

LEARNING SERVICES

COURSE OFFERINGS 2008
EXECUTIVE SUMMARIES

TABLE OF CONTENTS

LEARNING SERVICES MISSION.....	3
VISION STATEMENT.....	3
LEARNING SERVICES TEAM.....	3
THE LEARNING TRACKS.....	4
CLASSES UNDER DEVELOPMENT & CONTENT PROVIDERS.....	6
ACHIEVING YOUR LEADERSHIP POTENTIAL.....	7
BUSINESS OF HIGHER EDUCATION.....	9
CREATING A SERVICE CULTURE.....	11
CRUCIAL CONVERSATIONS.....	13
FEEDBACK ESSENTIALS.....	15
GRAMMAR FOR PROFESSIONALS.....	17
HELP ME HELP YOU.....	19
INCREASING PERSONAL EFFECTIVENESS (IPE).....	21
INFLUENTIAL LEADERSHIP.....	23
INTERACTION SKILLS FOR SUCCESS.....	25
MAKING MEETINGS WORK.....	27
MANAGING PERFORMANCE PROBLEMS.....	29
PROJECT MANAGEMENT.....	31
REVIEWING PERFORMANCE PROGRESS.....	33
SETTING PERFORMANCE EXPECTATIONS.....	35
TAKING CHARGE OF YOUR DEVELOPMENT.....	37
VALUING DIFFERENCES (FOR TEAMS ONLY).....	39
WORKING THROUGH CONFLICT.....	41

This document was last printed on 3.31.2008, and classes are subject to change.

LEARNING SERVICES 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 Services 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 SERVICES TEAM

Wanda J. Hayes, Ph.D.	Director, Learning Services	404-727-0413
Anadri Chisolm-Noel, EdM.	Manager of Training	404-712-8941
Anisthasia Carter, MA.	Sr. Training Consultant	404-727-9563
Dan Ford	Training Consultant	404-727-7660
Carolyn Yanes, Ph.D.	Training Consultant	404-727-1589
La Sheree Mayfield	Program Coordinator	404-727-7607

Website:

<http://www.hr.emory.edu/learningservices>

THE LEARNING TRACKS

Learning Services 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
- Taking Charge of Your Development-A Web-Based Course
- Improving Personal Productivity-*Coming in 2009*
- Leadership Networking-*Coming in 2009*

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
- Feedback Essentials
- 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:

- Help Me to Help You
- Creating a Service Culture: The Leader's Role
- Service Plus-*Coming in 2009*
- Taking Action to Solve Problems-*Coming in 2009*

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

- Better Business Writing
- Crucial Conversations
- Increasing Personal Effectiveness
- Interaction Skills for Success
- Working Through Conflict
- Building Trust-*Coming in 2009*
- Oral Presentation Skills-*Coming in 2009*
- Professional Grammar-*Coming in 2009*

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
- Making Meetings Work-A Web-Based Course
- Improving Personal Productivity-*Coming in 2009*
- Oral Presentation Skills-*Coming in 2009*
- Partnerships for Improvement -*Coming in 2009*

CLASSES UNDER DEVELOPMENT & CONTENT PROVIDERS

The Learning Services Team is already planning ahead to develop additional courses in the upcoming year including:

- Better Business Writing
- Building Trust
- Improving Personal Productivity
- Leadership Networking
- Oral Presentation Skills
- Partnerships for Improvement
- Service Plus
- Taking Action to Solve Problems.

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.

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.
- **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

Related Workshops

- Supporting Leadership Development

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.

Creating a Service Culture

Overview

Many service initiatives are built upon “a fit” – 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.

Target Audience

Service Leaders

Learning Objectives

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

- 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.

Competencies

- Customer Focus

Course Content

- **Importance of the Service Leader:** Leaders begin watching a video about “The Road” to a service culture. 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 increase authority.
- **Action Plan:** Leaders review the obstacles identified and finalize an action plan. They watch the conclusion of the video.

Who Needs to Take This Course?

1. Do you know what obstacles prevent a higher level of customer service?
2. Do leaders know what they must do to ensure service excellence and increase customer loyalty?

Format / Length of Course

Format: Classroom

Length: 4 hours

Cost

\$60 per participant for materials

Tracks/Programs

Customer Service Track

Prerequisites

None

Related Workshops

- Influential Leadership

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

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 want 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 Track

Prerequisites

None

Related Workshops

Working through Conflict
Interaction Skills for Success
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.

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 work place.

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

- Essentials of Leadership
- Interaction Skills for Success

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

Grammar for Professionals

Overview

Delivered through the Emory Center for Lifelong Learning, this course is designed to help sharpen your grammar and spelling skills. The course highlights the fine points of the English language in a fast-pace interactive workshop.

Target Audience

All employees

Learning Objectives

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

- Create a professional image through the written word
- Refresh your grammar skills
- Avoid common grammatical mistakes
- Spell with confidence
- Clearly communicate your message

Competencies

- Written communication

Course Content

- Identifying the right word choice
- Basics of punctuation
- Improving sentences with action verbs
- Understand the fine points of the English language
- Improving your documents, whether email or lengthy reports

Who Needs to Take This Course?

1. Do you struggle with selecting the best word choice when communicating?
2. Do you use too many or not enough commas?
3. Have you received feedback that you need to increase your writing skills and accuracy?

Format / Length of Course

Format: Classroom

Length: 9:00 am – 4:00 pm

Delivery Partner: Emory Center for Lifelong Learning

Cost

\$258.75 with Emory Employee Discount (List price: \$345)

Certification Program or Learning Track

Interpersonal Skills Learning Track

Prerequisites

Basic knowledge of English writing and grammar

Related Workshops

- Better Business Writing

Pre-Work Required?

None

Manager Actions Required

Pre-Class:

- Talk with your employee about strengths and developmental opportunities related to his/her written communication skills.
- 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

Help Me 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.

Target Audience

Service providers and frontline leaders

Learning Objectives

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

- Identifying behaviors that constitute fantastic service
- Practice effective listening skills
- Using positive language
- Practice problem solving
- Demonstrating 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?

1. 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

Tracks/Programs

Customer Service Track

Administrative Professionals Development Program

Prerequisites

None

Related Workshops

Service Plus

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 Track

Prerequisites

None

Related Workshops

Interaction Skills for Success

Pre-Work Required?

No pre-work required for the workshop participant.

The manager of the workshop participant will complete and return a survey to Learning Services prior to the participant's attendance, related to the participant's current level of effectiveness.

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 Services. (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?

1. Are your leaders having trouble getting commitment to ideas or actions to improve service, productivity, or quality?
2. Do your leaders struggle to "make things happen" outside of their teams or work groups?
3. Are your employees dissatisfied because they feel they are not listened to and are coerced into accepting and acting on ideas?

Format / Length of Course

Format: Classroom
Length: 4 hours

Cost

\$60/participant for materials

Tracks/Programs

Project Management Track
Aspiring Leaders Track

Prerequisites

None

Related Workshops

- Adaptive Leadership
- Making Meetings Work
- Building Winning Partnerships

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.

Interaction Skills for Success

Overview

This course is designed to present the basics on how to work well together, reduce wasted time, decrease conflict, and influence interactions in a positive way.

Target Audience

All staff members

Learning Objectives

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

- Choose the most effective way to interact with others in order to reduce wasted time and miscommunication.
- Get what they need from their interactions.
- Make sure they give people what they need from their interactions.
- Maintain strong working relationships and reduce misunderstandings and conflicts.

Competencies

- Builds Capability
- Builds Productive Relationships
- Communicates and Influences Effectively

Course Content

- Review 10 basic beliefs that are the foundation for all interactions.
- Learn about personal and practical needs that are common to everyone.
- Learn how the *share* and *support* Key Principles help meet personal needs.
- Review Interaction Guidelines for meeting practical needs.

Who Needs to Take This Course?

1. This course is for all employees who want to increase their communication and interaction skills.
2. For all individuals and teams at the staff level consider the following:
 - Would the individual or team like to increase cooperation and team effectiveness?
 - Would the team or individual like to be able to enhance their ability to communicate efficiently and effectively with fellow coworkers?

Format / Length of Course

Format: Classroom

Length: 4 Hours

Cost

\$60 per participant for materials

Tracks/Programs

Communications/Interpersonal Skills Track

Prerequisites

None Required

Related Workshops

- Working Through Conflict
- Building Trust
- Increasing Personal Effectiveness for Staff

Pre-Work Required?

None Required

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.

Making Meetings Work

Overview

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.

Target Audience

Informal leaders and frontline leaders through mid-level managers

Learning Objectives

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

- 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.

Competencies

- Meeting Leadership

Course Content

- **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.
- **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.

Who Needs to Take This Course?

1. Do your leaders know when a meeting is necessary and who should attend?
2. Do your meetings fail to improve productivity?
3. Do your leaders know how to deal with the challenges that cause meetings to get off track?
4. Are your leaders good at planning and facilitating meetings but lacking the skills to follow-up?

Format / Length of Course

Format: Classroom
Length: 4 hours

Cost

\$60 per participant for materials

Tracks/Programs

Project Management Track

Prerequisites

Essentials of Leadership

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

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.

- **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

Feedback Essentials

Related Workshops

- Coaching for Improvement

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

- Impacting Your Work Processes

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

Feedback Essentials

Related Workshops

- Adaptive Leadership
- Coaching for Improvement
- Coaching for Success

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

- Adaptive Leadership
- Coaching for Success

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

Taking Charge of Your Development

Overview

This web-based course enables employees to initiate, create and execute their own development plans with his/her leader.

Target Audience

All staff and managers.

Learning Objectives

By the end of the web-based training, participants will be able to:

- Identify the skills, knowledge, and behaviors you need in order to succeed in your job and that align with your organization's business strategy.
- Gather behavioral data to determine your strengths and development needs.
- Discuss your strengths, development areas, and development planning with your leader.
- Identify and address barriers to development.
- Create a goal-oriented development plan.
- Monitor your progress and plan your development goals.

Competencies

- Building Capability

Course Content

- Understanding the Development Cycle
- Success Profiles
- Assessing and Diagnosing Strengths and Development Needs
- Discussing Strengths/Development Areas
- Barriers to Development
- Creating and Implementing a Development Plan
- Measuring and Monitoring Success
- Master Check

Who Needs to Take This Course?

1. This course is recommended for all staff and managers.
2. If you're uncertain, you may want to consider:
 - Are you focusing on development so that you are continuously contributing to the organization's success?
 - Do you want to develop, but aren't sure where to begin?

Format / Length of Course

Format: Web-Based Training

Length: 2 – 3 hours online

Cost

\$60 per participant for materials

Tracks/Programs

Aspiring Leaders Track

Prerequisites

None

Related Workshops

New Manager Orientation (Development Planning section)
Guiding the Development of Others

Pre-Work Required?

No

Manager Actions Required

Pre-Class:

- Talk with your employee about the importance of their continuous learning and development.
- Provide the employee with your insight into his/her strengths and development needs.

Post-Class Support:

- Have a discussion with the employee about their impression of the web-based training.
- Encourage the employee to update their development plan.
- Plan a time to discuss the updated development plan, and review progress routinely.
- Reinforce the importance of the employee's on-going development, as well as their role in developing their own employees (if applicable).

Valuing Differences (For Teams Only)

Overview

This course is designed to give employees effective tools for appreciating others' unique perspectives, understanding people's inherent differences, and collaborating in a mutually beneficial way.

Target Audience

Frontline to mid-level managers, supervisors, team leaders, clinical staff IV, nurse educators.

Learning Objectives

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

- Contribute their unique styles, abilities, and motivations to ensure the success of their group and organization.
- Show respect for the unique qualities that make others different.
- Work more collaboratively and productively with people who have a variety of styles, abilities, and motivations.
- Draw upon everyone's differences to achieve better results.

Competencies

Builds Capability
Builds Productive Relationships

Course Content

- Complete a Styles, Abilities, and Motivation (SAMs) profile to learn more about self.
- Explore the value of differences
- How the Key Principles help nurture and support differences.
- Stop, Start, Continue: Identifying things they'll do to value differences on the job.

Who Needs to Take This Course?

1. This course is required for new front-line managers, and is recommended for completion within their first 18-24 months in the position.
2. For existing managers and leaders, consider:
 - Does the leader need to understand what it takes to build a team where employees value the unique qualities that everyone brings to the workplace?
 - Does the leader know how to make the most of different styles, abilities, and motivations?
 - Do the leaders know how to assess the style, abilities, and motivate of their team members?

Format / Length of Course

Format: Classroom
Length: 4 Hours

Cost

\$60 per participant for materials

Tracks/Programs

Communication/Interpersonal Skills Track

Prerequisites

None Required

Related Workshops

- Trust: Strengthening the Foundation
- Resolving Conflict
- Increasing Personal Effectiveness

Pre-Work Required?

None Required

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 valuing the differences of others and support them in this effort.

Working through Conflict

Overview

When differences cause people to become angry and closed-minded, the resulting conflict has a negative effect on quality, productivity, cooperation, and communication. This course discusses how to manage conflict by dealing with differing ideas, interests or perceptions.

Target Audience

All employees through frontline leaders

Learning Objectives

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

- Approach conflict as a process.
- Reduce the potential cost of conflict to themselves and their organization.
- Minimize the negative consequences of unresolved differences.
- Improve productivity by effectively handling conflict on and off the job.
- Contribute to an open, collaborative work environment.

Competencies

- Managing Conflict

Course Content

- **Chance or Choice?** A video debrief helps participants discuss the cost of conflicts. They learn the conflict process and participate in a group activity that focuses on the benefits and drawbacks of using “resist, retreat, and resolve” techniques to handle conflict.
- **Keys to Defusing Conflict:** Participants explore how words and actions can trigger conflict. They use a scripted conflict situation to identify conflict resolution techniques. This activity is debriefed with a focus on Key Principles and how they de-escalate heated situations.
- **Skill Practice Process:** Learners read a case study, review a discussion planner, view a video on how to handle conflict discussions, and conduct a skill practice.
- **Practice Makes Perfect:** Participants identify how they would handle three challenging conflict situations. They next work through a conflict in a second skill practice round.
- **Next Steps:** Learners discuss how to use their new skills in conflict situations.

Who Needs to Take This Course?

1. Do discussions in your organization sometimes become deadlocked or turn into personal attacks?
2. Do people avoid situations where they feel they can't manage the conflicts that might arise?
3. Do people have trouble being objective in the face of conflict?

Format / Length of Course

Format: Classroom

Length: 4 hours

Cost

\$60 per participant for materials

Tracks/Programs

Interpersonal Skills Track

Prerequisites

Essentials of Leadership or Interaction Skills for Success

Related Workshops

- Resolving Conflict

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