding appropriately.

> **Asking Questions:** Participants are given and use Powerful Questions in a skill practice activity. By using these questions, it involves others in problem solving that diffuses emotion to be more solutions focused.

> **Closing Activity:** With a partner, individuals role play a real work situation or structured case study (leader-employee, employee-customer or co-worker-co-worker) that will allow them to use the skills from the session.

## COURSE DETAILS

> **Target audience:** All populations.
> **State-fundable:** Yes (onsite and public only).
> **Course length:** 4 to 5 Hours (onsite); 3.5 hours (public).
> **Facilitator Certification:** Certified facilitator required.
> **Prerequisites:** Communicating with Impact or Communicating for Leadership Success.
> **Optimal Group Size:** 8 to 16. 20 maximum.
> **Course Prep:** Yes. 15 minutes.
> **Notes:** Module 4 of 10 in the Leadership Academy. Suitable for all environments. Onsite training available in Spanish. This course is often substituted for Resolving Workplace Conflict.

## OTHER COURSES TO CONSIDER

> Resolving Workplace Conflict

> Navigating Beyond Conflict

> Valuing Differences

# NAVIGATING BEYOND CONFLICT

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY)

The differences people bring to the workplace can promote tremendous creativity and innovation. Those same differences also can contribute to misunderstandings, which can lead to discord and, if left unresolved, dispute. Individual performers need to know how to effectively navigate beyond conflict to prevent damage from occurring.

In this course, individual performers learn how to recognize the warning signs of conflict and take action to prevent situations from escalating or to work out the conflict if it does escalate. This allows them to mitigate any negative impact, thus reducing the cost of conflict and improving business results.

## DO YOU FACE ANY OF THESE ISSUES?

> Does conflict between employees go unaddressed?

> Are valuable managerial resources being expended to resolve the conflicts of individual performers?

> Is conflict affecting the productivity or morale of teams and work groups?

> Is conflict being addressed inappropriately or unproductively?

## PERFORMANCE OBJECTIVES

**Helps individual performers:**

> Reduce the cost of conflict to them and their organization.

> Minimize or prevent conflict by promoting a culture of trust, mutual respect, and collaboration.

> Make appropriate choices, both in words and actions, to direct situations away from possible damage and toward the discovery of new ideas and solutions.

> Remove roadblocks to proactively taking action when the warning signs of conflict occur.

> Successfully plan and conduct conflict resolution discussions.

## PRIMARY COMPETENCY DEVELOPED

> Managing Conflict

## SECONDARY COMPETENCIES DEVELOPED

> Building Strategic Working Relationships

> Communication

## COURSE OVERVIEW

> **Conflict's Destination—Damage or Discovery:** Learners participate in a simulation that demonstrates the effects of conflict on relationships. Participants work in groups to identify the causes, costs, and benefits of conflict on themselves, their team, and the organization. Learners explore how conflict can escalate in stages from unresolved differences to discord to dispute, and contribute to a list of signs that warn of escalation.

> **Preventing Escalation:** Participants determine roadblocks to taking action to resolve conflict. They take a self-assessment that reveals their strengths and development areas in using the Key Principles in a conflict situation. The facilitator discusses conflict "crossroads," and volunteers role-play a crossroads scenario, using Key Principles to defuse the situation.

> **Resolving Conflict—Work It Out:** Learners watch a video of an ineffective approach to resolution, and then are introduced to a better approach by working out the conflict using interaction process skills. Learners view a positive model video of a conflict resolution discussion and discuss the skills that are used effectively.

> **Applying Your Conflict Resolution Skills:** Learners reprise their roles from the opening simulation and engage in two rounds of skill practicing, using Discussion Planners to conduct conflict resolution discussions. After each round, learners give each other feedback on their use of the skills. In teams, learners discuss how to address challenging conflict situations and share their ideas with the large group.

> **Removing Roadblocks and Setting Next Steps:** Participants work in groups to formulate suggestions for overcoming another group's roadblocks from earlier in the course. A group spokesperson shares the suggestions with the class. Learners determine their next steps for navigating beyond conflict in the future and building trusting relationships with colleagues.

## VIDEO SEGMENT SUMMARIES

> **"On the Highway to Damage":** Henry and Jordan, two peers who work for the same organization, are engaged in conflict over delivery dates and decide to "resolve" it in an ineffective and humorous way.

> **"On the Road to Discovery":** To work things out, Henry initiates a conflict resolution discussion, using a Discussion Planner with the interaction process skills. This discussion is featured in two scenes: The first scene illustrates the OPEN and CLARIFY steps of the interaction process, and the second scene illustrates DEVELOP, AGREE, and CLOSE.

## COURSE DETAILS

> **Target audience:** All employees, including emerging/frontline leaders.

> **State-fundable:** Yes (onsite).

> **Course length:** 4 hours.

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating with Impact or Communicating for Leadership Success.

> **Optimal Group Size:** 8 to 16. 20 maximum

> **Course Prep:** No.

> **Notes:** Suitable for all environments.

## RELATED COURSES

> Collaborating & Dealing with Conflict

> High-Impact Feedback and Listening

> Resolving Workplace Conflict

# RESOLVING WORKPLACE CONFLICT

**LEARNING FORMATS:** CLASSROOM (ONSITE & PUBLIC), VIRTUAL, & WEB COURSE

Today's business environment challenges organizations to increase productivity, improve quality, shorten cycle time, and reduce costs. An unfortunate but natural byproduct of these challenges is conflict. While conflict can lead to discoveries such as new ideas and innovative breakthroughs, it can, if allowed to escalate, result in damage to critical working relationships.

This course teaches leaders how to recognize the signs of escalating conflict and take appropriate action to minimize damage. Leaders are introduced to two resolution tactics—coach and mediate—and practice using the Interaction Essentials as they coach then mediate to resolve a conflict.

## DO YOU FACE ANY OF THESE ISSUES?

> Does conflict escalate because leaders fail to recognize the signs?
> Do leaders know what to do when a conflict is affecting productivity or morale?
> Do leaders have the skills to mediate a conflict when emotions are strong?
> Are your leaders able to help employees take accountability for their role in conflict?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Reduce the damaging effects of workplace conflict on individuals, groups, and the organization.
> Effectively address workplace conflict and enhance productivity, efficiency, and morale.
> Help others take responsibility for resolving their own conflicts.
> Promote a culture of trust and mutual respect within their work group.

## PRIMARY COMPETENCY DEVELOPED

> Managing Conflict

## SECONDARY COMPETENCIES DEVELOPED

> Coaching
> Gaining Commitment

## COURSE OVERVIEW

> **Accountability and Conflict:** Facilitator introduces the course and leads a discussion of the stages of conflict. Learners build the Accountability Matrix, a construct that identifies behaviors that help leaders to either facilitate or enable conflict, and employees to either take ownership or avoid resolution of conflict. Learners reflect on a series of questions about how well they facilitate conflict resolution.
> **Coaching to Meet Personal Needs:** Facilitator explains when to coach an employee and when to step in and mediate. The role of the Key Principles, especially Empathy and Involvement, in addressing people's personal needs during conflict is emphasized. Learners watch a video leader who defuses emotions and meets the personal needs of an employee who is involved in a conflict. Learners discuss how asking powerful, open-ended questions can involve people and strengthen their commitment to resolving conflict.
> **Coaching to Meet Practical Needs:** Facilitator leads a discussion on how the Interaction Guidelines can help leaders work through people's practical needs in conflict discussions. Learners watch the leader from the previous video as she coaches her employee to resolve the conflict.
> **Coaching Skill Practice:** Participants conduct two prepared skill practices using the coaching resolution tactic.
> **Mediating Toward a Common Goal:** Participants discuss the difference between coaching and mediating and are given a list of tips for a successful mediation. They then conduct a prepared mediating skill practice where two partners play the role of the people in conflict.
> **Session Close:** Learners reflect on their course experience and how they can use the skills and techniques to successfully resolve conflict back in the workplace.

## VIDEO SEGMENT SUMMARIES

> A leader relies on the Key Principles, particularly Empathy, to defuse emotions and meet the personal needs of a team member who is involved in a conflict with a coworker. A leader coaches a team member on how to resolve his conflict, leading to various discoveries and building his confidence in his ability to handle the situation himself.
> The conflict from Part 1 has inched closer to Dispute, and the leader must conduct a structured coaching discussion to build her team member's skill and confidence for resolving it. She does this by using the Key Principles, combined with Powerful Questions.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.
> **State-fundable:** Yes (onsite and public only)
> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web)
> **Facilitator Certification:** Certified facilitator required
> **Prerequisites:** Communicating for Leadership Success
> **Optimal Group Size:** 8 to 16. 20 maximum.
> **Course Prep:** Yes. 15 minutes.
> **Notes:** Module 4 of 10 in the Leadership Academy. Suitable for all environments; however, a healthcare and industrial version is available for onsite training. Onsite training available in Spanish. Collaborating & Dealing with Conflict may be substituted in the public Leadership Academy.

## OTHER COURSES TO CONSIDER

> Collaborating & Dealing with Conflict
> Navigating Beyond Conflict (for non-leaders)

# CUSTOMER SERVICE: CREATING A SERVICE CULTURE--THE SERVICE LEADER'S ROLE

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY)

Many service initiatives are built upon "a fix"—a three-month or one-year initiative to make the organization customer-service focused. But creating a service culture is not a one-time, skills-training event. It's an ongoing organizational commitment driven by effective service leaders.

Once the strategic focus is defined, service leaders need to know exactly how to make the service vision a reality. This course helps leaders identify barriers to service excellence and provides them with five leader practices to create a service culture.

## DO YOU FACE ANY OF THESE ISSUES?

> Do you know what obstacles prevent a higher level of customer service?

> Do leaders know what they must do to ensure service excellence and increase customer loyalty?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Choose opportunities to use authority and influence to improve customer service.

> Focus their efforts and those of the service providers to achieve the results most important to customers.

> Inspire service providers to take actions that create customer loyalty.

## PRIMARY COMPETENCY DEVELOPED

> Customer Focus

## SECONDARY COMPETENCIES DEVELOPED

> Building a Successful Team

> Building Partnerships

> Gaining Commitment

> Initiating Action

## COURSE OVERVIEW

> **Importance of the Service Leader:** Leaders begin watching a video about "The Road" to a service culture (shown throughout). They visualize obstacles that exist and discuss impacts on customers, service providers, and the organization. A Service Culture Analysis Worksheet and the Service Success Loop are reviewed, and five leader practices are introduced.

> **Creating an Operational Service Vision:** Leaders list common customer expectations and choose an important one that has the greatest chance for improvement. They write a service objective that will meet or exceed this expectation and develop a tracking strategy for it.

> **Customer-Centric Work Processes:** Leaders discuss what makes a work process customer focused. They brainstorm what customers say when a process isn't customer focused and review traits of processes not focused on customers.

> **Partnerships:** Leaders simulate actions of work areas that do not meet customer expectations due to ineffective partnerships. They identify a partnership and factors that make it ineffective.

> **Knowledge and Skills:** Leaders identify the skills and knowledge service providers will need to meet customer expectations.

> **Giving Authority:** Leaders review tactics to increase authority and brainstorm ways to maximize the benefits but minimize the risks of increased authority.

> **Action Plan:** Leaders review the obstacles identified and finalize an action plan. They watch the conclusion of the video.

## VIDEO SEGMENT SUMMARIES

> A six-part video follows "The Road" to establishing a service culture and highlights challenges encountered by a leader and her team.

## COURSE DETAILS

> **Target audience:** Service leaders.

> **State-Fundable:** Yes (onsite only).

> **Course length:** 4 hours (onsite).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal group Size:** 8 to 16. 20 maximum.

> **Course Prep:** None.

> **Notes:** Suitable for all environments.

## OTHER COURSES TO CONSDIER

> Strengthening Your Partnerships

> Customer Service: Taking the Heat (for employees)

# CUSTOMER SERVICE: TAKING THE HEAT

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY) & WEB COURSE

Organizations need to provide superior customer service in order to build customer loyalty and stay ahead of the competition. Service providers, quite often, know how to have a friendly, positive customer interaction but lack the skills to handle an interaction that takes a turn for the worse. The potential to lose business increases when the service provider does not respond appropriately to a dissatisfied customer.

This course equips learners with an important skill set that is essential to providing high-quality customer service. These essential skills will help service providers turn dissatisfied, upset customers into satisfied, loyal ones.

## DO YOU FACE ANY OF THESE ISSUES?

> Do associates lack the skills needed to respond effectively to dissatisfied customers?

> Do your service providers miss opportunities to engage customers in a way that encourages them to talk about their issues and concerns?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

> Recognize the business impact of customer retention on their organization.

> Identify the differences between two types of customers—"walkers" and "talkers"—and explain the importance of encouraging walkers to talk about their dissatisfaction.

> Apply a set of skills (HEAT) that will enable them to identify and respond to dissatisfied customers.

> Use a set of best practices for taking the "heat" to turn difficult customer situations into positive interactions.

## PRIMARY COMPETENCIES DEVELOPED

> Communication

> Gaining Commitment

> Building Customer Loyalty

## SECONDARY COMPETENCIES DEVELOPED

> Initiating Action

> Negotiation

## COURSE OVERVIEW

> **Walkers and Talkers:** Learners explore the impact dissatisfied customers have on a business. Through an activity, they are introduced to two different types of dissatisfied customers—walkers and talkers. Participants discuss how important it is to encourage walkers to talk about their problems so they can be resolved.

> **HEAT Model:** Participants learn how Key Principles can be used to draw out a walker. A self-assessment helps learners identify their strengths and developmental areas when responding to dissatisfied customers. They also learn how the skill set **H**ear them out, **E**mpathize, **A**pologize, and **T**ake responsibility for action helps them meet both the personal and the practical needs of the customer.

> **HEAT Positive Model Video and Best Practices:** Participants watch a video in which a customer service provider effectively uses HEAT when interacting with a dissatisfied customer. Learners are introduced to the best practices for taking the HEAT. Through an activity, they begin exploring these best practices.

> **Hot Spots:** Learners participate in a video-based activity in which they act as a consultant to video characters facing dissatisfied customers. Learners take part in an activity in which they take the HEAT in a variety of scenarios.

> **Skill Practice and Action Planning:** Learners participate in a skill practice and use the HEAT model to respond to a dissatisfied customer. They also discuss how being a service provider can be stressful and learn techniques to manage the stress. Learners complete an action planner, using it to explore how they will use the HEAT model back in their workplace.

> **Talk or Walk? Challenge:** Learners participate in the game "Talk or Walk? Challenge" to review key learning points and techniques from the session. Working in two teams, they are given a challenge and decide whether to accept it (talk) or pass (walk) in order to accumulate points.

## VIDEO SEGMENT SUMMARIES

> A customer service representative from a bank that has just completed a merger responds to a longtime customer who is having trouble accessing his account.

> A facilities department representative responds to the concerns of upset associates who will need to temporarily relocate due to upcoming renovation plans.

> Four segments present situations in which a service provider must respond to a dissatisfied internal or external customer. The video then "rewinds" and shows the service provider taking the HEAT.

## COURSE DETAILS

> **Target audience:** All populations.

> **State-Fundable**: Yes (onsite only)

> **Course length:** 4 hours (onsite), 2 hours (web course).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating with Impact or Communicating for Leadership Success.

> **Series:** Suitable for all environments.

> **Optimal Group Size:** 8 to 15. 20 maximum.

> **Course Prep:** None.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Communicating with Impact

> Creating a Service Culture: The Service Leader's Role

# ACCELERATING BUSINESS DECISIONS

**LEARNING FORMAT:** CLASSROOM ONLY

In today's turbulent, fast-flowing business environment, individuals usually don't have the luxury of time when making decisions. You need people 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 individuals accelerate the decision-making process, yet still make quality decisions in fast-paced environments with limited time and information. It also teaches them to identify their own and others' decision-making tendencies and understand how to balance them
in situations requiring accelerated decisions.

## DO YOU FACE ANY OF THESE ISSUES?

> Do associates approach every decision in the same way, regardless of the time, risk, and resources involved?

> Do your individual performers and leaders struggle to make quality decisions when pressed for time?

> Do business opportunities slip away because employees don't make timely decisions?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

> More quickly evaluate possible solutions and make high-quality decisions when time is limited.

> Determine when an accelerated 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.

## PRIMARY COMPETENCY DEVELOPED

> Decision Making

## SECONDARY COMPETENCY DEVELOPED

> Risk Taking

## COURSE OVERVIEW

> **Whitewater Decision Making:** A simulation helps learners experience how accelerated decision making differs from "standard" decision making. Learners discuss the connection between the accelerated decisions they make on the job and their organizations' 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 accelerated decision making.

> **The RAPID Approach:** 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 an accelerated decision. The facilitator teaches an easy-to-remember approach for situations requiring accelerated decision making—**R**educe, **A**pproximate, **P**ick or park, **I**nterpret intuition and intangibles, and **D**rive. 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 RAPID concepts.

> **Putting RAPID to Work for You:** The Accelerated Decision Guide is presented to help learners focus their decision-making efforts. After viewing a video case study, learners walk through a Guide that has been completed for the case study. They use a Guide to plan a real workplace accelerated decision.

## VIDEO SEGMENT SUMMARIES

> Individuals display different tendencies in approaching an accelerated decision opportunity.

> A decision maker balances his decision-making tendencies.

> A leader gets an unexpected opportunity to make an accelerated decision.

## COURSE DETAILS

> **Target audience:** All populations.

> **State-fundable:** Yes (onsite only).

> **Course length:** 4 Hours (onsite).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** None.

> **Notes:** Suitable for all environments.

## OTHER COURSES TO CONSIDER

> Making High Quality Decisions

> Planning & Managing Resources

# MAKING HIGH-QUALITY DECISIONS

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY), VIRTUAL, & WEB COURSE

Sound decision making in today's tough business environment demands much more than just coming up with or picking the best alternative or option. It requires analyzing potential problems or opportunities and making sound judgments based on analysis.

Using an engaging simulation, this course teaches a logical decision-making process that addresses the critical elements that result in high-quality business decisions. Participants will develop the skills and confidence to generate options and compare them to important decision criteria, and to select the best course of action. Utilizing this process will also help individuals avoid the pitfalls that often undermine high-quality decision making.

## DO YOU FACE ANY OF THESE ISSUES?

> Do individuals jump to evaluating alternatives instead of using creative-thinking approaches to identify all potential alternatives?

> Is your business losing ground because associates miss the early signs of problems or opportunities?

> Do associates fail to gauge the levels of risk and reward of the alternatives they are considering before they make the decision?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

> Make business decisions more effectively and confidently.

> Avoid obstacles to objective analysis and judgments.

> Involve the right people at the right time in the decision-making process.

> Gain the help and support needed to make high-quality decisions and to implement them.

## PRIMARY COMPETENCIES DEVELOPED

> Decision Making

> Judgment

> Problem/Opportunity Analysis

## SECONDARY COMPETENCY DEVELOPED

> Risk Taking

## COURSE OVERVIEW

> **Introduction:** Facilitator introduces the two parts of making high-quality decisions - analysis and judgment - and overviews the decision-making process. Working in pairs, participants share tips and lessons learned for making high-quality decisions.

> **It Starts with Analysis:** Facilitator conducts Part I of the Sip-for-a-Spell simulation. Working in teams, learners apply the steps in the analysis portion of the decision-making process to determine the cause of declining sales. Facilitator explains the key points to cover in a problem/opportunity summary. Participants discuss challenges when gathering and interpreting information, as well as best practices to overcome common pitfalls. Participants identify a step or pitfall in which they would like to improve when analyzing problems or opportunities.

> **The Business Impact of Decision Making:** Facilitator leads a discussion about key business initiatives and the connection to decisions made by the participants and their teams. Learners identify problems or opportunities tied to business objectives that require analysis and judgment and record them on the Decision-Making Planner.

> **Good Judgment, Good Decisions:** Facilitator conducts Part II of the Sip-for-a-Spell simulation. Working in teams, learners apply the steps in the judgment portion of the decision-making process to determine a course of action to improve sales. Facilitator models techniques for generating alternatives as the group brainstorms ideas for improving sales. Teams use tools in their Resource Guide - Risk and Reward and Impact/Effort Grid - to evaluate options and choose an alternative. Participants identify a step or pitfall in which they would like to improve when making judgments.

> **Final Application and Close:** Using the problems or opportunities they recorded earlier, learners identify the best practices and tools they will use to apply the decision-making process. Participants share their situation and insights with their team members. Facilitator encourages learners to use their job aid and Resource Guide - which includes the best practices, tips, and tools from the course - back in the workplace.

## VIDEO SEGMENT SUMMARIES

> No video segments are planned for this course.

## COURSE DETAILS

> **Target audience:** All employees through frontline leaders.

> **State-fundable:** Yes (onsite only)

> **Course length:** 4 hours (onsite), 3 hours (virtual), 2 hours (web course).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum

> **Course Prep:** Yes. 10 minutes.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Accelerating Business Decisions

> Strengthening Your Partnerships

> Planning & Managing Resources

# MAKING SENSE OF BUSINESS: A SIMULATION®

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY)

Employees are more likely to support organizational initiatives and objectives if they understand the rationale behind management decisions and realize how they can add to the company's success. Unfortunately, many don't always understand how and why business decisions are made.

In this engaging business simulation, employees run a business hands-on to realize how and why decisions are made.

## DO YOU FACE ANY OF THESE ISSUES?

> Do employees mistrust management's decisions or question how they are made?

> Do they truly understand the "big picture" and how it determines business strategy?

> Are they aware of how their own job contributes to the success of your business?

## PERFORMANCE OBJECTIVES

**Helps associates:**

> View business from the perspective of an owner and see how their jobs affect the overall business.

> Explain the "whys" behind management decisions and organizational initiatives.

> Make better job decisions because they have a big-picture view of business.

## PRIMARY COMPETENCIES DEVELOPED

> Business Acumen

## COURSE OVERVIEW

> **Month 1:** Learners fill out the "before" section of a survey with their views on how business works. They learn about the business they'll be running and the various pieces of the game simulation. Guided by the facilitator, learners play round one and complete the first month's business operations checklist. Business results from the round are posted, and the group discusses differences between cash flow and profits and why a company might need to cut costs.

> **Month 2:** Learners review investment options and determine their team's business plan for the game by again completing business operations checklists. After results are posted, a debrief discussion focuses on the direct and indirect costs of business and the importance of managing both cash flow and profits.

> **Month 3:** At the end of the third round, learners discuss how it feels to run a business, the impact of competition, and the importance of the customer. Concepts are tied to how competition can require changes in business plans and drive decisions.

> **Month 4:** After round four, learners draw parallels between the simulation and the "real world" of business, specifically how the game reflects what might be going on in their own organization.

> **Who Wins and Why:** Learners discuss who won the game and how individuals in an organization might define business success differently. Learners complete the "after" section of the survey. They discuss their new understanding of why business decisions are made and how their jobs contribute to the organization's success.

## VIDEO SEGMENT SUMMARIES

> No video segments are planned with this module.

## COURSE DETAILS

> **Target audience:** All employees up to mid-level leaders.

> **State-fundable:** Yes (onsite).

> **Course length:** 6 hours (onsite).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 24 maximum.

> **Course Prep:** No.

## RELATED COURSES

> Embracing Change

> Making High-Quality Decisions

> Accelerating Business Decisions (for leaders)

Employers Group

SENIOR LEADERSHIP COURSEWORK

# MASTERING DECISION DYNAMICS

**LEARNING FORMAT:** CLASSROOM

Leaders, especially those at the mid- and senior levels, are routinely faced with complex, high-impact decisions that require expedient yet effective resolutions. Perhaps most challenging is the fact that these decisions come with an intricate set of dynamics with strong forces that can pull a leader toward less-than-optimal outcomes. Leaders learn a decision-making discipline that will help them manage these dynamics and overcome the forces both within themselves and across the organization that can compromise their decision-making ability.

## DO YOU FACE ANY OF THESE ISSUES?

- Do leaders struggle making complex decisions, especially when time is short and the stakes are high?
- Do biases exist within the organization that affect your leaders' ability to make effective, objective decisions?
- Are leaders unaware of how their personal biases affect their decision making?
- Do leaders fail to consider the full implications of their decisions on key stakeholders?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Recognize the presence of complex dynamics that can negatively impact the ability to make objective, informed business decisions.
- Identify specific decision-making biases to which the organization and leaders are most susceptible.
- Apply a decision-making discipline to manage these biases and other decision dynamics
- Apply the same discipline to diagnose past decisions and coach others in making decisions.

**Primary Competencies Developed:**

- Decision Dynamics 3.0
- Operational Decision Making 3.0
- Leadership Disposition 2.0
- Navigating Politics 2.0

## COURSE OVERVIEW

- **Session Opening:** Facilitator introduces the complex decision dynamics surrounding decisions made by senior leaders. The Decision Lenses (factors to manage those dynamics effectively), and biases that cause leaders to base decisions on subjective factors.
- **Values: Guidance and Challenge:** Participants explore the Values lens, and how to use it to choose between competing values or objectives and overcome values-related biases.
- **Perspectives: Gaining a Vantage Point:** Facilitator introduces the Perspective Lens and guides the group as they examine methods for exploring various perspectives in making decisions and avoiding biases.
- **Experience: Drawing on Life's Lessons:** In teams, participants debate the role of past experience as a basis upon which to make decisions, and how to use experience beneficially.
- **Risk: Managing Uncertainty:** Participants examine the role that risk plays in decision-making, compare their risk tolerance to that of their organization, and review the implications on them as decision makers.
- **Decisions in Full Focus**: Participants discuss how all four lenses can be used in concert to create a clear, objective view of a decision from all angles. Using what they've learned in the session, they assess their own abilities to use the four lenses.
- **Summary and Call to Action**: Participants share key lessons and reflect on what they will stop, start, and continue to do to master decision dynamics.

## COURSE DETAILS

- **Target audience:** Mid-level, operational and senior-level leaders
- **State-fundable:** Yes (some positions may be ineligible for state funding)
- **Course length:** 4 hours. Course can be lengthened.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 45-60 minutes to conduct a discussion with managers on their decision-making styles and track record. Also, to identify an important business decision they will analyze during the session.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Cultivating Networks and Partnerships
- Leading with a Global Perspective
- Making High-Quality Decisions

# DELEGATING WITH PURPOSE

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY), VIRTUAL, & WEB COURSE

Delegation is a critical skill for leaders in today's "do more with less" business environment. Fewer resources, changing motivations, virtual employees, and global workforces are just a few of the challenges leaders face as they attempt to meet ever-increasing workplace demands.

In this course, leaders learn the skills they need to address these challenges, gain the commitment of team members, develop individual skills and abilities, and enhance the overall capability and capacity of their teams and, ultimately, the organization. Leaders learn to identify the tasks they need to delegate, select the most appropriate individuals, assess capabilities and commitment, and plan the delegation discussion. That discussion includes the level of decision-making authority, amount of support, and methods for monitoring progress and measuring results.

## DO YOU FACE ANY OF THESE ISSUES?

> Do leaders spend time on tasks and responsibilities that others could do?

> Are leaders able to match people to the tasks and responsibilities that will build on either their strengths or development areas?

> Do leaders use methods for monitoring the progress of delegations that allow them to stay in touch without getting in the way?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Achieve key business results by leveraging the entire team's abilities.

> Build the team's capabilities and capacity through developmental delegations.

> Free up time to focus on mission-critical responsibilities.

> Delegate with increased confidence.

## PRIMARY COMPETENCY DEVELOPED

> Delegating Responsibility

## SECONDARY COMPETENCIES DEVELOPED

> Follow-Up

> Gaining Commitment

## COURSE OVERVIEW

> **Why Delegate, What, and To Whom?** Learners describe what team members think, feel, and say when their leader doesn't delegate effectively. Facilitator explains what delegating with purpose involves and asks learners how they react when their leader delegates in this way. Learners share their delegation opportunities, match people to the tasks, and then identify challenges to delegating and tactics they could use to overcome them.

> **Planning Your Strategy:** Learners watch a case study video of two delegation candidates, and then divide into teams to consider the pros and cons of delegating to each candidate. They watch a video showing the leader's rationale for the person he chose. Learners divide into four teams and use the delegation Planning Points to consider how to approach a delegation based on the person's needs and concerns.

> **Communicating Your Strategy:** Facilitator leads a discussion on how the Interaction Essentials and Discussion Planner help leaders plan for and meet employees' personal and practical needs in a delegation situation.

> **Planning Your Delegation: Peer Coaching:** Facilitator provides an overview of peer coaching. Learners plan their own delegation strategy using a Discussion Planner and in pairs share their strategy and provide coaching to each other. Facilitator debriefs the activity and leads a discussion of delegating virtually.

> **A Positive Model:** Learners watch a leader using the Interaction Guidelines and Key Principles as he conducts a delegation discussion with an employee.

> **Ongoing Follow-up and Coaching:** Facilitator leads a discussion about applying techniques to monitor progress, measure results, and provide ongoing coaching and support. Participants review the tips and techniques of seeking rather than telling, readjusting the initial plan, and using multiple channels of communication.

> **Your Delegation Tools:** Facilitator reviews the delegation tools, and participants reflect on what they've learned and how they will apply it. Volunteers share their insights and plans for application.

### VIDEO SEGMENT SUMMARIES

> **Meet Stefan and Brittany:** Two candidates for a delegation share their thoughts about taking on the new responsibility and explain their relative strengths and weaknesses.

> **Brittany's a Good Choice, But . . . :** The leader who will be delegating the responsibility to an employee in the first video explains the rationale for his choice.

> **More than a Task, Part 1:** The leader conducts the delegation discussion with the employee he has chosen to take it on.

> **More than a Task, Part 2:** The leader continues the discussion, identifying the support needed by the employee and agreeing on a plan for following up to ensure success.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.

> **State-fundable:** Yes (onsite only).

> **Course length:** 4 hours (onsite), 3 hours (virtual), 2 hours (web course)

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating for Leadership Success.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 30 minutes.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Coaching for Peak Performance

> Developing Others

> Advanced Coaching

# DEVELOPING ORGANIZATIONAL TALENT

## LEARNING FORMAT: CLASSROOM

Leaders play a key role in accelerating the growth of their teams, which results in more leaders and staff being prepared to deliver on critical business imperatives. Leaders learn to define the current state of team development as well as the ideal future state, pinpointing team and individual strengths and growth needs. They also need to know how to identify and develop high potentials for future leadership roles, assess the impact and effectiveness of development efforts, and provide feedback.

## DO YOU FACE ANY OF THESE ISSUES?

- Is the future success of your leaders limited by their abilities to build a strong team of managers?
- Are your leaders unsure of what to focus on, who to focus on, and how to develop their direct reports to impact team success?
- Do leaders accurately assess what is hindering their team and what will enable them to achieve the goals and priorities of the organization?
- Do your leaders take a strategic approach to developing talent and appropriately distribute limited resources around development?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Identify their team's development needs as they relate to achieving current and future business priorities.
- Describe the experienced leader's role in developing direct reports.
- Recognize how to achieve the highest payoff for their efforts in developing others.
- Use a three-phase approach -- Assess, Acquire, Apply -- to help individuals identify strengths and growth areas, plan development strategies, and acquire and apply new or enhanced knowledge, skills, and experience.
- Measure and provide feedback on the effectiveness and impact of development efforts on the individual, team, and organization.

**Primary Competencies Developed:**

- Building Organizational Talent 3.0
- Coaching and Developing Others 3.0

## COURSE OVERVIEW

- **Strategic Development:** Participants gain perspective on their roles as talent managers, and begin to explore ways to develop others using a High-Payoff Development model.
- **Development Model Phase One (Assess):** Participants gain experience using a Taking Stock Analysis form to identify competencies to develop, and learn how those drive a finite number of key development areas as the first step in the development planning process.
- **Phase Two (Acquire):** Participants explore the 70/20/10 guidelines, learn about the importance of providing ongoing support, and begin to draft development plans for a team member they've selected.
- **Phase Three (Apply):** Focusing on measurement, barriers, and leveraging multiple application opportunities, participants finish drafting the development plans.
- **STAR/AR Feedback (Optional):** Facilitator introduces STAR/AR model for providing feedback and provides or seeks examples, underscoring the importance of giving feedback during the development process, particularly during the Apply phase.
- **Summary and Call to Action**: Participants identify one or two key actions that will sustain development and draft an action plan to realize those goals.

## COURSE DETAILS

- **Target audience:** Mid-level, operational and senior-level leaders
- **State-fundable:** Yes (some positions may be ineligible for state funding)
- **Course length:** 4 hours. Course can be lengthened to a full day.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 30-40 minutes to review their role as developers of organizational talent, read a case study, and complete a self-assessment.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Coaching for High Performance
- Developing Yourself and Others
- Mastering Emotional Intelligence
- Translating Strategy into Results

# DEVELOPING YOURSELF AND OTHERS

**LEARNING FORMAT:** CLASSROOM (ONSITE O NLY)

Development is critical to attracting and retaining talent, driving employee engagement, preparing future leaders, and ultimately ensuring the success of the organization. Clearly, development is just as important to leaders as it is to their direct reports.

In this course, learners are introduced to a practical process to guide their own and their direct reports' development-planning efforts. The outcome is a meaningful development plan that supports the organization's current and future business needs.

## DO YOU FACE ANY OF THESE ISSUES?

> Are development plans something that people only do if they have time?

> Does development planning break down at key points?

> Do leaders fail to guide and support their people's development?

> Do leaders fail to measure and monitor the progress of development plans?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Recognize the role of the leader and the team member in development planning and execution.

> Recognize the importance of development to the success of individuals, teams, and the organization.

> Use a three-step process—Assess–Acquire–Apply—to identify strengths and growth areas, plan development actions, and successfully implement development plans.

> Employ a set of best practices to overcome common development barriers and challenges.

> Measure the effectiveness of their development efforts so they know they are successful.

## PRIMARY COMPETENCIES DEVELOPED

> Developing Others

> Continuous Learning

## SECONDARY COMPETENCY DEVELOPED

> Gaining Commitment

## COURSE OVERVIEW

> **Why is Development Important?:** Learners share examples of business needs, successful development, and barriers in their organization. The facilitator discusses shared responsibility and introduces the concept of high-payoff development.

> **The Development Process. Assess:** The facilitator describes the three phases of the Development Process—Assess, Acquire, and Apply—and the Assess best practices. Table teams share high-payoff development and potential application opportunities for their direct reports. Learners write a development goal focused on a growth area. The facilitator shows a video of a person who is indifferent to learning new skills. Learners share observations on the Assess best practices they observed.

> **What Now? Acquire:** The facilitator introduces Acquire and the three learning methods. Learners brainstorm ways to acquire the skill, knowledge, or ability needed to develop the identified growth area. The facilitator introduces the Acquire best practices and shows a video of an employee feeling overwhelmed. Learners identify which best practices they might use to address this challenge.

> **What's Next? Apply:** The facilitator provides an overview of Apply and progressive application. Partners work to identify application opportunities for their growth area and share examples. The facilitator explains monitoring and measuring the acquisition and application of skills, knowledge, or competencies and introduces progress and outcome measures. Learners write measures for their progressive application opportunities. The facilitator shows a video of a person seeking manager support and asks learners which best practices they would use in the situation.

> **Planning Your Development:** The facilitator asks learners to identify a high-payoff development opportunity and decide how they will acquire and apply the skills. Learners describe and discuss what they've learned. The facilitator points out creative examples for discussion and discusses the importance of reflecting on a learning experience and being open to unplanned application opportunities.

## VIDEO SEGMENT SUMMARIES

> **Challenge 1:** A leader responds to a development challenge with a direct report who would prefer to work alone rather than train other team members.

> **Challenge 2:** A leader collaborates with a direct report who is feeling overwhelmed to create a high-payoff development goal that is integrated into the person's current workload.

> **Challenge 3:** A direct report wants to create a development opportunity but needs to get a commitment of support from her leader, who is not receptive at first.

## COURSE DETAILS

> **Target audience:** Any employees through mid-level leader.

> **State-fundable:** Yes (onsite only).

> **Course length:** 4 hours (onsite)

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group size:** 8 to 16. 20 maximum

> **Course Prep**: Yes, 15 minutes.

> **Notes**: Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Advanced Coaching

> Coaching for Peak Performance

> Setting Goals and Reviewing Results

# FACILITATING WITH IMPACT

**LEARNING FORMATS:** CLASSROOM (ONSITE ONLY)

You need effective facilitators to help your workforce and leaders develop the skills they need as a means to help your organization achieve bottom-line results.

Facilitating with Impact will help anyone responsible for fostering learning in others. Participants learn to clearly convey information and ideas in a manner that engages the audience and helps them understand and retain the content. These skills can be applied to any topic requiring training.

## DO YOU FACE ANY OF THESE ISSUES?

> Are you realizing results from your training sessions?

> Does everyone responsible for training others have the key skills and behaviors that ensure success in the classroom?

## PERFORMANCE OBJECTIVES

**Helps trainers:**

> Demonstrate the competencies required for successful facilitation.

> Understand Adult Learning Facts and their impact on preparation and delivery of training.

> Recognize the difference between presenting and facilitating.

## PRIMARY COMPETENCY DEVELOPED

> Facilitation of Learning

> Communicating with Impact

## SECONDARY COMPETENCY DEVELOPED

> Formal Presentation

## WORKSHOP OVERVIEW

Prior to attending the workshop, participants receive course prep (pre-work) that focuses on the important role of the facilitator; the essential dimensions (competencies), behaviors, and skills needed to become an effective facilitator; and awareness of individual learning preferences. Participants receive a learning journal to capture their insights and ideas throughout the workshop.

> Participants review adult learning facts and are introduced to different learning modalities.

> Participants review general presentation skills including the importance of voice, body, humor, stories and visuals. They also practice these skills.

> Participants learn to identify the difference between presentation and facilitation and become aware of the importance of what they say and do as facilitators.

> Participants learn the description of an effective facilitator and are actively involved in creatively presenting this description to the group.

> Participants review the three main responsibilities of an effective facilitator.

> Participants further review the five competencies for successful facilitation and their key actions/knowledge areas, including STAR feedback.

## WORKSHOP DETAILS

> **Target audience:** Anyone responsible for fostering learning in others, including experienced trainers, frontline supervisors, and team leaders.

> **State-Fundable:** Yes (onsite).

> **Course length:** Three hours. Additional **one-hour** boosters may be added:

- Making your session interactive
- Using questions to facilitate discussions
- Handling difficult situations
- Facilitating virtual classrooms

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal group size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 30 minutes.

> **Notes:** Suitable for all environments.

## OTHER COURSES TO CONSIDER

> Developing Yourself & Others

> Making Meetings Work

> Reinforcing Leadership Development

# MAKING MEETINGS WORK

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY) & WEB COURSE

Most people say they hate meetings, but what they really dislike are unproductive, 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 who fails 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.

> **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 SUMMARY

> 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.

> **State-fundable:** Yes (onsite).

> **Course length:** 4 hours (onsite), 2 hours (web course).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating for Leadership Success or Communicating with Impact.

> **Group Size:** 8 to 16 people. 20 maximum.

> **Course Prep:** None.

> **Notes:** Suitable for all environments; however, a industry version is also available. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Facilitating with Impact

> Strengthening Your Partnerships

# REINFORCING LEADERSHIP DEVELOPMENT

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY) AND VIRTUAL

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 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. They also learn how 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 do not know how to do it?

> Do development efforts fall short of expected results due to lack of management support?

## PERFORMANCE OBJECTIVES

**Helps managers:**

> 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 units and the organization as a whole.

> Ensure the organization receives a favorable return on investment of its 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

## COURSE OVERVIEW

> **Crime Investigation, or Death of an Initiative:** Learners are engaged in a case study examining why an organizational initiative failed and the role managers played in contributing to that failure.

> **Your Organization's Initiative:** Your organization's initiative is introduced or explained, including the business rationale for doing it, how it supports organizational values and objectives, etc.

> **Interaction Process and Feedback Overview:** Key Principles, Interaction Guidelines, and the STAR feedback concept are introduced. Video analysis activities help learners identify a leader's use of Key Principles and to practice providing feedback on the use of those skills.

> **Getting Sustainable Results:** Learners discuss how to create an environment that supports leadership development. They acquaint themselves with the three elements of the supporting leadership development process: engaging participation, developing skills and competence, and realizing results. An informational tool kit allows participants to determine what it will take to get sustainable results in their own organization.

> **Challenging Situations:** Participants practice how to handle challenging situations in supporting their leaders.

> **Action Planning:** Learners create a personal action plan to carry this leadership development effort forward.

## VIDEO SEGMENT SUMMARIES

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

> Coworkers discuss whether their work groups can meet a customer's needs; the discussion escalates through the stages of conflict.

## COURSE DETAILS

> **Target audience:** Senior Leaders and managers of trainees.

> **State-fundable:** Typically No; however, some trainees hours may be counted if they are receiving more training.

> **Course length:** 3-4 hours. Course can be lengthened with optional activities. In the Virtual Classroom learning format, this course runs 2-3 hours.

> **Facilitator certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Group size:** 4 to 15. 20.

> **Course Prep:** Yes. 20 minutes.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

## RELATED COURSES

> Coaching for Peak Performance

> Developing Yourself and Others

> Setting Goals & Reviewing Results

**TALENT DEVELOPMENT TIP:** Be sure the senior leadership team embraces the development program and holds individuals accountable for the new skills. Have them kick-off the training and involve them at the end. Development does not end there!

# LEADING WITH A GLOBAL PERSPECTIVE

**LEARNING FORMAT:** CLASSROOM

Successful leaders do not automatically translate into successful global leaders -- the playing field is broader and harder to navigate, and the stakes are much higher. As a result, leaders need to broaden their perspectives while letting go of preconceptions about how business operates and how interactions are managed. Leaders develop a long-term strategy for leading in a global environment.

## DO YOU FACE ANY OF THESE ISSUES?

- Do leaders lack the ability to think and operate from a global perspective, especially if they are sitting in their home office?
- Does the success of your organization suffer when leaders can't work effectively with people from multiple cultural backgrounds?
- Are your leader failing to take into account all the necessary perspectives when interacting with global colleagues, whether they are down the hall or around the globe?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Recognize the impact of globalization on their organization.
- Understand the mind-set, knowledge, and skills required to execute their global leadership responsibilities.
- Enhance their effectiveness to lead in a global environment.
- Commit to actions they will take to positively impact the business.

**Primary Competencies Developed:**

- Global Acumen
- Global Perspective
- Building Partnerships 3.0
- Navigating Complexity 2.0
- Optimizing Diversity 3.0

## COURSE OVERVIEW

- **Introduction to Our Global Challenge:** Participants complete a group activity based on the course prep (pre-work) case study and discuss specific global challenges within their organization
- **Role of the Global Leaders:** Participants are introduced to the Global Leadership model and Global Factors and use the Global Factors to further analyze the case study.
- **Understanding Culture and Cultural Competencies:** The participants take a deep dive into the meaning of "culture" by reviewing their Cultural Orientation Indicator (COI) (c) and discussing the Four Key Cultural Skills.
- **Apply Cultural Competence to Business Challenges:** Participants share their own experiences with Global EQ and are introduced to a discipline for effectively adjusting to global differences.
- **Exploration:** Global Business Acumen: Participants review their own global challenges in light of insight gleaned from the COI and continue working in their case study groups using elements of the Four Key Cultural Skills.
- **Global Leaders Take Action**: Participants explore the Cultural Navigator and reflect on the question, "What is the essence of being a great leader?"

## COURSE DETAILS

- **Target audience:** Mid-level and operational leaders
- **State-fundable:** Yes (some positions may be ineligible for state funding)
- **Course length:** 7-8 hours.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 60-90 minutes to complete a self assessment, read a case study to be used during the workshop, and identify a personal situation to explore during the workshop.
- **Notes:** Suitable for all environments. This course is applicable for leaders who work in a global context whether dealing with different cultures within their U.S. location or working internationally.

## RELATED COURES

- Cultivating Networks and Partnerships
- Influencing for Organizational Impact
- Instilling a Culture of Innovation
- Making Change Happen
- Mastering Decision Dynamics
- Mastering Emotional Intelligence
- Translating Strategy into Results

# VALUING DIFFERENCES

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY)

Everyone looks at things in a unique way. Today, the companies with the greatest competitive advantage are those that can make the most of their people's diverse abilities.

Valuing Differences gives people effective tools for appreciating others' unique perspectives, understanding people's inherent differences, and collaborating in a mutually beneficial way.

### DO YOU FACE ANY OF THESE ISSUES?

> Do employees value the unique qualities that everyone brings to the workplace?

> Do teams know how to make the most of different styles, abilities, and motivations?

> Do employees know what their styles are and what motivates them?

### PERFORMANCE OBJECTIVES

**Helps individuals:**

> Contribute their unique styles, abilities, and motivations to ensure the success of their work group and organization.

> Encourage others to contribute their unique styles, abilities, and motivations.

> Work more collaboratively and productively with people who have a variety of styles, abilities, and motivations.

> Leverage the talents of their coworkers to achieve better results.

> Contribute to a climate in which people's differences are respected and utilized.

### PRIMARY COMPETENCY DEVELOPED

> Leveraging Diversity

### SECONDARY COMPETENCIES DEVELOPED

> Adaptability

> Building Strategic Working Relationships

> Building Trust

### COURSE OVERVIEW

> **Introduction:** Learners complete a Styles, Abilities, and Motivations (SAMs) profile as prework (course preparation). They review the SAM concept and complete an activity that illustrates how people have diverse styles and that there is value in the unique approaches and perspectives people bring to their jobs.

> **Exploring Differences:** Learners, working in teams, use their own SAM profile to explore the value and challenges that varying styles, abilities, and motivations bring to the workplace. Recognizing that others' SAM profile may be hard to uncover, learners identify opportunities to explore differences in the workplace.

> **Nurturing Differences:** Learners watch video segments that illustrate the negative impact of failing to nurture differences. They learn how the Key Principles can help nurture differences. Learners' skill at using the Key Principles to nurture differences is tested in a quiz-show style game that asks them to answer "what would you say" follow-up questions.

> **Leveraging Differences:** Learners, working in teams, create several ideas for making the most of people's diverse SAMs in response to a fictional valuing diversity initiative. Members of each team divide the team roles among themselves based on their individual SAMs. Learners identify opportunities to leverage the SAMs of teammates and partners in the workplace.

> **A Plan for Valuing Differences:** Learners identify specific things they will stop, start, and continue doing to value differences in the workplace.

### VIDEO SEGMENT SUMMARIES

> Differences in their individual approach to work emerge when team members Chad and Michael meet to make a decision.

> In this three-part, three-round activity, video-based scenarios pose issues for learners to respond to as they are tested on their knowledge of using the Key Principles to nurture differences.

### COURSE DETAILS

> **Target audience:** All employees through frontline leaders.

> **State-Fundable**: Yes (onsite only).

> **Course length:** 4 hours. Course can be lengthened with optional activities.

> **Facilitator certification:** Certified facilitator required.

> **Prerequisites:** Communicating with Impact or Communicating for Leadership Success.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 20 minutes.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

### RELATED COURSES

> Building and Sustaining Trust

> Collaborating & Dealing with Conflict

> High-Impact Feedback and Listening

> Navigating Beyond Conflict

> Resolving Workplace Conflict

> Working as a High-Performing Team

# ENGAGING & RETAINING TALENT

**LEARNING FORMAT:** CLASSROOM (onsite & public), VIRTUAL, & WEB COURSE

Research tells us that employee engagement is the primary enabler behind the successful execution of any business strategy. And, no one affects management and retention more than the employee's immediate leader.

This course provides leaders with a model to determine what drives each individual's engagement, as well as methods for proactive engagement and talent retention. Participants learn how to conduct "engagement conversations" and "retention conversations." They explore ways to offer recognition and create an engaging environment using no-cost "everyday engagers."

## DO YOU FACE ANY OF THESE ISSUES?

> Do leaders provide what people most value in the workplace?

> Is your organization losing some of its best and brightest employees?

> Is turnover high because employees feel they are being underutilized and have better opportunities elsewhere?

> Are your leaders equipped to recognize disengaged employees and address the associated challenges?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Engage individuals on a daily basis.

> Uncover and address what individuals need to be more satisfied and engaged at work.

> Inspire higher levels of engagement by acknowledging the value people bring to the organization and showing them that they matter.

> Increase the quality of conversations with people about their engagement and intent to stay.

## PRIMARY COMPETENCY DEVELOPED

> Inspiring & Engaging Others

## SECONDARY COMPETENCIES DEVELOPED

> Valuing Differences

> Managing Relationships

## COURSE OVERVIEW

> **Difference Engagement Makes:** In an opening activity, learners see two videos of a leader interacting with individuals during a typical workday. The facilitator highlights what the leader said and did and how these actions impacted engagement. Learners then identify what it feels like to be engaged at work.

> **Everyday Engagers:** Facilitator introduces Everyday Engagers, and table teams respond to questions as they explore this concept. Learners then record Everyday Engagers that they will use in the workplace.

> **Engagement and Retention Drivers:** Facilitator introduces three Engagement and Retention Drivers. Then, based on their self-assessment results, learners identify which Drivers the group uses most frequently and discuss the implications. Learners review the Drivers and Actions and choose one they've used effectively for the first two Drivers. Table teams then share and discuss insights followed by a large group debrief.

> **Individual Value:** Facilitator leads a group discussion about Individual Value and then presents research results on the impact of recognition on individuals in the workplace. In teams, learners explore various topics related to recognition. Learners identify which Engagement and Retention Driver they use most and least, based on their self-assessments, and begin to plan how they'll increase overall engagement in the workplace.

> **Engagement Conversations:** Facilitator introduces engagement conversations to identify what most matters to individuals at work. In pairs, they practice a conversation, preparing to initiative such a discussion with a direct report.

> **Retention:** The group discusses reasons that people leave their jobs and how a leader influences retention. Learners work individually to identify a valuable contributor they want to retain and then watch a video to track how a leader conducts a proactive retention conversation with a direct report.

> **Retention Skill Builder:** Learners consider what they will say to initiate their retention conversations, as well as questions they might ask. In pairs, learners then practice initiating and participating in retention conversations.

> **Drivers Revisited and Next Steps:** Facilitator leads an activity to review the Engagement and Retention Drivers and how direct report might feel when these are present.

## VIDEO SEGMENT SUMMARIES

> A leader displays behaviors that discourage or cause individuals to disengage.

> The same leader demonstrates behaviors that have a positive effect on his team members' level of engagement.

> The leader takes a proactive approach to retaining one of his direct reports.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.
> **State-fundable:** Yes (onsite and public only).
> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web).
> **Facilitator Certification:** Certified facilitator required.
> **Prerequisites:** None.
> **Optimal Group Size:** 8 to 16. 20 maximum.
> **Course Prep:** None.
> **Notes:** Module 7 of 10 in the Leadership Academy. Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Building & Sustaining Trust

> Strong Start

# STRONG START®
## INSURING SUCCESS FOR NEW EMPLOYEES

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY)

You've spent the time and money to hire the right person. Now that they're here, how do you get them off to a running start, and ensure that they stay for the long haul? You want to put the right people in the right jobs. And while your selection process may be accomplishing that goal, new people might not be living up to expectations. *Strong Start®* is the course your organization needs to ensure that new people begin contributing quickly.

### DO YOU FACE ANY OF THESE ISSUES?

> Does your organization need to help new hires begin making meaningful contributions as soon as possible?

> Do you want to decrease turnover costs by helping people succeed and feel engaged early on?

> Are your leaders struggling to provide clear job performance and personal expectations to new people?

### PERFORMANCE OBJECTIVES

**Helps associates:**

> Become productive more quickly.

> Increase their likelihood of staying with the organization.

> Enhance their sense of engagement and commitment to the new job.

### PRIMARY COMPETENCIES DEVELOPED

> Aligning Performance for Success

> Coaching

> Developing Others

### SECONDARY COMPETENCY DEVELOPED

> Communication

> Inspiring Others

> Gaining Commitment

### COURSE OVERVIEW

> **Introduction:** Participants watch a video that contrasts two employees' reactions to their first meeting with their new leader and discuss one of the employee's ability to get a strong start. They are introduced to the three parts of the *Strong Start®* process that will be the focus of the workshop.

> **Clear Expectations:** Participants learn the four actions that effective leaders take to provide a new person with a clear understanding of expectations, which are: (1) reinforce appropriate strategies and show how the individual and his or her team contribute to the organization; (2) provide clear job expectations for the employee's first 100 days; (3) give useful advice and secrets to success; and (4) share personal preferences regarding how people should perform at work. The *Strong Start®* Reminder List is introduced.

> **Purposeful, Courageous Networking:** Participants learn the stages of purposeful, courageous networking and explore the types and benefits of business networks. They also learn how to encourage a new person to ask for help early in assignments and to develop a network of people who can aid in getting started in the new position and in ongoing job success.

> **Strong Start® Development Plan:** Participants learn how to use selection data and job requirements to begin *Strong Start®* development planning for a new hire. They explore how to create a plan that builds on a new hire's strengths, provide skills and knowledge basic to the job, address one competency that might need to be developed or enhanced, and help the new hire build an immediate business network.

### VIDEO SEGMENT SUMMARIES

> Two new hires compare their first meetings with their new managers. Each meeting prompts a different impression.

> During a meeting with a new employee, a leader discusses organizational strategies and values that are important to the team and to the new employee's job in particular. The leader also shares expectations.

> In a continuation of the previous discussion, the leader shares some insights about the people who will comprise the new employee's immediate network.

> The leader works with the new employee to begin developing a *Strong Start®* plan.

### COURSE DETAILS

> **Target audience:** Leaders, managers, and others responsible for onboarding new hires.

> **State-fundable**: Yes (onsite).

> **Course length:** 4 hours.

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites**: None.

> **Optimal Group Size:** 8 to 12. 20 maximum.

> **Course Prep**: None.

> **Notes**: Suitable for all environments.

### OTHER COURSES TO CONSIDER

> ART of Interviewing

> Essential Interviewing Skills

> Coaching for Peak Performance

> Setting Goals and Reviewing Results

# THE A.R.T. OF INTERVIEWING

**LEARNING FORMATS**: CLASSROOM (onsite only)

Research shows that how an interviewer conducts interviews has a huge impact on an organization in terms of its reputation as an employer of choice and the quality of hires. However, the vast majority of resources on the topic are aimed only at the job seeker, while advice to interviewers is hard to find.

This course focuses learners on the responsibility of the interviewer to provide the job candidate with a quality experience and explores the consequences of interviewer behaviors. It raises learners' awareness of the important role that they play, and equips them with skills to run an effective interview that yields meaningful behavioral data.

## DO YOU FACE ANY OF THESE ISSUES?

> Does your organization struggle to get all interviewers consistently conducting interviews with job candidates?

> Do your interviewers know the difference between good and bad interview questions, including what types of questions are inappropriate or even illegal?

> Do your interviewers know how to determine motivational fit—the difference between *can* do and *want-to*?

## PERFORMANCE OBJECTIVES

**Helps Individuals:**

> Consistently interview job candidates.

> Ask thoughtful questions that yield valuable data every time.

> Leverage information from the interview to bring new hires up-to-speed quickly.

## PRIMARY COMPETENCIES DEVELOPED

> Communication

> Building Trusting Relationships

## SECONDARY COMPETENCIES DEVELOPED

> Selecting Talent

## COURSE OVERVIEW

> **Workshop Opening:** Facilitator leads an activity that focuses learners on their past experiences—both positive and negative—as a job candidate. The group then discusses the benefits and key goals of the training.

> **The Applicant Experience:** Learners watch a video and follow up with a discussion about how the interviewer's behavior impacted the candidate. The facilitator introduces the importance of meeting personal and practical needs of the candidate and reviews skills for each.

> **Three Interview Derailers:** Facilitator reviews humorous examples of common interviewer questions and asks the learners to reveal strange things they've been asked in an interview. The facilitator then introduces 3 varieties of questions to avoid: future-oriented, brain-teasers, and illegal questions. The facilitator then covers the most effective type of interview question—the behavioral question.

> **Can-Do vs. Want-To:** Facilitator reads several motivational fit characteristics and has learners move to different places in the room depending on how they feel about that characteristic. Facilitator uses this as a basis for demonstrating motivational matches and mis-matches, explains how to seek motivational fit information, and clarifies how to weigh such information.

> **The A.R.T. of the Interview:** Trainer introduces the 3 steps to interview success: Ask behavioral questions, Require a STAR response, and Take notes. Learners learn to identify STAR responses as well as recognize false/partial STARs. They practice identifying STARs, and learn about using follow-up questions. They also learn the importance of taking notes during the interview.

> **Beyond the Interview:** Facilitator shows a video of two recent hires discussing their first weeks on the job, then leads a discussion about the importance of leveraging the interview data in on-boarding.

> **Summary and Close:** Working in groups, learners revisit the opening activity regarding positive and negative interview experiences, and report to the larger group what they've learned in the class to help them provide a positive interview experience for candidates.

## VIDEO SEGMENT SUMMARIES

> An interviewer shows no concern for the applicant's feelings.

> Two candidates answer interview questions, but withhold the "whole story".

> Two recent hires discuss their first weeks on the job.

## COURSE DETAILS

> **Target audience:** Non-leaders and leaders who may conduct an interview.

> **State-fundable:** Yes

> **Course length:** 4 Hours (onsite)

> **Facilitator Certification:** Certified facilitator required

> **Prerequisites:** None

> **Series:** Suitable for all environments

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** None

## OTHER COURSES TO CONSIDER

> Essential Interviewing Skills (8 hour course)

> *Strong Start®*

Employers Group

# ESSENTIAL INTERVIEWING SKILLS℠

## (BEHAVIORAL & COMPETENCY-BASED INTERVIEWING)

**LEARNING FORMATS:** CLASSROOM (ONSITE ONLY)

The best hiring decisions result in productive employees who enjoy their responsibilities and contribute to your organization's success. Hiring the wrong person for the job can be very costly in terms of time, money, resources, customer relations, productivity, and employee morale.

Interviewers make the best hiring decisions when they gather meaningful, job-related information from applicants. Each job has inherent, distinct responsibilities, so each job has a unique set of competencies-behaviors, knowledge, and motivations—that are needed to be successful in the job. The *Essential Interviewing Skills℠* course teaches participants how to interview for the behaviors, knowledge, and motivations that are needed to be successful in a job.

### PERFORMANCE OBJECTIVES

*Essential Interviewing Skills℠* teaches participants competency-based interviewing.

**They learn:**

> Common interviewing problems and implications.

> How competencies define the requirements of a job.

> How specific job competencies are the basis of focused interview questions.

> How to gather and evaluate complete examples of applicant's past behavior related to the job's competencies.

> How to conduct interviews in a way that makes a positive impression on the applicant.

> Techniques to interview for motivational fit.

> How to avoid legally inappropriate questioning.

> How to write interview questions.

### COURSE OVERVIEW

> **Workshop Opening:** After introductions and administrative details are reviewed, participants discuss what they worry about when interviewing candidates. Common interviewing problems are also discussed.

> **Competency-based Interviewing:** Competencies are described and linked to key behaviors/actions and to interview questions.

> **STARs:** Participants learn to recognize and gather complete behavioral examples.

> **The Interview Guide:** Participants are introduced to a sample interview guide and briefly guided through the sections.

> **Taking Notes:** The importance of note-taking during the interview is described, and techniques are highlighted.

> **Follow-up Questions:** Using video models and practice exercises, participants develop skills in following up to ensure that complete and useful information is gathered through questioning.

> **Interviewing for Motivational Fit:** Participants learn questioning techniques to determine if the applicant's personal motivations fit those required for the job.

> **The Applicant Experience:** Using video examples and activities, participants learn techniques for building rapport with applicants; managing the interview process in a professional way; creating a positive impression of the company; and engaging applicants in a way that helps to sell the job and company to desirable applicants.

> **Legal Considerations in Interviewing:** Contains an exercise to determine legally acceptable questions that may be asked during the interview process.

> **Skill Practice Interviews:** Participants conduct practice interviews among themselves to apply the skills they have learned in the workshop. Practice interviews include feedback.

> **Evaluation Tips:** Participants learn and practice classifying behavioral examples into appropriate competencies, and the process for evaluating interview data is discussed.

> **Writing Interview Questions:** Participants practice writing competency-based interview questions.

> **Panel/Team Interviewing:** Optional discussion as applicable to learners.

### COURSE ADVANTAGES

> Allows participants to build essential behavioral interviewing skills like those used by the world's most admired and profitable organizations.

> Helps your organization avoid the long-term cost implications of hiring the wrong person.

> Helps you select people whose skills and motivations match specific job requirements.

> Helps you meet legal guidelines for fair hiring practices.

> Creates a positive impression of the organization on all candidates.

### COURSE DETAILS

> **Target audience:** Anyone involved in candidate screening and interviewing.

> **State-fundable:** Yes (onsite)

> **Course length:** 8 hours (onsite)

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None

> **Optimal Group Size:** 6 to 12. 24 maximum.

> **Course Prep:** No.

> **Notes:** Suitable for all environments.

**DEVELOPMENT TIP**: Can't commit to a full-day? Consider ART of Interviewing.

# HARASSMENT PREVENTION FOR CA EMPLOYEES

**LEARNING FORMATS:** CLASSROOM (ONSITE ONLY), ONLINE COURSE

Every California employer with 50 or more employees must provide at least 2 hours of effective harassment prevention training to supervisory employees every 2 years. This course is highly recommended to supplement the Employers Group California AB1825 course for supervisors. This employee-level course focuses on the basics of harassment prevention, abusive conduct, and how to respond to and report inappropriate, offensive or abusive conduct.

The employers policy on harassment prevention serves as the basis for the program facilitation.

## DO YOU FACE ANY OF THESE ISSUES?

> Are employees being respectful of others?

> Do employees understand their role in identifying and preventing harassment from occurring?

> Is your organization in need of this training to mitigate risk and create a culture of mutual respect?

> Do employees have the skills to respond to inappropriate behaviors they are uncomfortable with?

## PERFORMANCE OBJECTIVES

**Helps employees:**

> Identify unlawful conduct

> Steps to take when inappropriate behaviors occur

> Understand organizational requirements dealing with harassment

## PRIMARY COMPETENCY DEVELOPED

> Complying with organizational policies

## SECONDARY COMPETENCIES DEVELOPED

> Being Respectful

## COURSE OVERVIEW

> **Protected Characteristics:** Working as a class, learners identify California-specific protected characteristics along with definitions of many terms, statutory framework, and employer policies regarding harassment, including policy requirements, reporting harassment, and employer investigative obligations.

> **Fundamental Practices (part 1):** Through interactive discussion, participants learn about (1) behaviors that contribute to sexual harassment, (2) negative effectives of abusive conduct, (3) conduct that constitutes sexual harassment.

> **Fundamental Practices (part 2):** Participants understand their role as in identifying, responding to, reporting, and preventing harassment and illegal discrimination. Included is what to do if they are personally accused and the limited confidentiality of complaints.

> **What Would You Do?** Using the content covered, the facilitator poses "what would you do" practical situations to participants for classroom discussion. Individuals work as teams to identify the correct answer themselves and share with the class.

> **Preventing Harassment, Illegal Discrimination and Retaliation:** Facilitator leads a classroom discussion on prevention tactics.

> **Wrap-Up:** Instructor summarizes the day's learning and answers any questions that may have surfaced.

## VIDEO SEGMENT SUMMARIES

> No video segments are planned for this module. If requested, Employers Group can integrate segments into this module.

## COURSE DETAILS

> **Target audience:** Employees

> **State-Fundable:** No

> **Course length:** 1.0 (on-site).

> **Delivery Modes:** On-site, Public Event, Online Module, eTrainingPortal.com

> **Facilitator certification:** Employers Group Training Specialist required.

> **Prerequisites:** None.

> **Series:** Suitable for all environments.

> **Optimal group size:** 10 to 20. 30 maximum.

> **Course Prep:** None.

## RELATED COURSES

> Working as a High Performing Team

> Valuing Differences

# HARASSMENT PREVENTION FOR CA SUPERVISORS (AB1825)

**LEARNING FORMATS:** CLASSROOM (ONSITE & PUBLIC), ONLINE COURSE

Every California employer with 50 or more employees must provide at least 2 hours of effective harassment prevention training to supervisory employees every 2 years. This course complies with California AB1825 requirements and also includes the biggest risks employers face in regard to abusive conduct and illegal discrimination, including sex definitions, diversity, disability / religious accommodations.

This course will provide the foundation knowledge needed to change / modify workplace behaviors that contribute to harassment, illegal discrimination and retaliation.

## DO YOU FACE ANY OF THESE ISSUES?

> Are leaders aware of their obligations to report harassment?
> Do leaders understand their role in identifying and preventing harassment from occurring?
> Is your organization in need of this training to comply with state requirements?
> Can leaders respond effectively to questionable behaviors, comments, and/or gestures?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Identify unlawful conduct
> Steps to take when harassment occurs
> Report / respond to harassment complaints
> Understand their obligation to report complaints
> Understand organizational requirements dealing with harassment

## PRIMARY COMPETENCY DEVELOPED

> Compliance knowledge

## SECONDARY COMPETENCIES DEVELOPED

> Leading with Respect

## COURSE OVERVIEW

> **Protected Characteristics:** Working as a class, learners identify California-specific protected characteristics along with definitions of many terms, statutory framework, and employer policies regarding harassment, including policy requirements, reporting harassment, and employer investigative obligations.
> **Fundamental Practices (part 1):** Through interactive discussion, participants learn about (1) behaviors that contribute to sexual harassment, (2) negative effects of abusive conduct, (3) conduct that constitutes sexual harassment.
> **Fundamental Practices (part 2):** Participants understand their role as a supervisor in identifying, responding to, reporting, and preventing harassment, retaliation or illegal discrimination. Included is what to do if they are personally accused and the limited confidentiality of complaints.
> **What Would You Do?** Using the content covered, the facilitator poses "what would you do" practical situations to participants for classroom discussion. Individuals work as teams to identify the correct answer themselves and share with the class.
> **Case Law Development:** Participants work in groups to identify pertinent cases, which are summarized and debriefed to the class, including the resources available to the victims, remedies including potential employer and individual exposure, and prevention strategies.
> **Preventing Harassment, Illegal Discrimination and Retaliation:** Facilitator leads a classroom discussion on prevention tactics.
> **Wrap-Up:** Instructor summarizes the day's learning and answers any questions that may have surfaced.

## VIDEO SEGMENT SUMMARIES

> No video segments are planned for this module. If requested, Employers Group can integrate segments into this module.

## COURSE DETAILS

> **Target audience:** All Supervisors and Leaders.
> **State-Fundable:** No
> **Course length:** 2.0 (on-site or public event)
> **Delivery Modes:** On-site, Public Event, Online Module, eTrainingPortal.com
> **Facilitator certification:** Employers Group Training Specialist required.
> **Prerequisites:** None.
> **Series:** Suitable for all environments.
> **Optimal group size:** 8 to 20. 30 maximum.
> **Course Prep:** None.

## RELATED COURSES

> Supervisory Law
> Leading Others
> Valuing Differences

# SUPERVISORY LAW

**LEARNING FORMATS:** CLASSROOM (onsite or public), VIRTUAL, & ONLINE.

All it takes is to say something wrong, ask the wrong question, fail to say something or take action. Handling a situation incorrectly can put the company and even the leader at risk. As an "agent" of the company, it is in everyone's best interest to ensure those in a supervisory role be aware of the laws that impact their jobs.

This workshop teaches those in supervisory positions the TOP TEN practices of California and federal employment law. Participants learn from case studies, "what would you do scenarios," as well as through real life examples of what not to do, and how to stay out of legal trouble. A non-California version is available for out of state employers.

## DO YOU FACE ANY OF THESE ISSUES?

> Are leaders unaware of their role as "agent of the company"?
> Do leaders say and do things that are becoming more problematic?
> Do leaders "take it on themselves" to fix an employment-related issue?
> Are leaders dealing with employees more as peers than as a leader?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Recognize and eliminate discrimination and retaliation and have more sensitivity to harassment and its implications.
> Use caution in statements or questions.
> Document rationale for decisions.
> Become more aware of wage and hour practices.
> Communicate legal boundaries and company policies to employees

## PRIMARY COMPETENCY DEVELOPED

> Lead compliantly

## SECONDARY COMPETENCIES DEVELOPED

> Communication
> Gaining Commitment

## COURSE OVERVIEW

> **Employee versus Employer:** Working as a class, learners explore the evolution of the work relationships and the critical role that supervisory personnel play on the frontline of legal defense.
> **Fundamental Practices to Lead By (part 1):** Through interactive discussion, participants learn the first seven roles to lead by that involve statements, actions and observations, including (1) statements, (2) discrimination, (3) harassment, (4) rationale documentation, (5) termination decisions, (6) safety issues and (7) improper supervisory questions.
> **Legal Fundamentals (part 2):** Participants go through their role in handling (8) leaves of absence, (9) privacy laws and (10) wage/hour practices.
> **What Would You Do?** Using the ten practices covered, the facilitator poses "what would you do" situations to participants for classroom discussion. Individuals are encouraged to identify the correct answer themselves and share with the class.
> **Minimizing Liability Reference:** Participants are given a reference guide to minimize additional liability through six easy tips.
> **Introducing Communications Training:** Facilitator briefly discusses "Communicating for Leadership Success" module and introduces course pre-work that is necessary.
> **Wrap-Up:** Instructor summarizes the day's learning and answers any questions that may have surfaced.

## VIDEO SEGMENT SUMMARIES

> No video segments are planned for this module. If requested, Employers Group can integrate segments into this module.

## COURSE DETAILS

> **Target audience:** Informal and frontline leaders.
> **State-fundable:** No.
> **Course length:** 4 hours (onsite); 3.5 hours (public & virtual); 1 hour (online course via eTrainingPortal.com)
> **Facilitator certification:** Certified facilitator required.
> **Prerequisites:** None.
> **Optimal group size:** 8 to 16. 20 maximum
> **Course prep:** No.
> **Notes:** Module 2 of 10 in the Leadership Academy. Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Harassment Prevention for Supervisors (and Employees)
> Communicating for Leadership Success

# FOSTERING INNOVATION

**LEARNING FORMAT:** CLASSROOM (ONSITE OR PUBLIC) & VIRTUAL

Leaders are the major influencers of innovation for every organization. Frontline leaders manage individual contributors and are the conduit for up-to-date knowledge, business challenges, and information about your customers.

This course provides a practical approach, and tools and techniques, to help leaders and their teams think differently about how they work and to help them generate new ideas that add value to your organization and your customers. Leaders also learn what they can *say* and *do* to foster innovation with their teams.

## DO YOU FACE ANY OF THESE ISSUES?

> Does your organization lack new ideas to meet your customers' needs?

> Are your leaders able to help team members turn flawed ideas into promising ideas…without damaging their self-esteem?

> Do your leaders need tools and techniques that they can apply the very next day to generate, test, and implement innovative ideas?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Help their teams contribute to business objectives when they:

- Focus on innovation opportunities that will help their customers meet their objectives.
- Build robust innovative ideas that consider many perspectives.
- Learn and benefit from both success and failure.
- Work together to advocate for the innovation and ensure that valuable new ideas are not lost.

> Enhance their contributions as a leader by fostering innovation with their team.

## PRIMARY COMPETENCY DEVELOPED

> Innovation

## SECONDARY COMPETENCIES DEVELOPED

> Facilitating Change

> Risk Taking

## COURSE OVERVIEW

> **Let's Get Started:** Learners participate in an engaging activity using their Course Prep depicting their customer's experience with their product or service. Participants discuss the meaning of innovation and are introduced to four fostering innovation practices.

> **Spark Inquiry:** Facilitator explains the first fostering innovation practice, Spark Inquiry, and learners use a tool that presents thought-provoking questions related to the innovation actions of this practice. With a partner, learners identify an innovation opportunity. In table teams, one innovation opportunity is chosen to focus on for other activities.

> **Generate New Ideas:** Working in their teams, learners identify unusual sources of input for their ideas. Then, they use a tool to generate many ideas for their innovation opportunity. Facilitator introduces tools to help leaders identify which ideas to test and move forward. Teams select a promising idea related to their innovation opportunity.

> **Test to Learn:** Facilitator introduces the practice, Test to Learn, and the importance of testing small parts. A well-known innovation example is used to explain the innovation actions for this practice. Teams draft a test goal and work on a primitive prototype on the part they chose to test. Facilitator explains how test outcomes can be used to enhance ideas.

> **Take Action:** Facilitator introduces the Take Action practice, focusing on the innovation action of communicate impact. Participants learn about the Golden Nugget technique for communicating impact and in their teams craft one for their innovation idea.

> **Leaders Who Foster Innovation:** Learners are introduced to the characteristics of leaders who foster innovation and compare them to success within the four practices. Facilitator then introduces three communication techniques leaders can use to manage ideas that are not ready to move forward. Participants watch and then discuss a video of a leader using the communication techniques as she works with the team on a new idea. Learners discuss their challenges in fostering innovation with their teams.

## VIDEO SEGMENT SUMMARY

> A leader recounts how, through the use of communication techniques, she and her team were able to take an idea that seemed to lack promise and build it into an award-winning one.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.

> **State-fundable:** Yes (onsite and public only).

> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 20 minutes.

> **Notes:** Module 10 of 10 in the Leadership Academy. Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Building & Sustaining Trust

> Making High Quality Decisions



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# INSTILLING A CULTURE OF INNOVATION

### LEARNING FORMAT: CLASSROOM

The need to innovate has always been important. As companies navigate through the new normal, it's one of the top business drivers and mandates Employers Group hears from our clients. The pressure to find innovative solutions that result in competitive differentiation is tremendous. Leaders have to push their thinking and approach to meet these new requirements.

We believe leaders do not have to be highly creative to drive a culture of innovation. In this course, we provide the tools and techniques leaders need to support innovation. By gaining experience with these techniques in an engaging classroom setting, leaders will be equipped to model ideal conditions for innovation -- and be a keeper of the culture that inspires and rewards their teams.

### DO YOU FACE ANY OF THESE ISSUES?

- Do leaders need to create the conditions for -- and instill the discipline of -- executing innovation?
- Is your organization looking for a way to equip leaders with the self-insight, knowledge, skills, and tools they can apply the very next day to drive innovation?
- Can your leaders overcome challenges to innovation (e.g. risk aversion, failure to produce ideas)?
- Do your leaders behave in a consistent and impactful way that drives a culture of innovation?

### PERFORMANCE OBJECTIVES

**Helps leaders:**

- Apply leadership actions that minimize the challenges to creating an innovation environment.
- Recognize their role as a leader in building and sustaining the conditions for innovation.
- Make and measure 30-day commitments to hold themselves accountable for instilling a culture of innovation

**Primary Competencies Developed:**

- Driving Innovation 3.0
- Entrepreneurship 3.0
- Innovation 2.0
- **Energizing the Organization**
- **Inspiring Others**

### COURSE OVERVIEW

- **Session Opening:** Participants take on a challenge that prompts them to think about their role and behaviors when it comes to innovation.
- **Define Innovation and Align Understanding:** Participants explore the different types and ranges of change associated with innovation.
- **Minimizing the Challenges to Innovation:** Overview of The Leader's Role: Participants learn four critical leadership behaviors to create the conditions for innovation. They rate their own effectiveness in exhibiting these leadership behaviors and gain insight into how they compare against others.
- **Leveraging Leadership Behaviors:** Participants learn how to minimize organizational challenges that are directly within their control by exploring the causes and ways to overcome them.
- **Summary and Commitment to Act:** Facilitator overviews key concepts in the course and participants make plans for application. They commit to actions they will take over the next 30-days as leaders of innovation.

### COURSE DETAILS

- **Target audience:** Mid-level, operational and senior-level leaders
- **State-fundable:** Yes (some positions may not be eligible for state funding)
- **Course length:** 4 hours. Course can be lengthened to a full day.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 10 minutes to complete and index around challenges to innovation.
- **Notes:** Suitable for all environments. Additional materials and resources are provided in this course and are subject to additional fees.

### RELATED COURES

- Cultivating Networks and Partnerships
- Influencing for Organizational Impact
- Instilling a Culture of Innovation
- Making Change Happen
- Mastering Decision Dynamics
- Mastering Emotional Intelligence
- Translating Strategy into Results

# LEADING OTHERS

## GETTING THE LEADERSHIP MINDSET

**LEARNING FORMATS:** CLASSROOM (onsite or public), VIRTUAL, & WEB COURSE

Leaders should inspire, motivate and empower those around them. They must get into a "Leadership Mindset."

Leaders must possess the awareness and skills needed to introduce, manage and perpetuate an environment where people are encouraged to think for themselves and assume greater responsibilities. This course helps leaders get aligned with the values of great leaders and to get started with the competencies (skills and behaviors) that reflect those values.

### DO YOU FACE ANY OF THESE ISSUES?

> Were individuals promoted to supervisory roles with little or no preparation?

> Do leaders act more like peers?

> Are leaders "doing" or "leading"?

> Are employees voicing frustration over their immediate supervisor's leadership skills?

### PERFORMANCE OBJECTIVES

**Helps leaders:**

> Inspire and empower others.

> Understand the difference between management and leadership.

> Identify good leadership traits.

> Recognize poor leadership behaviors.

> Identify their individual leadership style.

> Prepare to improve on their natural strengths to further improve their leadership style.

### PRIMARY COMPETENCY DEVELOPED

> Building Work Relationships

> Leading

### SECONDARY COMPETENCIES DEVELOPED

> Communication

> Gaining Commitment

### COURSE OVERVIEW

> **Poor Leadership Environment:** Working in teams, learners experience firsthand what it feels like to work on a team with a poor leader. Learners debrief the activity describing their feelings and the traits the "poor leader" exhibited. The discussion continues by identifying the impact poor leadership will have on an individual, team, and organizational performance. Individuals self-reflect on their own development opportunities.

> **Good Leadership Environment:** Learners work in teams and through a facilitation process, they now discuss good leadership traits. Learners debrief the activity by describing their feelings and the traits the "good leader" exhibited.

> **Individual Leadership Experiences:** After participants list good leadership traits and behaviors, they discuss the impact on individual, team and organizational performance, especially regarding motivation and productivity. Learners then commit to eliminating poor leader behaviors and model good leader behaviors in their own work via an action plan.

> **Leadership Styles Assessment:** In this activity, learners take a self-assessment to determine their dominant leadership style. Through a class discussion, they are able to identify the benefits of each style of leader and that no one style is best, but a combination of styles produces the best results.

> **Explore Obstacles:** Collectively, individuals discuss obstacles they may face within their respective workplaces that may inhibit their ability to be a good leader. As a class, individuals offer solutions on how to deal with obstacles and identify additional steps that can be taken.

> **Creating the Next Steps to Becoming a Better Leader:** A competency assessment is provided to each individual that enables them to identify the competencies (skills and behaviors) that are critical for their positions and how they rate themselves on each competency. Coupled with good leadership traits, participants create their own action plan of the steps they will take to become a better leader. The plan may involve seeking help from other leaders, asking for additional development opportunities, etc. The plan is then correlated to upcoming training.

> **Introducing Communications Training:** Facilitator briefly introduces good & bad communication techniques. Learners identify good communication practices that they can implement.

> **Wrap-Up:** Instructor checks in on empowerment plan and will follow up on progress on the next class date.

### VIDEO SEGMENT SUMMARIES

> No video segments are planned for this module.

### COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.

> **State-fundable:** Yes (onsite and public only).

> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** None.

> **Notes:** Module 1 of 10 in the Leadership Academy. Suitable for all environments. Onsite training available in Spanish.

### OTHER COURSES TO CONSIDER

> Leading Virtually

> Your Leadership Journey (good for newer leaders

# LEADING VIRTUALLY

**LEARNING FORMATS:** CLASSROOM (ONSITE ONLY), VIRTUAL, & WEB COURSE

To effectively compete in a global economy, your organization must be able to conduct business from anywhere at any time using the most qualified people, regardless of where they live. Leading a team is challenging enough, but when people work remotely, perhaps across time zones and cultures, those challenges can be magnified.

This online course teaches leaders how to overcome the challenges of time and distance to work as a cohesive team focused on achieving results.

## DO YOU FACE ANY OF THESE ISSUES?

> Are virtual team members feeling isolated and less committed to the team and organization?

> Do your leaders know how to build trust and create a shared team culture when team members interact less frequently?

> Are your leaders losing sight of the fact that they are dealing with people at the other end?

## OBJECTIVES

**Helps leaders:**

> Build community among virtual team members.

> Communicate more effectively in a virtual environment.

> Enhance trust among members separated by time and/or distance.

> Focus their team by keeping team members and their goals visible and in sight.

## PRIMARY COMPETENCIES DEVELOPED

> Building a Successful Team

> Building Trust

> Communication

## SECONDARY COMPETENCY DEVELOPED

> Meeting Leadership

## COURSE OVERVIEW

> **Pre-Check:** Learners answer questions to test their existing knowledge of the course content. The feedback they receive helps them determine which units they might want to spend more time on.

> **Introduction:** Learners are introduced to their role in bridging the time-distance gap to build community with their virtual team members to successfully achieve shared goals. Three foundations for building community—communicating effectively, building trusting relationships, and keeping team members and goals visible and in focus—are explored throughout the course, and realistic mini scenarios offer learners practice in virtual leadership skills.

> **Communicating: Is Anybody Out There?:** Learners are shown how to effectively use the interaction process skills to communicate in a clear, understandable way in a virtual environment. Various communication methods and the pros and cons of each are explored. Learners walk through how to conduct virtual meetings and engage remote participants as well as establish ground rules for communication.

> **Trusting Relationships: Who Are You?:** This unit presents skills and tools for building trusting relationships that promote teamwork and commitment to shared goals among dispersed and diverse workers, including how to leverage people's personal and cultural differences. Learners practice using the Empathy and Share Key Principles to build trust with remote team members by working through two multimedia-based scenarios.

> **Visibility: Do You See What I See?:** Learners explore how to create and maintain lines of sight between their team and the organization, between them and their team, and between team members themselves.

> **Mastery Check:** Learners answer questions to test their knowledge of the course content and receive a personalized certificate upon successful completion of the Mastery Check.

> **Applying Your Skills:** This unit helps learners advance from simply understanding the concepts and skills in this course to applying them and provides tools and application opportunities that support further development.

> **Resources:** Throughout the course, learners are presented with tools they can use with their virtual teams back in the workplace.

## VIDEO SEGMENT SUMMARY

> In a two-part video, two team members use the Empathy and Share Key Principles to rebuild trust with a remote team member.

## DETAILS

> **Target Audience:** Informal and frontline leaders.

> **State-Fundable:** Yes (onsite only).

> **Course Length:** 2 hours (all formats).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating for Leadership Success.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** None.

## OTHER COURSES TO CONSIDER

> Leading Others

> Your Leadership Journey

> Maximizing Team Performance

> Making Meetings Work

# LEADING WITH A GLOBAL PERSPECTIVE

**LEARNING FORMAT:** CLASSROOM

Successful leaders do not automatically translate into successful global leaders -- the playing field is broader and harder to navigate, and the stakes are much higher. As a result, leaders need to broaden their perspectives while letting go of preconceptions about how business operates and how interactions are managed. Leaders develop a long-term strategy for leading in a global environment.

## DO YOU FACE ANY OF THESE ISSUES?

- Do leaders lack the ability to think and operate from a global perspective, especially if they are sitting in their home office?
- Does the success of your organization suffer when leaders can't work effectively with people from multiple cultural backgrounds?
- Are your leader failing to take into account all the necessary perspectives when interacting with global colleagues, whether they are down the hall or around the globe?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Recognize the impact of globalization on their organization.
- Understand the mind-set, knowledge, and skills required to execute their global leadership responsibilities.
- Enhance their effectiveness to lead in a global environment.
- Commit to actions they will take to positively impact the business.

**Primary Competencies Developed:**

- Global Acumen
- Global Perspective
- Building Partnerships 3.0
- Navigating Complexity 2.0
- Optimizing Diversity 3.0

## COURSE OVERVIEW

- **Introduction to Our Global Challenge:** Participants complete a group activity based on the course prep (pre-work) case study and discuss specific global challenges within their organization
- **Role of the Global Leaders:** Participants are introduced to the Global Leadership model and Global Factors and use the Global Factors to further analyze the case study.
- **Understanding Culture and Cultural Competencies:** The participants take a deep dive into the meaning of "culture" by reviewing their Cultural Orientation Indicator (COI) (c) and discussing the Four Key Cultural Skills.
- **Apply Cultural Competence to Business Challenges:** Participants share their own experiences with Global EQ and are introduced to a discipline for effectively adjusting to global differences.
- **Exploration:** Global Business Acumen: Participants review their own global challenges in light of insight gleaned from the COI and continue working in their case study groups using elements of the Four Key Cultural Skills.
- **Global Leaders Take Action**: Participants explore the Cultural Navigator and reflect on the question, "What is the essence of being a great leader?"

## COURSE DETAILS

- **Target audience:** Mid-level and operational leaders
- **State-fundable:** Yes (some positions may be ineligible for state funding)
- **Course length:** 7-8 hours.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 60-90 minutes to complete a self assessment, read a case study to be used during the workshop, and identify a personal situation to explore during the workshop.
- **Notes:** Suitable for all environments. This course is applicable for leaders who work in a global context whether dealing with different cultures within their U.S. location or working internationally.

## RELATED COURES

- Cultivating Networks and Partnerships
- Influencing for Organizational Impact
- Instilling a Culture of Innovation
- Making Change Happen
- Mastering Decision Dynamics
- Mastering Emotional Intelligence
- Translating Strategy into Results

# MASTERING EMOTIONAL INTELLIGENCE

**LEARNING FORMAT:** CLASSROOM

Leaders cannot do it alone. They need to understand how building their own emotional intelligence (EQ) contributes to improved performance for their teams, their partnerships, and their organization. Leaders assess their own EQ and learn to prevent the emotional hijacking that can interfere with personal intentions and organizational outcomes.

## DO YOU FACE ANY OF THESE ISSUES?

- In times of intense pressure, do leaders sacrifice focusing on their people in favor of operational matters?
- Are leaders hard-pressed to read the environment, people, and others' perceptions, which reduces their full impact?
- Have leaders become emotionally hijacked?
- On a day-to-day basis, do the behaviors of your leaders fall short when it comes to building a high-performance, high-trust environment?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Realize how emotional intelligence (EQ) affects business results.
- Understand how emotional hijacking interferes with values and outcomes.
- Recognize the five elements of EQ and learn skills to strengthen each one.
- Analyze their own EQ and the impact of their EQ level on those around them.
- Identify emotional triggers and apply techniques so they can respond effectively rather than inappropriately.

**Primary Competencies Developed:**

- Building Self Insight
- Earning Trust
- Emotional Intelligence Essentials
- Executive Presence

## COURSE OVERVIEW

- **Session Opening:** Participants discuss if emotions are appropriate in the workplace and review session objectives.
- **Good Boss / Bad Boss:** Teams describe the characteristics and impact of good and bad bosses, then discuss how a leader's emotional intelligence (EQ) affects business results.
- **Values, Emotion, Behavior, and High Performance:** Participants explore the elements of a model and the connection between values, behavior, and trust. After, they discuss the concept of emotional hijacking and its effects on others - when emotions override values and intentions.
- **Emotional Intelligence Model:** Facilitator reviews the five areas of EQ and explains the building nature of emotional intelligence.
- **Developing EQ:** Participants gain insight from completing the index for Emotional Intelligence, and examine strengths and areas for development. The group explores self-awareness and triggers by completing an activity. They also review self-talk and voices, and the impact they have on EQ. Using their course preparation, participants complete a skill builder activity using the Key Principles and other techniques learned in this course.
- **Summary and Call to Action**: Participants outline what they want to stop, start, and continue doing to enhance their leadership skills relative to emotional intelligence.

## COURSE DETAILS

- **Target audience:** All levels of leadership from frontline to senior-level
- **State-fundable:** Yes (some positions may not be eligible for funding).
- **Course length:** 4 hours. Course can be lengthened.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 30-40 minutes to identify an issue involving someone whose view differs from their own. They read about the Key Principles and complete the Index for Emotional Intelligence.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Coaching for High Performance
- Communicating for Leadership Success
- Cultivating Networks and Partnerships
- Developing Organizational Talent
- Instilling a Culture of Innovation
- Leading with a Global Perspective
- Making Change Happen
- Translating Strategy into Results

# YOUR LEADERSHIP JOURNEY

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY), VIRTUAL, & WEB COURSE

Making the transition from individual contributor to leader is both exciting and challenging. Unfortunately, we often promote individuals based on their hard work, and they struggle because being a leader is a career change, not just a slight shift in the work they do.

This course arms a new or prospective leader with the knowledge and skills they need to confront the challenges they face early in their leader career. The course encourages the learner to think about the transitions that newer leaders face and how to handle those challenges. They are introduced to three leadership differentiators that are most important to building a positive reputation as well as contributing to the organization's success.

## DO YOU FACE ANY OF THESE ISSUES?

> Do newer leaders struggle to understand what the priorities are for themselves and the team?

> Do leaders understand the importance of bringing out the best in their team members?

> Do newer leaders struggle with the transition from being a peer of team members to being the new "boss"?

> Are leaders defensive rather than receptive to feedback from others, including their team?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Reduce the stress associated with the shift to leading others.

> Act with authenticity to build trust.

> Bring out the best in others to enhance engagement and capacity.

> Look for and accept feedback with grace.

## PRIMARY COMPETENCY DEVELOPED

> Building Trust

## SECONDARY COMPETENCY DEVELOPED

> Inspiring Others

## COURSE OVERVIEW

> **Leadership Transitions:** In a group activity, learners identify actions they said they would "always do" and "never do" as a leader. Learners talk about the stresses of being a new leader and some of the challenges they have had in their new role.

> **What's Important?:** A video shows a new leader struggling with all of the things that compete for her attention. Learners take time to reflect on the many priorities in their role and use a checklist to determine things they still need to find out from others. Through a group activity, participants learn the value of seeing their team's work from three perspectives: balcony, treetop, and helicopter.

> **Be Authentic:** Facilitator introduces the Leadership Differentiators and divides learners into three groups. Each group prepares a presentation around their assigned Leadership Differentiator. The first group presents the Be Authentic differentiator. Teams discuss how they would handle a situation that requires authenticity and share their ideas with the rest of the learners.

> **Bring Out the Best in People:** The second group does its presentation on the Bring Out the Best in People differentiator. Mock interviews are conducted in pairs to help learners discover how a leader can uncover a team member's skills and motivations. Learners record commitments for long- and short-term success.

> **Be Receptive to Feedback:** The third group presents the Be Receptive to Feedback differentiator. A two-part video activity shows how a leader reacts to ineffective and effective feedback and a group discussion follows. In pairs, learners discuss past feedback they have received that was difficult to hear but was helpful. The facilitator provides tips for collecting feedback.

> **What Will People Say?:** Participants discuss challenges and best practices of leading former peers. They work on a long-term goal they would like to accomplish and decide which Leadership Differentiator will help them achieve that goal.

## VIDEO SEGMENT SUMMARIES

> A new leader is struggling to see the big picture and prioritize her workload as she faces many conflicting expectations.

> A leader is given feedback that is vague and unwelcome, and she reacts defensively.

> The leader apologizes to the team member and explains her position without revealing too much information about the situation.

## COURSE DETAILS

> **Target audience:** Emerging and first-time frontline leaders.

> **State-fundable:** Yes (onsite only)

> **Course length:** 4 hours (onsite), 3 hours (virtual), 2 hours (web course).

> **Facilitator Certification:** Certified trainer required.

> **Prerequisites:** None.

> **Optimal group size:** 8 to 16. 24 maximum.

> **Course Prep:** None.

> **Notes:** Suitable for all environments.

## OTHER COURSES TO CONSIDER

> Building and Sustaining Trust

> Coaching for Peak Performance

> Communicating for Leadership Success

> Leading Others

# LEAN MFG & PROCESS IMPROVEMENT (LEAN & SIX SIGMA)

**LEARNING FORMAT:** CLASSROOM (ON-THE-FACTORY/WORKFLOOR LEARNING)

Waste has a direct impact on every organization's bottom line and eliminating it seems like an easy task, but it isn't.

Studies have shown that organizations only add value around 5% of the time within its operations. The remaining 95% is waste! Imagine if you could remove just some of this waste and what it would do for your operations?

A process improvement / lean solution may be the answer! With over 5 learn-related solutions, Employers Group's lean specialists can pinpoint the solution that will be meet organizational objectives.

## DO YOU FACE ANY OF THESE ISSUES?

- Is there a growing concern that customers or clients may become dissatisfied? Or, worse, is dissatisfaction already surfacing?
- Are processes inefficient and outdated?
- Is your organization running into problems with delivery, stock turns, productivity, scrap, and space?
- Does the organization and employees believe they should constantly strive to make improvements?
- Are your employees confident they know what they are doing and what results they should expect?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

- Identify improvement opportunities that will enhance productivity, reduce waste, and increase profitability.
- Feel empowered by having a say about their work environment and improvement opportunities they see.
- Not only sustain improvements, but actively seek out additional improvement opportunities.
- Build confidence and competence with everyday work tasks.

**Primary Competencies Developed:**

- Critical Eye for Seeing Value versus Activity
- Process Improvement
- Technical Skills
- Innovation

## PROGRAM OVERVIEW

After consultation with an Employers Group's Lean and Process Improvement Specialist, we will tailor and propose a custom solution to meet the specific needs of your organization. Below are brief program descriptions of what is available.

- **Process Mapping:** Typically conducted in one full day, the facilitator actively works with participants to map processes and work flows so that they can be streamlined and remove waste. This topic can be more extensive depending on the depth and detail needed.
- **Six Sigma:** A six sigma program is typically delivered in approximately 80 hours (20 four-hour sessions) and consists of several stages, including Defining, Measuring / Analyzing, Improving / Controlling. Through these stages participants learn through hands-on skill application using the statistics, tools, techniques, and resources provided by the lean specialist.
- **Lean Sigma:** Lean Sigma (24-60 hours) is ideal for organizations that would like to select specific projects for employees to work on during the facilitated program. Attendees are taught structured techniques to work on these projects, which enable them to identify possible cost-saving or profit enhancing solutions. These recommendations are presented to management at the conclusion of the program.
- **Lean 5S / 5C: Workplace Organization:** In this 28-48 hour program, employees (or the employer) select specific work areas that need to be enhanced, allowing for more streamlined production, including product, tool, and equipment identification. In a production environment, 5S (Sort, Stabilize, Shine, Standardize, Sustain) empowers attendees to make changes that will enhance their everyday work, thus creating cost efficiencies and productivity improvements. In a service/office environment, 5C (Clear Out, Configure, Clean/Check, Conformity, Custom/Practice) enables attendees to make changes that will reduce clutter, enhance processes and bring more value to administrative functions. Both 5S and 5C programs begin with a simulation to demonstrate the benefits of lean and conclude with a process/project management review so that efforts can be continuously improved.
- **Lean Kaizen Event:** A Kaizen Event is an intense process involving a group or groups of employees tasked with optimizing a production line or process. Employees receive advance preparation and discuss solutions (typically learned in a Lean Sigma, Six Sigma, or 5S Project). After attendees are adequately prepared, a Kaizen Event is deployed. Participants will spend 24 to 40 hours (3-5 consecutive days) optimizing the production line or process.

## PROGRAM DETAILS

- **Target audience:** All employees and leaders
- **State-fundable:** Yes
- **Program length:** 8 or more hours
- **Facilitator Certification:** Yes. Selected trainers only.
- **Prerequisites**: None; however, highly recommended participants have solid communication and teambuilding skills. Leaders should demonstrate many of the skills available from Leadership Academy coursework.
- **Optimal Group Size:** 10 to 15. 20 maximum.
- **Course Prep:** None.
- **Notes:** Suitable for all environments.

# ADDRESSING POOR PERFORMANCE

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY)

Just one employee with chronic performance problems can drag down the productivity and morale of an entire work group. And it can dominate a leader's time and lead to frustration and stress.

This course builds leaders' skills in handling chronic performance problems. They learn how to document and present a solid case for needed improvement and use effective interaction skills. Leaders identify the steps to take after the performance problem discussion to provide ongoing feedback and support, and determine if it is necessary to impose formal consequences.

## DO YOU FACE ANY OF THESE ISSUES?

> Are your leaders ill-prepared to conduct performance problem discussions?

> Do they fail to gather and document the specific and accurate performance data they need?

> Can your leaders defuse strong emotions when discussing performance problems?

> Do employees understand why their performance doesn't meet expectations and what will happen if they don't improve?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Effectively address poor performance in a firm, fair, and consistent manner.

> Minimize the impact of chronic performance problems on people, productivity, and profitability.

> Provide problem performers with a clear understanding of what they must do to improve and the consequences of failing to do so.

> Encourage people to take ownership of and be accountable for improving their work performance.

## PRIMARY COMPETENCIES DEVELOPED

> Coaching

> Gaining Commitment

## SECONDARY COMPETENCY DEVELOPED

> Communication

## COURSE OVERVIEW

> **The Challenge of Poor Performance:** Learners watch a two-part video depicting a leader who mishandles a chronic performance problem. The facilitator then leads a discussion of what went wrong. Pairs of learners discuss the impact that poor performance can have on people, productivity, and the team's/organization's profitability.

> **Seek and Leverage Data:** The facilitator introduces three coaching techniques. Teams discuss the benefits of seeking and leveraging data, methods to gather data, and the importance of documenting performance problems. The facilitator introduces a case study in which a leader must gather data to prepare for a discussion of poor performance. Learners discuss using the STAR technique to document operational and behavioral performance data and then practice writing their own STARs.

> **Addressing the Problem with Interaction Essentials:** The facilitator introduces the Interaction Essentials and leads a discussion of which are especially important in discussions of poor performance. Learners describe how they'll use the Interaction Essentials to address the team member's emotions and keep the discussion on track.

> **Putting the Skills into Action:** Learners watch a video of the case study's leader effectively discussing poor performance with her team member. In groups, learners track the leader's use of Key Principles and coaching techniques. Learners describe what they will do to provide ongoing feedback and support to their team member after the discussion.

> **Skill Practice:** Learners prepare for and conduct two rounds of skill practice using prepared situations.

> **My Plan and Close:** The facilitator leads a discussion about addressing poor performance with remote team members. In pairs, learners discuss and coach each other on concerns about conducting a poor performance coaching discussion back on the job.

## VIDEO SEGMENT SUMMARIES

> A leader attempts to address a team member's chronic poor performance, but his weak start sets a poor tone for the conversation.

> The leader attempts another discussion of the same performance issue with his team member, but this time, he becomes frustrated and leaves the issue unresolved.

> In this positive model, a leader uses her skills to effectively address the chronic poor performance of one of her team members.

## COURSE DETAILS

> **Target audience:** Frontline and mid-level leaders.

> **State-fundable:** Yes (onsite only).

> **Course length:** 4 Hours (onsite); 3 hours (virtual), 2 hours (web).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 15 minutes.

> **Notes:** Module Suitable for all environments; however, an Industrial version is available. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Coaching for Peak Performance

# SETTING GOALS AND REVIEWING RESULTS

**LEARNING FORMATS:** CLASSROOM (onsite or public), VIRTUAL, & WEB COURSE

People are more engaged and strive for better results when they feel ownership of their work process and outcomes. Unfortunately, leaders fail to engage and reinforce this sense of ownership during performance management discussions.

This course will show the positive effect of shifting the traditional role of planner and evaluator from the leader, to a shared responsibility between leader and employee. This shift builds employee ownership, and allows the leader to focus on coaching and developing throughout the performance cycle. Leaders will experience how to use effective (SMART) goals to help them and their employees track progress and fairly evaluate outcomes. A well-written performance plan is also a powerful tool for leaders to use when determining where to focus their development and coaching discussions with their employees.

## DO YOU FACE ANY OF THESE ISSUES?

> Are leaders bearing all the responsibility for monitoring, collecting, and analyzing performance data?

> Do leaders spend too much time coaching for improvement due to employees' lack of commitment to a performance plan?

> Do employees go into performance reviews with a fear of the unknown?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Ensure direct reports take a more active role in managing their performance.

> Manage performance on an ongoing basis while working within the organization's time parameters for goal setting and performance reviews.

> Provide the ongoing coaching and feedback your direct reports need to achieve their goals.

> Increase your direct reports' confidence and commitment to their own success.

## PRIMARY COMPETENCY DEVELOPED

> Aligning Performance for Success

> Gaining Commitment

## SECONDARY COMPETENCY DEVELOPED

> Building a Successful Team

## COURSE OVERVIEW

> **Shared Ownership:** Learners share with a partner the insights they gained about themselves in their self-assessment-with respect to performance management. Facilitator introduces a performance cycle, roles and responsibilities, and the recommended discussions throughout the performance cycle.

> **SMART Performance Goals:** SMART goals are introduced. A video-based activity helps learners identifying what can go wrong when goals are not SMART, and how to avoid these situations. Leaders practice writing SMART goals; after a partner reviews and critiques the goals.

> **The Interaction Essentials℠ and Performance Discussions:** The group discusses the importance of personal and practical needs when setting goals and reviewing results. Facilitator reviews the Interaction Essentials, followed by an activity in which learners identify the Key Principles and Interaction Guidelines that are most helpful in each type of discussion. Discussion Planner and Discussion Outline are introduced.

> **Setting Goals Skill Practice**: Facilitator explains the skill practice process with two roles-leader and direct report. A prepared skill practice is used by the learners to practice a challenging goal-setting discussion with a partner.

> **Gathering Data**: Two types of performance data-behavioral and operational-is introduced. Facilitator reviews the STAR format as a way of gathering behavioral data. A case study is used for leaders to analyze performance data and track the progress of a direct report.

> **Reviewing Results Skill Practice**: The case study continues via a positive model video of a leader using the Interaction Essentials and performance data–in a performance review discussion. Learners participate in a challenging reviewing results skill practice.

> **Resources**: Leaders receive a Resource Kit for both them and their direct reports to use back on the job.

## VIDEO SEGMENT SUMMARY

> Three vignettes illustrate what can happen as a result of setting performance goals that don't meet the SMART criteria.

> A positive model of a leader is shown during a reviewing results discussion.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.

> **State-fundable:** Yes (onsite and public only).

> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating for Leadership Success.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 15 minutes.

> **Notes:** Module 6 of 10 in the Leadership Academy. Suitable for all environments; however, a healthcare-specific version is available. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Coaching for Peak Performance / Advanced Coaching

> Developing Yourself and Others

> Addressing Poor Performance

**TALENT DEVELOPMENT TIP:** Consider providing this course to non-leaders too! It will give them perspective on their role as well as their leaders role in accountability.

Employers Group

# PLANNING AND MANAGING RESOURCES

**LEARNING FORMATS:** SELF-STUDY (WITH CLASSROOM ADD-ON OPTION)

An organization's success relies on everyone getting their jobs done and on time. Many are able to meet daily challenges and complete their assigned tasks and projects. However, there are some who have difficulty getting things done because of conflicting priorities, the task's scope changes, or they might be prone to procrastination. They might also be unaware of all the resources available to them and how to utilize them effectively.

This course helps associates develop the skills they need to use time and manage resources more effectively so they are able to make stronger contributions to the organization. Using the tips, techniques, and tools in this course will also help learners complete projects successfully by anticipating obstacles and devising a plan to address them.

## DO YOU FACE ANY OF THESE ISSUES?

> Do associates lose focus and fail to get their work done on time?
> Are projects managed ineffectively and important deadlines missed?
> Do associates know what resources they need and how to acquire them?

## PERFORMANCE OBJECTIVES

**Helps associates:**

> Ensure that they are focused on critical activities.
> Make the best use of available resources.
> Manage projects efficiently and productively.
> Meet schedule milestones and complete assignments on time.
> Identify potential risks to their work plans and develop contingency plans.

## PRIMARY COMPETENCY DEVELOPED

> Managing Work
> Planning and Organizing

## SECONDARY COMPETENCY DEVELOPED

> Decision Making

## COURSE OVERVIEW

> **Why Can't I Get Things Done?:** Learners watch a video in which an employee sees how he is contributing to his own difficulties in getting work done. They then review a list of pitfalls and determine the situations and outcomes for those they have fallen into.
> **Prioritizing Work:** Learners read a scenario and determine how someone prioritizes her work and decide if they would do something different. Next they explore the differences between "urgency" and "importance" and complete an activity that helps them prioritize better. Tips are provided to help learners say "no" when they are about to overcommit.
> **Making the Best Use of Resources:** Learners complete an inventory of the resources (people, information, space, equipment) available to them. Next they learn how to secure those resources by communicating appropriately and effectively. Learners watch a video and critique the way the person seeks support from a colleague. They review key points for optimizing resources.
> **Staying Focused**: Learners discover four main obstacles to staying focused. Next they identify where they spend time and pinpoint their focus breakers. Learners use tips and a tool to break down tasks into smaller units to help them overcome procrastination. A video highlights how clutter and disorganization can impact focus. Best practices are presented for improving team focus, including working virtually.
> **Project Planning Simulation**: Taking on the role of a team leader, learners work through a simulation that has them determine tasks and allocate resources to coordinate the relocation of two merged teams.
> **Scheduling**: Four steps to creating a schedule are introduced. Learners create a project schedule and note contingency plans for the relocation project. They use a checklist to help anticipate obstacles to keeping their own projects on track.

## VIDEO SEGMENT SUMMARY

> A team member talks with his leader about his problems with getting his work done.
> An associate uses an ineffective approach in seeking support from a colleague.
> A video montage shows the impact of workplace interruptions.
> A manager's disorganization affects his ability to respond to a team member.

## COURSE DETAILS

> **Target audience:** All employees through frontline leaders.
> **State-Fundable:** Yes (with classroom add-on option)
> **Course length:** Variable (contact Employers Group)
> **Facilitator Certification:** No.
> **Prerequisites:** None.
> **Series:** Suitable for all environments.
> **Optimal Group Size:** 1 or more
> **Course Prep:** No.
> **Notes:** Designed as 2-3 hours of self-study, this course may include instructor-led facilitation highlighting important concepts, applying content to the job, and accessing the many resources available. Trainees would need to take self-study portion first.

## OTHER COURSES TO CONSIDER

> Accelerating Business Decisions
> Executing Strategy at the Front Line
> Making High-Quality Decisions

# MICROSOFT OFFICE
## SOFTWARE SKILLS

**LEARNING FORMATS:** CLASSROOM (ONSITE ONLY)

Whether your organization has upgraded software or employees are now needing to use a software program more effectively, you may want to consider providing the tools and development so employees are using the software effectively to maximize their and organizational productivity.

Select from Access, Excel, Outlook, PowerPoint, and Word. Each course consists of Level 1 (beginner), Level 2 (intermediate), and Level 3 (advanced). Each level is typically a full day course. Choose from Microsoft Office 2010 or 2013 coursework.

### DO YOU FACE ANY OF THESE ISSUES?

> Has your organization upgraded its software?

> Are associates asking I.T. questions that they already should have the answers to?

> Are business needs changing, requiring employees to have more advanced knowledge of software features?

### PERFORMANCE OBJECTIVES

**Helps associates:**

> Utilize software effectively instead of relying on others.

> Increase productivity.

> Become more comfortable with using software for more complex tasks or to automate mundane tasks.

### PRIMARY COMPETENCY DEVELOPED

> Computer Skills

> Software Skills

### COURSES OFFERED

> **Access:** Level 1 is a two day course providing an introduction to designing and creating new databases. Level 2 covers structuring data, writing advanced queries, simplifying tasks with macros, creating effective reports and maintaining an Access database. Level 3 covers intergrading access into your organizations utilizing export features, automating with VBA, managing switchboards, distributing/securing databases and sharing via SharePoint.

> **Excel:** Each level is a full day course. Level 1 provides foundation-level knowledge, including performing calculations, modifying worksheets, managing workbooks and printing. Level 2 covers calculating with advanced formulas, organizing worksheet and table data, presenting using data charts, analyzing using pivot tables/slicers/pivotcharts, inserting graphics, and customizing the environment. Level 3 covers streamlining workflow, collaborating with others, auditing worksheets, analyzing data, working with multiple workbooks, importing/exporting, integrating data with the Web and structuring workbooks with XML.

> **Outlook:** Delivered in just two levels of one day each. Level 1 covers the fundamentals like composing/sending emails, receiving email, email features, calendar functions and collaborating with others. Level 2 covers working with contacts, working with tasks, using the journal and notes, organizing/finding data, automating commands, managing data, customizing Outlook, and advanced topics.

> **PowerPoint:** Delivered in just two levels of one day each. Level 1 covers the fundamentals like creating basic presentations, formatting text, adding graphics, modifying graphics, working with tables, working with charts, preparing presentation delivery. Level 2 covers customizing the environment, design templates, adding SmartArt, special effects, customizing slide shows, collaborating on a presentation, securing and distributing presentations.

> **Word:** Level 1 cover the fundamentals, including editing text, modifying text appearance, inserting graphics and special characters, tables, proofing, appearance and printing. Level 2 covers lists, tables/charts, formats with styles/themes, modifying pictures, creating customized graphics, inserting content with Quick Parts, controlling text flow, using templates, automating mail merge, using macros. Level 3 includes collaborating on documents, managing document versions, adding reference marks, simplifying long documents, securing documents, and creating forms.

### COURSE DETAILS

> **Target audience:** All populations.

> **State-Fundable:** Yes (onsite).

> **Course length:** 8 hours (onsite) for each level.

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None; however, proficiency with the proficiency with the lower levels is required (trainee in Level 2 should know Level 1 content).

> **Optimal group size:** 8 to 12. 15 maximum.

> **Course Prep:** No.

> **Notes:** This training is hands-on requiring the use of equipment. Employers Group will provide equipment should it be needed.

**INDIVIDUAL DESCRIPTIONS FOR EACH LEVEL OF EACH COURSE IS AVAILABLE. PLEASE CONTACT US.**

# EXECUTING STRATEGY AT THE FRONTLINE

**LEARNING FORMATS:** CLASSROOM (ONSITE ONLY) & VIRTUAL

In order to achieve their business strategies, organizations count on leaders at the frontline to understand and execute the top priorities for their team.

In this course, leaders will learn the three key elements of executing strategy at the front line—Focus, Measurement, and Accountability. They will learn how to focus on the few most critical priorities, to measure progress toward the accomplishment of these priorities, and to hold themselves and their team members accountable against the metrics. Participants also explore best practices for accountability, such as determining and communicating accountability, including consequences. The Strategy Execution Tool helps leaders capture in one place their top priorities, progress and outcome measures, and those accountable for achieving the priorities. Using the three elements of execution ensures that leaders and their teams get the right things done in spite of daily distractions.

## DO YOU FACE ANY OF THESE ISSUES?

> A lot of time spent on developing business strategies for them only to be a priority of senior management.

> Frontline leaders spend too much time and energy on work that doesn't support the top business priorities.

> Team members are unsure of what they are working towards because goals and how to measure progress and success are ambiguous, at best.

> Leaders have trouble imposing consequences on those accountable for getting the work done.

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Maintain focus on important work in the midst of the daily pressure of business.

> Explain the importance of critical work to their team and others.

> Track progress and outcomes against relevant measures to ensure successful execution.

> Communicate accountabilities so that team members understand the importance, impact, and expectations regarding priority work.

## PRIMARY COMPETENCY DEVELOPED

> Driving for Results

## SECONDARY COMPETENCY DEVELOPED

> Planning and Organizing

> Passion for Results

## COURSE OVERVIEW

> **Pinpointing Priorities:** A senior leader highlights the importance of achieving top business priorities and introduces the three elements of execution – Focus, Measurement, and Accountability. Using their course prep, learners discuss with a partner their top priorities and how they align to business goals. Leaders complete a brief self-assessment related to the elements of execution. Groups identify challenges related to their assigned element and share the top two with the large group.

> **Maintaining Focus:** Learners look at how they spend their time and whether these activities support their top priorities. Facilitator assigns three challenges of maintaining focus and small groups brainstorm solutions to these challenges. The Strategy Execution Tool is introduced and learners identify which of their three priorities they will focus on for the rest of the session.

> **Measuring Progress and Outcomes:** A video illustrates the relationship between progress and outcome measures. Learners participate in an engaging cart sort activity determining if a measure is a progress or outcome measure. In small groups, learners look at their own departments and determine the measurements that they use. The Strategy Execution Tool is revisited with learners noting the measures that are used with their chosen priority and to what degree it is on track.

> **Ensuring Accountability**: In a large group, leaders discuss how they hold their team accountable. Facilitator introduces four best practices, highlighting the importance of consequences and the problem with joint accountability. Learners work in small groups to analyze scenarios and determine how to apply the accountability best practices. After identifying who is accountable for the priority on their Strategy Execution Tool, leaders work with a partner to discuss how to address accountability and get the measure back on track.

> **Putting Elements into Practice**: Learners regroup to brainstorm solutions to the challenges that they identified at the beginning of the session. Participants spend time on their Reflections page and identify what they want to most discuss with their manager and teams back on the job.

## VIDEO SEGMENT SUMMARY

> A senior leader talks about the importance of executing strategy and how the execution elements enable leaders at the front line to accomplish this.

> The importance of both progress and outcome measures to achieving priorities is illustrated using an air traffic control example.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.

> **State-fundable:** Yes (onsite only).

> **Course length:** 4 Hours (onsite), 3 hours (virtual).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 30 minutes.

> **Notes:** Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Delegating with Purpose

> Making High-Quality Decisions

> Accelerating Business Decisions

# TRANSLATING STRATEGY INTO RESULTS

**LEARNING FORMAT:** CLASSROOM

Organizations are looking for leaders who can implement strategy from the middle. They need to identify execution priorities and manage their time to ensure execution and sustainability. Leaders learn actions they can take to engage themselves and their teams in executing priorities and how to overcome the challenges that interfere with effective strategy realization.

## DO YOU FACE ANY OF THESE ISSUES?

- Are leaders unsure f how to produce results while still engaging their subordinate leaders and teams?
- Are leaders unable to translate high-level strategies into specific actions for themselves and their teams in a sustainable way?
- Do leaders struggle to focus their time and energy on the right activities, at the right times, to drive team performance?
- Are leaders challenged to create the lead measures (or progress indicators) in addition to managing the lag (or outcome) measures.

## PERFORMANCE OBJECTIVES

**Helps leaders:**

- Understand the essential elements required to successfully implement strategy.
- Overcome the challenges that interfere with implementing strategy.
- Keep themselves and their team engaged in executing strategy.
- Realize how to sustain execution in the long term.

**Primary Competencies Developed:**

- Driving for Results 2.0
- Establishing Strategic Direction 2.0
- Strategic Planning 3.0
- Execution 3.0

## COURSE OVERVIEW

- **Introduction to Execution:** The essential elements of strategy execution -- Focus, Accountability, Engagement, and Sustainability -- are introduced.
- **Maintaining Strategic Focus:** Participants explore how the concepts of chaos, focus, and perspective relate to implementing strategy. They perform a Strategic Focus Analysis to see how they use their time and energy in relation to the organization's strategic priorities.
- **Measuring What You Manage:** Participants learn about the importance of measurement, and the criteria for ensuring that they have effective lead and lag measures.
- **The Discipline of Accountability:** Participants discuss the challenges of accountability within their organization and how to overcome it. The concepts of capability, capacity, behaviorally-focused feedback, and process tension is discussed.
- **Engaging Yourself and Your Staff:** Participants use an experiential activity to gain insight into the role that engagement plays in executing strategy.
- **Evaluating Alignment**: Participants reflect on the systems and processes that will be enablers and barriers to accomplishing their strategic objectives.
- **Ensuring Sustainability**: Participants examine the five factors that a leader can leverage to sustain strategy execution and assess themselves against each factor.
- **Summary and Call to Action**: Participants are asked to reflect on what they will stop, start, and continue doing regarding implementing and sustaining their strategy.

## COURSE DETAILS

- **Target audience:** Mid-level and operational leaders
- **State-fundable:** Yes (some positions may not be eligible for funding)
- **Course length:** 7-8 hours.
- **Facilitator Certification:** Senior-level certified facilitator required
- **Prerequisites**: None
- **Optimal Group Size:** 8 to 16. 20 maximum.
- **Course Prep:** Yes. 60 minutes to complete the Strategic Focus Analysis. Participants are also asked to bring their performance plans to the session.
- **Notes:** Suitable for all environments.

## RELATED COURES

- Cultivating Networks and Partnerships
- Developing Organizational Talent
- Executing Business Strategy
- Instilling a Culture of Innovation
- Making Change Happen
- Mastering Emotional Intelligence

# MAXIMIZING TEAM PERFORMANCE

**LEARNING FORMAT:** CLASSROOM (ONSITE & PUBLIC) & VIRTUAL

Managers can misdiagnose the root causes of team, department or line conflict or less-than-optimal performance when they consider only the capabilities or character of individual team members. Often there are more systemic conditions that undermine a team's cohesiveness, collaboration, or ability to achieve results.

This course focuses on how leaders can work with their teams, lines or departments to build the infrastructure that enables maximum performance. Leaders gain experience in diagnosing and apply the five Team Success Factors -- Results, Commitment, Communication, Process and Trust.

## DO YOU FACE ANY OF THESE ISSUES?

> Do leaders have a strong team that continuously underperforms?

> Are associates unsure of their team's purpose or the role they play on their team?

> Is there an underlying lack of trust amongst coworkers in your organization?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Avoid misdiagnosing problems that negatively impact team performance.

> Focus their team's efforts on high-priority actions that directly support the organization's goals and strategies.

> Enhance the effectiveness of their teams by addressing the conditions that prevent it from achieving higher levels of performance.

> Foster an environment of collaboration and shared responsibility (with virtual teams members, as well) to achieve team goals.

## PRIMARY COMPETENCY DEVELOPED

> Guiding Team Success

## SECONDARY COMPETENCIES DEVELOPED

> Influencing

## COURSE OVERVIEW

> **Getting to Know the Success Factors:** Learners participate in an opening activity in which they use identified behaviors from their Course Prep. Facilitator introduces a framework for teams to work effectively together known as the five Team Success Factors -- Results, Commitment, Communication, Process and Trust. In teams, participants discuss how ineffective behaviors affect the success factors. Learners diagnose their team's performance by completing a survey. The Team Resource Guide is introduced.

> **Strengthening the Process and the Team:** The Process success factor is introduced and learners explore the Team Success Factors accelerators. A video of a leader using the Process accelerator is shown. Participants then explore a useful tool for improving process -- the Team Charter.

> **Exploring Results and Communication:** Learners work in small groups and discuss either the Results or Communication success factor, then answer questions together. Facilitator leads a debrief of the activity.

> **Building Commitment and Trust:** Facilitator introduces the Commitment success factor and accelerators. In a team activity, learners choose one Commitment accelerator that would most help build commitment on their team. A debrief follows. The Trust success factor is explored with learners completing the Trusting Others Survey and sharing insights with a partner.

> **The Challenge of Virtual Teams:** In a team activity, learners take on the role of either a leader, virtual team member, or in-person team member, then identify challenges from each role and ways to overcome them. The debrief includes a discussion on the importance of trust and communication for all teams, especially those that have virtual members.

> **Maximizing Team Performance Action Plan:** Learners identify a Team Success Factor they believe will help improve their team's performance. They begin to build a plan to use this factor, referring to tools in the Team Resource Guide. Facilitator debriefs by asking participants to share how to enhance their team's performance with the larger group.

## VIDEO SEGMENT SUMMARIES

> A leader conducts an effective meeting in which she and her team agree to use the Process accelerator to improve the process of assigning work.

## COURSE DETAILS

> **Target audience:** Informal, frontline and mid-level leaders.
> **State-fundable:** Yes (onsite and public only).
> **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual).
> **Facilitator Certification:** Certified facilitator required.
> **Prerequisites:** None.
> **Optimal Group Size:** 8 to 16. 20 maximum.
> **Course Prep:** Yes. 15 minutes.
> **Notes:** Module 8 of 10 in the Leadership Academy. Suitable for all environments. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Building & Sustaining Trust

> Strategies for Influencing Others

**TALENT DEVELOPMENT TIP:** Consider providing **Working as a High Performing Team** to the employees of those leaders who are trained in this course!

# WORKING AS A HIGH-PERFORMING TEAM

**LEARNING FORMAT:** CLASSROOM (ONSITE ONLY)

For a team to achieve peak performance, its members must involve, support, and trust one another. And they must share information and commit to a process that will lead to success.

This course teaches employees how their team can transform itself into a top-performing unit that significantly enhances its impact on the organization. Participants learn the personal, interpersonal, and business advantages of working in teams.

## DO YOU FACE ANY OF THESE ISSUES?

> Are the teams in your organization struggling to meet their goals?

> Do team members fail to take ownership for their particular role and responsibilities on the team?

> Are team members operating under trial and error and wasting effort?

> Do some team members lack the confidence that other team members will be there when needed?

## PERFORMANCE OBJECTIVES

**Helps individuals:**

> Realize the personal and organizational benefits of working in teams versus working individually.

> Recognize the stages of development that teams typically experience as they grow and mature.

> Use the Team Success Factors and best practices to help their team move from acceptable to high performance.

> Diagnose what is limiting their team from moving to high performance and identify appropriate techniques to overcome such challenges.

> Develop a strategy to help their team progress from one stage to the next.

> Use a set of tips and techniques for working more effectively with virtual team members.

## PRIMARY COMPETENCY DEVELOPED

> Contributing to Team Success

## SECONDARY COMPETENCIES DEVELOPED

> Building Strategic Work Relationships

> Collaboration

## COURSE OVERVIEW

> **Planet Soar—First and Second Encounters:** Participants begin the session with discussions that will help them define a team and determine what distinguishes a high-performing team from one performing at an average level. Working individually, learners design and create their own ultimate spaceship. After the debrief, individuals form teams and begin building another spaceship from scratch. After five minutes the facilitator swaps out at least one team member per team in order to "limit" the teams. A discussion follows.

> **Stages of Team Development:** The facilitator introduces the four stages of team development. During a large-group discussion activity, learners explore what naturally happens at each stage. They also complete Step 1 of an action plan for a team of which they are currently a member.

> **Case Study Consultant:** Learners watch a video in which two teams compete for the same business opportunity and identify the factors that enabled one team to win the business. They then take on the role of consultant to the losing team to help it improve its performance using the Team Success Factors. Learners complete Step 2 of an action plan, which includes taking a team survey to determine how well their real-life work team applies the Team Success Factors.

> **Team Limiters:** The facilitator conducts a "debate" during which two teams argue the relative disruptive impact of various team limiters. Learners complete Step 3 of an action plan, identifying which team limiters currently have an impact on their team as well as strategies for overcoming the limiters.

> **Planet Soar—Third Encounter:** Teams reconvene from earlier in the session to again construct a spacecraft from scratch—this time first discussing, then applying, specific best practices for using the Team Success Factors.

> **Flight Tests and Close:** Learners finalize their action plans, and then create a wish list of those Team Success Factors and specific behaviors they would like to see their teams apply immediately in the workplace. The Planet Soar teams are asked to test-fly their spaceships so that a winner can be chosen.

## VIDEO SEGMENT SUMMARY

> Teams from two different organizations compete for the same web design contract. One team uses the Team Success Factors effectively and wins the contract as a result; the other team doesn't and falls prey to team limiters.

## COURSE DETAILS

> **Target audience:** All employees through frontline leaders.

> **State-fundable:** Yes (onsite).

> **Course length:** 4 hours.

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** None.

> **Optimal Group Size:** 8 to 16. 20 maximum.

> **Course Prep:** Yes. 15 minutes.

## OTHER COURSES TO CONSIDER

> Maximizing Team Performance (for leaders)

> Building & Sustaining Trust

# BUILDING AND SUSTAINING TRUST

**LEARNING FORMATS:** CLASSROOM (onsite only), VIRTUAL, & WEB COURSE

What does trust have to do with business success? Everything. Trust is directly linked to employee engagement, retention, productivity, and innovation. Leaders who demonstrate trust and trustworthiness inspire higher levels of performance and commitment to team and organizational success.

This course introduces Trust Builders, actions leaders can take to build and sustain trusting relationships, as well as common Trust Breakers that can erode or quickly break trust. Applying these skills to build trusting relationships enables people to take risks, identify and solve problems, and collaborate to achieve business results.

## DO YOU FACE ANY OF THESE ISSUES?

> Are employees distrustful of their leaders?

> Do trust issues surface across departments, negatively affecting teamwork and productivity?

> Are leaders aware of the untrustworthy behaviors they are exhibiting?

> Do your leaders know how to build or repair trust?

## PERFORMANCE OBJECTIVES

**Helps leaders:**

> Recognize how trust in the workplace affects business results.

> Analyze their role in building and sustaining trust.

> Identify common workplace behaviors that can build, sustain, or break trust.

> Demonstrate behaviors that show they trust others as well as give people the confidence to trust them.

> Use interaction skills to foster open communication, build and maintain trusting relationships, and repair damaged ones.

## PRIMARY COMPETENCY DEVELOPED

> Building Trust

## SECONDARY COMPETENCIES DEVELOPED

> Inspiring Others

## COURSE OVERVIEW

> **Let's Get Started:** Learners introduce themselves and share the trust-building actions they identified in their course prep. The group discusses the challenges they read about in Course Prep then discusses the business impact and benefits of high-trust relationships in the workplace.

> **Trust Builders That Work:** Learners engage in a table team activity in which they match cards containing short descriptions of leaders' opportunities to build trust with cards that list actions that demonstrate Trust Builders. Learners then discuss the impact of Trust Builders in the workplace.

> **Building Trust with Key Principles:** Working in groups, learners choose two trust-building opportunities and identify the Key Principles that would help the leaders address personal needs in those opportunities. The facilitator reviews how Share and Empathy work together and points out pitfalls related to sharing. In a two-part activity, learners recommend a trust-building action to the leader in one scenario as well as words to say to use Empathy and Share. In another activity, learners read a plan to build trust drafted by the leader from the second scenario, then suggest words the leader could say to carry out her plan.

> **Trust Breakers:** Facilitator introduces Trust Breakers and the leader's responsibility to watch for signs of damaged trust. Learners write a brief description of a time they damaged or broke trust and write the Trust Breaker it relates to on a note. The facilitator posts notes to create a pattern and the group discusses what they see.

> **Repairing Trust:** Facilitator reviews why Share is critical to repairing trust. Learners watch a video of a leader conducting a discussion to repair trust and point out what he said to use key Principles. The large group discusses the impact of the leader's use of the Key Principles.

> **Skill Practice:** Learners prepare for and conduct two rounds of skill practice using their own repairing trust situations.

> **Your Next Steps:** Working in groups, learners answer three questions about a trust challenge the group discussed in the session. Teams share their responses with the large group. Learners review the tools and resources they can use in their workplace.

## VIDEO SEGMENT SUMMARIES

> A leader, having seen indications that he has broken trust with a team member, conducts a discussion to begin to repair trust.

## COURSE DETAILS

> **Target audience:** Frontline and mid-Level leaders.

> **State-Fundable:** Yes (onsite only).

> **Course length:** 4 hours (onsite); 3 hours (virtual), 2 hours (web course).

> **Facilitator Certification:** Certified facilitator required.

> **Prerequisites:** Communicating for Leadership Success.

> **Optimal group size:** 8 to 16. 20 maximum.

> **Course Prep**: Yes, 20 minutes.

> **Notes**: Suitable for all environments; however, an Industrial and Healthcare version is available. Onsite training available in Spanish.

## OTHER COURSES TO CONSIDER

> Engaging & Retaining Talent