LEARNING & ORGANIZATIONAL DEVELOPMENT

COURSE OFFERINGS
EXECUTIVE SUMMARIES
# TABLE OF CONTENTS

- Learning & Organizational Development’s Mission .................................................. 4
- Vision Statement ........................................................................................................... 4
- Learning & Organizational Development Team ......................................................... 4
- The Learning Tracks .................................................................................................... 5
- Achieving Your Leadership Potential .......................................................................... 8
- Business of Higher Education .................................................................................... 10
- Civil Treatment for Employees .................................................................................. 12
- Civil Treatment for Managers .................................................................................... 14
- Coaching for Peak Performance .................................................................................. 16
- Collaboration ................................................................................................................ 18
- Communicating for Leadership Success ....................................................................... 20
- Communicating with Impact ....................................................................................... 22
- Crucial Conversations ................................................................................................... 24
- Delegating with Purpose ............................................................................................. 26
- Fantastic Service Behaviors ......................................................................................... 28
- Feedback Essentials ..................................................................................................... 30
- Increasing Personal Effectiveness (IPE) ....................................................................... 32
- Influential Leadership ................................................................................................. 34
MANAGING PERFORMANCE PROBLEMS ............................................................ 36
NAVIGATING BEYOND CONFLICT .............................................................. 38
PROJECT MANAGEMENT .............................................................................. 40
REVIEWING PERFORMANCE PROGRESS .................................................. 42
SETTING PERFORMANCE EXPECTATIONS ............................................... 44
SITUATIONAL LEADERSHIP ....................................................................... 46
TIME MANAGEMENT .................................................................................... 48
LEARNING & ORGANIZATIONAL DEVELOPMENT’S MISSION

Our mission is to support the University’s vision by forming strategic partnerships that allow us to deliver quality, cost-effective developmental opportunities that improve performance and are tailored to meet the needs of the University.

VISION STATEMENT

Learning & Organizational Development provides high quality, dynamic, timely professional developmental opportunities that improve individual and departmental performance, and support the advancement of Emory’s mission and strategic goal.

LEARNING & ORGANIZATIONAL DEVELOPMENT TEAM

Wanda J. Hayes, Ph.D.  Director, Learning & OD  404-727-0413
Anisthasia Carter, MA.  Manager, Training  404-727-9563
Randall Cumbaa, MBA  OD Consultant  404-727-5618
Melody Johnson, BS  Sr. Training Consultant  404-727-5676
Amy Kitchens, BS  Training Consultant  404-727-1589
La Sheree Mayfield  Program Coordinator  404-727-7607
William O’Neal, BA  Sr. Training Consultant  404-727-7660

Website:
http://www.hr.emory.edu/learningservices
THE LEARNING TRACKS

Learning & Organizational Development is pleased to offer several new learning tracks filled with dynamic content to meet your professional development needs and interests. Learning tracks offer participants great flexibility as they choose the courses they want to take. You can customize your professional development by choosing courses from any of the tracks and you are not required to take all the courses listed within a track. Participants can choose courses from the following tracks: Aspiring Leaders, Coaching & Feedback, Customer Service, Interpersonal Skills and Project Management.

Classes within a Learning Track can be offered to intact work teams and departments upon request.

The Aspiring Leaders Track provides professional development courses for those individuals interested in pursuing leadership opportunities in the future. Within this track, you can choose from the following offerings:

- Achieving Your Leadership Potential
- The Business of Higher Education
- Influential Leadership

The Coaching & Feedback Track is designed for supervisors and managers. This track focuses on proactively providing ongoing feedback and managing performance challenges. Within this track, you can choose from the following offerings:

- Crucial Conversations
- Communicating for Leadership Success
- Managing Performance Problems
- Reviewing Performance Progress
- Setting Expectations

The Customer Service Track focuses on improving service delivery and responding actively to solving problems. Within this track, you can choose from the following offerings:

- Fantastic Service Behaviors

The Interpersonal Skills Track is designed to strengthen interpersonal communication skills. Within this track, you can choose from the following offerings:

- Crucial Conversations
- Communicating with Impact
- Navigating Beyond Conflict

The Project Management Track assists the participant in managing both people and processes, especially for those individuals who are not in official leadership roles. Within this track, you can choose from the following offerings:

- The Business of Higher Education
- Crucial Conversations
- Influential Leadership
- Project Management
Learning & Organizational Content Providers

Content Providers
While several of our programs are developed internally, we leverage and customize courses that have been developed by vendors.

Crucial Conversations is a dynamic, skills-based program that provides participants with the strategies to address important issues when the stakes are high. Crucial Conversations is developed by VitalSmarts, which has helped more than 300 of the Fortune 500 organizations realize significant results using a proven method for driving rapid, sustainable and measurable change in behaviors. VitalSmarts has been ranked twice by Inc. magazine as one of the fastest-growing companies in America and has taught more than 2 million people worldwide.

Development Dimensions International, Inc (DDI) provides content and resources for Targeted Selection, Leadership & Employee Development as well as Executive Development. DDI is a strong, collaborative partner to North American colleges and technical schools that offer continuing education and training for corporate and economic development. With a long track record of success, we have provided behavior-based leadership and workforce training for the classroom for more than 35 years.

EDSI is the provider of Increasing Personal Effectiveness. Whether an organization has learning and development needs as part of its talent management program or an individual seeking self-improvement as part of a career advancement strategy, Employee Development Systems has synergistic solutions. The talent required in the 21st century for career advancement requires different skill sets and an understanding of generational management issues. To engage today’s workforce, innovative learning solutions must be provided for employees. Positive results are attained by providing synergistic solutions that empower employees, managers, and leaders to significantly improve their performance through behavioral change.

The Ken Blanchard Companies, Inc. is the provider of Situational Leadership. The company is a family-owned firm, founded by Drs. Ken and Marjorie Blanchard. Incorporated in 1979, the organization is based on three simple goals – to make a difference in people’s lives, to drive human worth and effectiveness in the workplace, and to help each organization they work with become the provider, employer, and investment of choice. Their goal is to provide leadership solutions that unleash human potential, create engaged employees and customers, and drive organizational results and profitability.
Employment Learning Innovations, Inc. (ELI, Inc.) is the provider for Civil Treatment for Employees and Managers. ELI was founded in 1986 by a former partner in a management law firm and trail attorney for the EEOC, Stephen M. Paskoff, Esq. Stephen had a brainstorm around why so many companies were spending valuable resources— including time, money and reputations—defending themselves in court or settling high-profile cases when they could have avoided these problems in the first place with a few preventative behavioral steps. ELI, Inc. is a training company that pioneered a systematic and comprehensive approach to helping organizations change workplace behaviors, build civil, inclusive, and productive cultures, and prevent problems from occurring or escalating.
Achieving Your Leadership Potential

Overview
A three-step process—Diagnose, Plan, and Execute—helps learners stretch their capabilities and accelerate their leadership development.

Target Audience
- Individual contributors and Informal leaders at all levels

Learning Objectives
By the end of the workshop, participants will be able to:
- Define the scope of leadership development and potential.
- Link their development to personal satisfaction and the organization’s goals, values, and strategic direction.
- Use various sources to identify, assess, and prioritize their strengths and weaknesses.
- Create targeted, challenging, yet realistic development goals.
- Execute and measure progress toward goals, making appropriate adjustments along the way.
- Keep a steady yet flexible focus on development over time.

Competencies
- Work Standards
- Continuous Learning
- Initiating Action

Course Content
- **Prework:** Prior to the workshop, participants complete the Achieving Your Leadership Potential Handbook, which introduces them to the development process.
- **The Learning Leader:** A video depicts three leaders with different approaches to developing into a better leader. Learners discuss these approaches—falling behind, keeping up, or staying ahead—and how they compare with their own motivation and learning agility. From their prework, they describe the three phases of leadership development—Diagnose, Plan, and Execute—and its two cycles: self-reflection and discussion.
- **Diagnose and Select:** Participants make connections between what’s happening in their organizations, the Leadership Imperatives critical for success, and the group’s strengths and weaknesses in those Imperatives. They discuss the high payoff of aligning these variables. Learners use a planner to identify initiatives, development goals, and skills/knowledge they need to gain.
- **Targeting Development:** The group discusses examples of three types of high-payoff development opportunities—training, job experience, and coaching. They work in teams to identify opportunities that would stretch them outside their comfort zones, and record opportunities for the development goals identified earlier. The importance of their manager’s support is considered.
- **Your Personal Business Case:** Learners complete a quiz to determine their receptivity to feedback and generate ideas for increasing openness to feedback. After watching a video model, learners practice preparing for and conducting a discussion with their manager, to gain support for their development plans. They receive feedback from one another and amend their plans as needed.
Course Content (cont.)

- Execution—Bridging the Knowing-Doing Gap: After a discussion emphasizing key points about the Execute phase, a quiz helps learners determine how effective they are at execution. Teams share barriers to execution and generate ideas for overcoming each. They record these in their planners and identify needed support and measurement methods.

Who Needs to Take This Course?

1. Do your leaders treat development of their leadership skills as something to do “if time permits?”
2. Are they able to stretch their leadership capabilities by searching out new job experiences and issues facing the business units?
3. Can they link their personal development to the organization’s growth and success?

Format / Length of Course

Format: Classroom
Length: 4 hours

Cost

$60 per participant for materials

Tracks/Programs

Aspiring Leaders Track

Prerequisites

No

Pre-Work Required?

Yes (45-60 minutes)

Manager Actions Required

Pre-Class:
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors...
Business of Higher Education

Overview

Exploring the history of Emory will enhance the participant’s knowledge about working in a private higher educational environment. Participants will gain insights about organizational structure, governance and contemporary issues in higher education.

Target Audience

- All employees through frontline leaders.

Learning Objectives

By the end of the workshop, participants will be able to:
- Gain a better understanding of how higher education institutions differ from corporation or government.
- Learn about how the University manages finances, and other resources.
- Explore contemporary issues that impact the University including marketing, student populations and academic research.

Competencies

- Building Strategic Working Relationships
- Communication

Course Content

In an interactive lecture, participants will gain a broader of Emory’s history as well as contemporary issues impacting Emory and other institutions of higher education.

Who Needs to Take This Course?

1. Are you curious about how a higher education environment differs from a corporate environment?
2. Have you wondered how does the university function?

Format / Length of Course

Format: Classroom
Length: 4 hours

Cost

$0 per participant for materials

Tracks/Programs

Project Management Track
Aspiring Leaders Track
Administrative Professional Development Program
**Prerequisites**

None

**Related Workshops**

None

**Pre-Work Required?**

None

**Manager Actions Required**

**Pre-Class:**
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Civil Treatment for Employees

Overview

The course focuses on certain types of behaviors that are divisive and how participants should adhere to a set of standards that help employees embody the organization’s vision, mission, and values. This course is not about the law per se, nor is it intended to point out individual differences among employees in terms of race, age, gender, etc. It is a course premised on the idea that employees are citizens of the organizations which employ them, and that citizenship carries with it certain responsibilities. It provides employees practical behavioral steps to ensure a work environment that enables everyone to work without the obstacles that arise when coworkers behave inappropriately. It also ensures that they understand their options when confronted with inappropriate behavior, as well as where and how to raise concerns.

Target Audience

Staff/Individual contributors

Learning Objectives

By the end of the workshop, participants will be able to:

- Understand how behavior furthers – or hinders – the mission of the organization.
- Communicate their role and responsibilities in helping to maintain a CT Workplace.
- Treat others in a manner consistent with the organization’s policies and procedures regarding behavior in the workplace.
- Utilize a feedback model for communicating workplace concerns to others (co-workers, management, etc.).
- Identify when and where to get help when confronted with a workplace issue or concern.

Competencies

- Diversity
- Building Trust
- Managing Conflict

Course Content

- **Sexual Harassment, Hostile Work Environment**: Focuses on the effect of not following Conduct Guideline #1, defines sexual and other types of harassment, and outlines expected workplace behavior.
- **Duty to Act**: Addresses the manager’s Duty to Act if a situation arises involving law, policy, or safety.
- **Religion and National Origin Issues**: Focuses on the risks of harassment based on religion or national origin. Participants also learn about the organization’s policies on electronic communications.
- **Employee-to-Employees Retaliation**: Addresses the impact of employee-to-employee retaliation on the workplace. Participants also practice using the INFORM Model to avoid such situations.
- **Abusive Behavior**: Addresses unprofessional, abusive behavior in the workplace. Participants learn tips for resolving conflict in safe, professional ways.
- **Mutual Banter**: Introduces why it is important for an employee to monitor his/her words and actions in the workplace.
Manager Actions Required

Pre-Class:
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Civil Treatment for Managers

Overview

Designed to provide managers with the tools they need to manage fairly and legally in today’s changing workplace. Managers are provided an easy-to-remember behavioral model that defines when and how conduct, behavior, and performance are governed by organizational policy and the law. During the program, participants are challenged to analyze and address workplace scenarios through interactive exercises, including serving as witnesses and jurors in true-to-life employment lawsuits. They learn first-hand how their conduct can either cause or prevent liability and other workplace problems. Participants analyze a realistic business scenario and suggest ways that managers can create a productive work environment and make fair business decisions. These guidelines known as the Prescriptive Rules are applied throughout the program to help participants ensure their behavior supports the goals of the organization.

Target Audience

Frontline leaders through mid-level managers

Learning Objectives

By the end of the workshop, participants will be able to:

- Understand how professional, fair conduct relates to and furthers the mission of the organization.
- Define when and how conduct, behavior, and performance are governed by organizational policy and by the law.
- Utilize five management guidelines to ensure fair and equal treatment in the workplace, as well as a model for managing employment issues objectively and fairly.
- Incorporate the concepts of Civil Treatment into the activities of their team, unit, and/or department.

Competencies

- Diversity
- Building Trust
- Managing Conflict

Course Content

- **Sexual Harassment, Third-Party Harassment**: focuses on the effects of not guarding words and actions, defines sexual (and other types of) harassment, and outlines a roadmap for minimizing risk in the workplace environment.
- **Religion, National Origin**: Participants explore ways to proactively address inappropriate behavior before it becomes a problem, and also reviews the organization’s policies on electronic communication.
- **Retaliation, Gender**: Participants examine sex-based discrimination and retaliation. They learn that how they respond to a claim—even if it is unfounded—can have a significant impact on the organization.
- **Internal Complaints, Duty to Act**: Focuses on the business imperative for the Duty to Act, even when employees request confidentiality.
- **Mutual Banter**: Participates in exercises that illustrate the effect of mutual banter on the work environment, even when no formal complaints of inappropriate behaviors are made.
Course Content (cont.)

- **Abusive Behavior:** Participants analyze abusive behavior and its effect on the workplace. They also discuss favoritism and inclusion.
- **Age Discrimination, The FACT Model:** Focuses on how not following the rules in employment decisions may create risks for an organization. The FACT model is introduced as a tool that can be used to make fair and objective business decisions.
- **Disability and Religious Accommodation:** Explores issues of disability and religion by explaining managers’ responsibilities when faced with a request for an accommodation.
- **Race Discrimination, Disparate Treatment:** Focuses on how failing to get help to investigate can lead to evidence of discrimination.

Format / Length of Course

<table>
<thead>
<tr>
<th>Format</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>8 hours</td>
</tr>
</tbody>
</table>

Cost

$125 per participant for materials

Required

Manager Development Program
Supervisor Development Program

Prerequisites

None

Related Workshops

None

Pre-Work Required?

None

Manager Actions Required

Pre-Class:
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Coaching for Peak Performance
(formerly Coaching for Success and Coaching for Improvement)

Overview

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.

Target Audience

Frontline leaders

Learning Objectives

By the end of the workshop, participants will be able to:
- 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.

Competencies

- Coaching
- Communication
- Gaining Commitment

Course Content

- **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 difference 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. Learns 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.
## Course Content (cont.)

- **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.

## Format / Length of Course

<table>
<thead>
<tr>
<th>Format</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

## Cost

$60 per participant for materials

## Required

Manager Development Program  
Supervisor Development Program

## Prerequisites

Communicating for Leadership Success (formerly Essentials of Leadership)

## Related Workshops

Managing Performance Problems

## Pre-Work Required?

No

## Manager Actions Required

**Pre-Class:**
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Collaboration

Overview

Using a board game, learners will be able to experience a situation that requires collaboration, innovation, and data-driven decision making. Applying the concepts from the experiential exercise to the work environment will help participants stretch their capabilities.

Target Audience

Individual contributors and leaders

Learning Objectives

By the end of the workshop, participants will be able to:

- Understand the attributes of, and the need for, higher-level collaboration.
- Utilize the strategies of collaboration, innovation, and data-driven decisions to improve team performance.
- Understand and identify the elements of structure and how they can affect behavior and performance, using a Force Field Analysis.

Competencies

- Communication
- Collaboration
- Innovation
- Decision Making

Course Content

- **Friday Night at the ER:** Using a board game, participants have the opportunity to experience a situation where collaboration is needed. After the exercise, participants will have the opportunity for group reflection and to consider ways to bridge any insights gained from the game experience to the workplace.
- **Collaboration Ladder:** Participants examine the continuum of collaboration in order to understand the attribute of high-level collaboration.
- **Innovation:** Participants discuss when it is useful to challenge rules and what is ok and what is not ok to challenge.
- **Data-driven Decision Making:** Participants learn the importance of making sure we have the data we need to make decisions, including determining who has the data and how to get it.

Who Needs to Take This Course?

1. Do your employees fail to collaborate with others when they need to?
2. Do your employees fail to challenge the status quo or look for new ways to approach problems?
3. Do your employees determine the data needed to make decisions?
### Format / Length of Course

<table>
<thead>
<tr>
<th>Format: Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 4 hours</td>
</tr>
</tbody>
</table>

### Required

No

### Cost

$0 per participant for materials

### Prerequisites

None

### Related Workshops

None

### Pre-Work Required?

None

### Manager Actions Required

#### Pre-Class:
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

#### Post-Class Support:
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Communicating for Leadership Success  
(formerly Essentials of Leadership)

**Overview**

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 course 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.

**Target Audience**

Informal and frontline leaders

**Learning Objectives**

By the end of the workshop, participants will be able to:
- 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.

**Competencies**

- Building Strategic Work Relationships
- Communication
- Gaining Commitment

**Course Content**

- **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.
Course Content (cont.)

- **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.

Format / Length of Course

Format: Classroom
Length: 4 hours

Cost

$60 per participant for materials

Required

Manager Development Program
Supervisor Development Program

Prerequisites

None

Related Workshops

Communicating With Impact

Pre-Work Required?

Yes, 15 minutes

Manager Actions Required

Pre-Class:
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Communicating with Impact  
(formerly Interactions Skills for Success)

**Overview**

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. *This class was formerly Interactions Skills for Success.*

**Target Audience**

All staff members

**Learning Objectives**

By the end of the workshop, participants will be able to:

- 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.

**Competencies**

- Building Customer Loyalty
- Communication
- Gaining Commitment

**Course Content**

- **Every Interaction Matters:** 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. 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. 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.
**Who Needs to Take This Course?**

For all individuals and teams at the staff level consider the following:
- 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?

**Format / Length of Course**

Format: Classroom  
Length: 4 Hours

**Cost**

$60 per participant for materials

**Required**

Communications/Interpersonal Skills Track

**Prerequisites**

None

**Related Workshops**

- Navigating Beyond Conflict
- Increasing Personal Effectiveness for Staff

**Pre-Work Required?**

None

**Manager Actions Required**

**Pre-Class:**
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.
- Be knowledgeable of the personal commitment they have made to change their own behavior in the area of communication and interactions with others and support them in this effort.
### Crucial Conversations

#### Overview

When people find themselves stuck, there are crucial conversations keeping them there – conversations they are not holding or not holding well. Participants will learn how to spot the conversations that are keeping them stuck, understand their role in the problem, learning how to establish safety when a conversation turns crucial, and obtain tools that will help them to be able to hold the right conversations at the right time.

#### Target Audience

All staff, leaders, directors, etc.

#### Learning Objectives

By the end of the workshop, participants will be able to:

- Effectively hold the right conversation to get the right results
- Identify when safety is at risk and you are no longer in dialogue
- Learn skills that will help them set up conditions to talk about almost anything
- Understand different types of decision making strategies and how to move toward action and results

#### Competencies

- Communication
- Teamwork
- Managing Relationships

#### Course Content

- Spot the conversations that are keeping you from what you really want
- How to stay focused on what you really want
- Notice when safety is at risk
- How to make it safe to talk about almost anything
- Creating mutual purpose
- How to stay in dialogue when you’re angry, scared, or hurt
- How to master emotions and return to dialogue
- How to speak persuasively, not abrasively
- How to listen when others blow up or clam up
- How to turn Crucial Conversations into action and results

#### Who Needs to Take This Course?

1. Individuals who what to enhance their communications skills
2. Individuals who mishandle holding crucial conversations
3. Individuals who avoid crucial conversations.
**Format / Length of Course**

Format: Classroom  
Length: 16 hours (2 non-consecutive)

**Cost**

$225 per participant for materials

**Tracks/Programs**

- Communication/Interpersonal Skills Track  
- Project Management Track  
- Coaching & Feedback Track  
- Administrative Professionals Program  
- Supervisor Development Program  
- Manager Development Program

**Prerequisites**

None

**Related Workshops**

- Navigating Beyond Conflict  
- Communicating with Impact  
- Increasing Personal Effectiveness for Staff

**Pre-Work Required?**

No

**Manager Actions Required**

**Pre-Class:**
- Talk with your employee about strengths and developmental opportunities related to the competencies.  
- Relate the information from the course to their job specific responsibilities.  
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.  
- Help the employee identify situations where they can apply the course content.  
- Give the employee feedback about how they are demonstrating the behaviors.
Delegating With Purpose
(Formerly Delegating For Results)

Overview

Delegating 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.

Target Audience

- Frontline leaders

Learning Objectives

By the end of the workshop, participants will be able to:

- 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.

Competencies

- Delegating Responsibility
- Follow-Up
- Gaining Commitment

Course Content

- **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 delegating 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.
**Course Content (cont.)**

- **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 have learned and how they will apply it. Volunteers share their insights and plans for application.

**Who Needs to Take This Course?**

1. Do you find yourself spending time on tasks and responsibilities that others could do?
2. Do you struggle to be able to match people to the tasks and responsibilities that will build on either their strengths or developmental areas?
3. Do you find yourself not using methods for monitoring the progress or delegations that allow you to stay in touch without getting in the way?

**Format / Length of Course**

<table>
<thead>
<tr>
<th>Format: Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length: 4 hours</td>
</tr>
</tbody>
</table>

**Cost**

- $60/participant for materials

**Tracks/Programs**

- Project Management Track
- Aspiring Leaders Track

**Prerequisites**

- Communicating for Leadership Success (formerly Essentials of Leadership)

**Related Workshops**

- Coaching for Peak Performance

**Pre-Work Required?**

- Yes, 30 minutes.

**Manager Actions Required**

**Pre-Class:**

- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**

- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Fantastic Service Behaviors
(Formerly Help Me to Help You)

Overview

This class is comparable to a customer service course. For the purpose of this course, a customer is anyone that needs something from the participant.

Participants will understand customer expectations by determining the underlying expectations of internal customers, recognizing levels of service, identifying common customer expectations and describing moments of truth. *This class was formerly listed as Help Me to Help You.*

Target Audience

- Service providers and frontline leaders

Learning Objectives

By the end of the workshop, participants will be able to:
- Identify behaviors that constitute fantastic service
- Practice effective listening skills
- Use positive language
- Practice problem solving
- Demonstrate the Fantastic Service Equation

Competencies

- Communication

Course Content

- **Fantastic Service:** Learners are introduced to the customer’s expectations. A learning activity is conducted that help learners understand the five categories of customer expectations and how to recognize how the expectations are formed.
  - Effective Listening Skills
  - Positive language
  - Problem Solving
  - Fantastic Service Equation

Who Needs to Take This Course?

Do you know what barriers stand in the way of providing good customer service?

Format / Length of Course

Format: Classroom
Length: 4 hours

Cost

$0 per participant for materials
Required

Customer Service Track
Administrative Professionals Program

Prerequisites

None

Related Workshops

None

Pre-Work Required?

None

Manager Actions Required

Pre-Class:
  • Talk with your employee about strengths and developmental opportunities related to the competencies.
  • Relate the information from the course to their job specific responsibilities.
  • Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:
  • Have a discussion with the employee about their impression of the workshop.
  • Help the employee identify situations where they can apply the course content.
  • Give the employee feedback about how they are demonstrating the behaviors
Feedback Essentials

Overview
This course teaches leaders how to get results through people. Learners acquire a set of proven interaction skills and provide feedback to achieve results.

Target Audience
- Informal leaders and frontline leaders through mid-level managers

Learning Objectives
By the end of the workshop, participants will be able to:
- Accomplish more in interactions in less time, while enhancing interpersonal relationships.
- Help people enhance their performance by providing them with feedback they are willing to accept and upon which they are able to act.

Competencies
- Coaching

Course Content
- Feedback Essentials: Learners discover that feedback can be a powerful tool to help improve performance, so they then practice identifying effective feedback. Participants are introduced to the STAR concept, a model for providing both positive and developmental feedback. They discuss the importance of seeking feedback.
- Send Off: Planning and Close: Learners develop a plan to apply their new skills back in the workplace.

Who Needs to Take This Course?
1. Are your leaders lacking basic, yet essential, interaction skills?
2. Do they need help engaging others to achieve organization results?
3. Does your organization need a fast-paced, engaging way to introduce foundation interaction skills?

Format / Length of Course
Format: Classroom
Length: 2 hours

Tracks/Programs
Coaching & Feedback Track
**Prerequisites**

None

**Related Workshops**

- Communicating for Leadership Success
- Communicating With Impact

**Pre-Work Required?**

None

**Manager Actions Required**

**Pre-Class:**

- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**

- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors
Increasing Personal Effectiveness (IPE)

Overview

This course will provide participants with practical tools and skills to use in their day-to-day interactions—tools that create and sustain personal effectiveness. By using these skills, the participants will see a notable difference in their relationships with the people they work with, as well as individuals in their personal life.

Target Audience

- Staff-level employees

Learning Objectives

By the end of the workshop, participants will be able to:

- Understand themselves and the day-to-day choice they make that impact their accomplishments and job performance.
- Build self-awareness about their strengths, skill sets, and areas that need strengthening.
- Identify individual behavior styles in order to maximize their communication with others and increase their personal interactions with direct reports, peers, and senior management.
- Improve their communications abilities with co-workers, management, and team members by building assertive language patterns and resolving conflicts in a win-win fashion.
- Achieve goals that will result in growth, change, and increased effectiveness.
- Become accountable for one’s own behavior, communication, thinking skills, and professionalism through one’s own personal choices.

Competencies

- Communication
- Managing Relationships
- Teamwork
- Change
- Continuous Learning

Course Content

- The IPE model: Choices, Results, Effectiveness
- New Choices for Growth and Change
- Six Step Change Process
- Self-Awareness of Behavior, Values, and Behavioral Style
- Understanding Behavioral Styles
- How Your Thinking can Limit Your Effectiveness
- Managing Conflict with Different Behavioral Styles
- Improving Verbal and Non-Verbal Communication
- Using “I” Statements
- Effective Listening Skills
- Managing Yourself for Success – Setting Personal and Professional Goals
**Who Needs to Take This Course?**

1. Any staff-level employee who would like to increase their personal effectiveness, particularly when interacting with others.
2. Does the employee:
   a. Need to communicate more assertively with others?
   b. Understand how to adapt his/her behavior in order to more effectively work with others?
   c. Need to improve his/her listening skills?
   d. Need to become more accountable for their individual behavior and results?

**Format / Length of Course**

Format: Classroom  
Length: 2 Full Days

**Cost**

$125 per participant for materials

**Tracks/Programs**

Communication/Interpersonal Skills Track  
Administrative Professionals Program

**Prerequisites**

None

**Related Workshops**

Communicating With Impact

**Pre-Work Required?**

No

**Manager Actions Required**

**Pre-Class:**
- Talk with your employee about strengths and development opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.
- Complete the Manager Pre-Course Ratings of the employee’s behavior and return to Learning & OD. (You will receive this about 2 weeks prior to your employee attending the course.)

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.
- Give the employee feedback about how they are demonstrating the behaviors related to personal effectiveness.
- Follow the IPE Post Course Manager Discussion Guide and talk with him/her about their current job, how they can be more effective in their present position, discuss their goals, and how their career can become more challenging and satisfying.
Influential Leadership

Overview

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

Target Audience

- Formal and Informal leaders at all levels

Learning Objectives

By the end of the workshop, participants will be able to:

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

Competencies

- Building Partnerships
- Gaining Commitment

Course Content

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

Who Needs to Take This Course?

4. Are your leaders having trouble getting commitment to ideas or actions to improve service, productivity, or quality?
5. Do your leaders struggle to “make things happen” outside of their teams or work groups?
6. Are your employees dissatisfied because they feel they are not listened to and are coerced into accepting and acting on ideas?
<table>
<thead>
<tr>
<th>Format / Length of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format: Classroom</td>
</tr>
<tr>
<td>Length: 4 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$60/participant for materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tracks/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management Track</td>
</tr>
<tr>
<td>Aspiring Leaders Track</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Work Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manager Actions Required</th>
</tr>
</thead>
</table>

**Pre-Class:**
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Managing Performance Problems

Overview

This course builds leaders’ skills in handling chronic performance or work habit problems or serious misconduct. They learn how to document the problem and explain what the employee must do to address it. Leaders become skilled in discussing and imposing formal consequences while adhering to their organizations’ policies and procedures.

Target Audience

Frontline leaders through mid-level managers

Learning Objectives

By the end of the workshop, participants will be able to:

- Provide people with performance problems with a clear understanding of what they must do to improve and the consequences of failing to do so.
- Take appropriate action, based on best practices, to effectively address ongoing performance and work habit problems or serious misconduct.
- Impose formal consequences, such as probation or suspension, with the confidence that the person has been fully heard and fairly treated.
- Minimize the impact of ongoing performance problems on the individual, work group, and organization.

Competencies

- Coaching

Course Content

- Welcome to Your World: In this simulation, learners review the personnel file of an employee with chronic performance problems and observe this person’s interactions with his leader, teammates, and customers. They decide whether the situation warrants discussing formal consequences and discuss the importance of documenting performance and agreements when dealing with serious performance or work habit problems. Learners also discuss the challenges of shifting from coaching for improvement to imposing formal consequences.
- Introducing Formal Consequences: Learners watch a positive model of a leader discussing formal consequences. They explore issues leaders might face after introducing or imposing formal consequences. Learners then practice imposing formal consequences with a fellow participant in the role of the “problem employee.”
- A Fork in the Road: Participants discuss the paths a person’s performance can take after a performance problems discussion: continued decline, immediate improvement, or “mixed results.” They watch a short video of a leader handling challenging situations when imposing formal consequences. Learners participate in two skill practice scenarios. In the first scenario, the employee’s performance has continued to decline, and the leader must impose further formal consequences. In the second scenario, the employee has achieved “mixed results,” showing improvement but still not meeting expectations in all areas.
### Course Content (cont.)

- **HR Policies Practicum (Optional):** An HR representative or the facilitator provides an overview of the organization's policies and procedures related to managing performance problems. Learners take this opportunity to ask any questions they may have.

### Who Needs to Take This Course?

1. Are your leaders ill-prepared to conduct performance problem discussions?
2. Do they fail to gather and document the hard performance data they need?
3. Can your leaders defuse strong emotions when discussing performance problems?
4. Do employees understand why their performance doesn’t meet expectations and what will happen if they don’t improve?

### Format / Length of Course

- **Format:** Classroom
- **Length:** 4 hours

### Cost

$60 per participant for materials

### Tracks/Programs

- Coaching & Feedback Track

### Prerequisites

- Communicating For Leadership Success (formerly Essentials of Leadership)

### Related Workshops

- Coaching for Peak Performance

### Pre-Work Required?

None

### Manager Actions Required

**Pre-Class:**

- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**

- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Navigating Beyond Conflict  
(formerly Working Through Conflict)

**Overview**

The differences people bring to the workplace can promote tremendous creativity and innovation. Those same differences can also 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.

**Target Audience**

All employees, including frontline leaders

**Learning Objectives**

By the end of the workshop, participants will be able to:
- Reduce the potential cost of conflict to themselves 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.

**Competencies**

- Managing Conflict
- Building Strategic Working Relationships
- Communication

**Course Content**

- **Conflict’s Destination – Damage or Discovery:** Learners participate in simulations that demonstrate 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 continue 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.
Course Content (cont.)

- **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.

Who Needs to Take This Course?

1. Does conflict between employees go unaddressed?
2. Are valuable managerial resources being expended to resolve the conflicts of individual performers?
3. Is conflict affecting the productivity or morale of teams and work groups?
4. Is conflict being addressed inappropriately or ineffectively?

Format / Length of Course

Format: Classroom
Length: 4 hours

Cost

$60 per participant for materials

Tracks/Programs

Interpersonal Skills Track

Prerequisites

Communicating for Leadership Success (formerly Essentials of Leadership) or Communicating With Impact (formerly Interaction Skills for Success)

Related Workshops

None

Pre-Work Required?

None

Manager Actions Required

Pre-Class:

- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job-specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:

- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Project Management

Overview

Participants will learn how to work through the project management life cycle, including defining the project, developing a project charter, planning and implementation.

Target Audience

All employees, especially team or project managers

Learning Objectives

By the end of the workshop, participants will be able to:

- Identify the key activities in the project life cycle.
- Recognize the components of a project charter and how to appropriately scale them based on the size of a project.
- Understand the role of the "Triple Constraint" in project management and apply it in determining project scope.
- Keep projects on track by managing project risks and effectively using a communication plan.
- Capture valuable project lessons and use them to define and improve project management practices within your organization.
- Develop an action plan for continuing to expand your project management knowledge.

Competencies

- Coaching

Course Content

Participants will learn the basic components of a project including:

- Understanding Project Management and the Project Management Life Cycle
- Defining the Project
- Planning and Scheduling the Project
- Implementation: Project Execution and Control
- Project Closeout and Continuous Improvement

Who Needs to Take This Course?

1. Are you ill-prepared to manage projects for your department?
2. Are you unsure about the different stages of a project?
3. Do you know how to implement and control a project?

Format / Length of Course

Format: Classroom
Length: 4 hours
**Cost**

$0

**Tracks/Programs**
- Project Management Track
- Administrative Professionals Development Program

**Prerequisites**
- None

**Related Workshops**
- None

**Pre-Work Required?**
- None

**Manager Actions Required**

**Pre-Class:**
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Reviewing Performance Progress

Overview

Leaders learn to conduct effective discussions that recognize people’s success and plan for their future development. This course helps leaders drive performance and accountability by replacing the “dread” of performance reviews with the “human touch” that builds trusting relationships with the people who report to them.

Target Audience

Frontline leaders through mid-level Managers

Learning Objectives

By the end of the workshop, participants will be able to:

- Use progress reviews as a business tool in guiding individuals, work groups, and the organization toward success.
- Encourage people to sustain good performance and improve less-than-desirable results.
- Build people’s responsibility in monitoring, collecting, and analyzing performance data.
- Handle challenging situations that can arise during progress review discussions.

Competencies

- Aligning Performance for Success

Course Content

- **The Performance Cycle:** Learners identify the reasons leaders and the people who report to them dread appraisals. Learners discuss what’s in it for the leader and the individual to have progress reviews and how review discussions support the achievement of organizational business goals and strategies. Leaders are introduced to the performance cycle.
- **Ongoing Tracking and Feedback:** Learners watch a humorous video that illustrates the pitfalls that stop constructive progress reviews and learn tips for avoiding these pitfalls. Leaders learn the importance of ongoing tracking and interim progress reviews and also review tips for data and feedback collection. In an optional exercise learners prepare feedback as if they were the leaders in the video.
- **End-of-Cycle Review:** Leaders learn the process for preparing for an end-of-cycle review, including how to help individuals prepare for review. Learners use a Discussion Planner to analyze a video model of a leader conducting a progress review discussion. Leaders prepare and practice leading a reviewing progress discussion using the situations they identified in prework.
- **Summary and Close:** Referring to the list of reasons people dread performance review discussions, group members develop solutions to address those challenges back in the workplace.
**Who Needs to Take This Course?**

1. Do leaders and the people who report to them fear performance review discussions?
2. Are leaders bearing all the responsibility for monitoring, collecting, and analyzing performance data?
3. Do leaders have an unclear picture of how effectively the people in their work group are meeting their performance goals?
4. Are leaders surprising employees with feedback long after a situation has occurred?

**Format / Length of Course**

Format: Classroom  
Length: 4 hours

**Cost**

$60 per participant for materials

**Tracks/Programs**

Coaching & Feedback Track

**Prerequisites**

Communicating For Leadership Success (formerly Essentials of Leadership)

**Related Workshops**

- Coaching for Peak Performance

**Pre-Work Required?**

Yes

**Manager Actions Required**

**Pre-Class:**
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
Setting Performance Expectations

Overview

This course helps leaders drive performance and accountability by helping people understand what is expected of them and gaining their commitment to achieving it. When leaders conduct effective setting expectations discussions, people feel more motivated to perform well because they see how their efforts make a difference.

Target Audience

Frontline leaders through mid-level managers

Learning Objectives

By the end of the workshop, participants will be able to:

- Ensure mutual understanding of performance expectations.
- Help others identify performance expectations that align with the organization’s goals.
- Gain individual or team commitment to fulfilling the expectations in the performance plan.
- Handle challenging situations that can arise during setting expectations discussions.

Competencies

- Aligning Performance for Success

Course Content

- **Discussing Expectations:** Learners are introduced to the performance cycle and connect setting effective expectations with achieving the organization’s goals and strategies. Leaders share challenges that they have faced in setting expectations discussions. A video demonstrates what can go wrong when discussing expectations. Leaders learn the purpose of setting expectations discussions: achieving understanding, alignment, and agreement. Learners discuss the importance of clear expectations and review the criteria for SMART objectives.
- **Doing It Right:** Participants review the use of Interaction Process skills to conduct setting expectations discussions. Learners use a Discussion Planner to analyze a model of a leader setting expectations for an objective that is difficult to meet. Participants analyze a model of a leader setting a behavioral expectation to support that objective. In an optional exercise leaders prepare and practice leading a setting expectations discussion using the situations they identified in prework.
- **Tracking and Next Steps:** Learners review tips for tracking performance. They discuss the importance of STAR and STAR/AR in providing feedback and the opportunities to find STARs. Referring to the challenges of setting expectations discussions they identified earlier, group members develop solutions to address those challenges back in the workplace.
Who Needs to Take This Course?

1. Do your leaders struggle with the “human side” of the performance management process?
2. Do they fail to achieve the purpose of expectations discussions—understanding, alignment, and agreement?
3. Are leaders providing the feedback and support employees need to meet their objectives?
4. Do leaders spend too much time coaching for improvement because people aren’t committed to their performance plans?

Format / Length of Course

Format: Classroom
Length: 4 hours

Cost

$60 per participant for materials

Tracks/Programs

Coaching & Feedback Track

Prerequisites

Feedback Essentials

Related Workshops

Coaching for Peak Performance

Pre-Work Required?

Yes

Manager Actions Required

Pre-Class:

• Talk with your employee about strengths and developmental opportunities related to the competencies.
• Relate the information from the course to their job specific responsibilities.
• Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:

• Have a discussion with the employee about their impression of the workshop.
• Help the employee identify situations where they can apply the course content.
• Give the employee feedback about how they are demonstrating the behaviors.
Situational Leadership

Overview

Situational Leadership is a model for developing people. It creates a common language for talking about leadership. The goal of situational leadership is to meet people where they are and to give them the direction and support they need when they need it. Situational Leadership enables leaders to:

- Open up communication – increase the frequency and quality of conversations about performance and development between you and the people you work with
- Help others develop competence and commitment
- Teach others how to provide their own direction and support

Target Audience

Supervisors, Managers, Directors, and Vice Presidents (anyone who provides leadership direction to others)

Learning Objectives

By the end of the workshop, participants will be able to:

- Understand the theory and language of Situation Leadership II
- Use the three skills of a Situational Leader – flexibility, diagnosis, and partnering for performance – to respond more effectively to the needs of the people they manage

Competencies

- Aligning Performance for Success
- Building Trust
- Coaching
- Communication
- Delegating Responsibility

Course Content

- **Flexibility**: Learners are introduced to the concept of utilizing four leadership styles effectively – Directing, Coaching, Supporting, Delegating. These four styles consist of two basic leader behaviors: Directive and Supportive Behavior.
- **Diagnosis**: Learners build skill in diagnosing the Competence and Commitment of people to the tasks they are assigned. Participants learn to match their leadership style to the development level of the people they manage.
- **Partnering for Performance**: Participants learn how to establish goals and objectives with the people they manage. Participants learn how to reach agreement with the people they manage about which leadership style to use and when.

Who Needs to Take This Course?

- Are your leaders experiencing tension in their relationships with their direct reports?
- Do your leaders over or under supervise their employees?
- Do your leaders rely on one leadership style regardless of the employee or the task at hand?
**Format / Length of Course**

Format: Classroom  
Length: 8 hours

**Cost**

$125 per participant for materials

**Tracks/Programs**

Coaching & Feedback Track

**Prerequisites**

None

**Pre-Work Required?**

No

**Manager Actions Required**

Pre-Class:
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.
## Time Management

### Overview
Participants will explore ways to develop and use processes and tools to maximize efficiency, effectiveness and productivity.

### Target Audience
Frontline employees

### Learning Objectives
By the end of the workshop, participants will be able to:
- Set priorities in the workplace
- Identify behaviors and habits that prevent effective time management
- Manage email, procrastination, and interruptions.

### Competencies
- Self-Management

### Course Content
- Participants will use a self-assessment, and interactive activities to learn strategies to better manage their time.

### Who Needs to Take This Course?
- Do you feel overwhelmed with the commitments and responsibilities of your job?
- Do you find that you often procrastinate to get your assignments completed?

### Format / Length of Course
Format: Classroom  
Length: 4 hours

### Required
None

### Prerequisites
None

### Related Workshops
Project Management
Pre-Work Required?

None

Manager Actions Required

Pre-Class:
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

Post-Class Support:
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.