

Leadership Academy

Is the Leadership Academy Right For You?

- 1) Do you understand your leadership strengths & weaknesses?
- 2) Are you familiar with California supervisory laws & practices?
- 3) Are you using the best skills to communicate successfully?
- 4) Do you use collaborative language in your everyday conversations?
- 5) Are your performance discussions engaging and goal-oriented?
- 6) Are you telling rather than getting buy-in?
- 7) Are you holding employees accountable for their actions?
- 8) Is your team performing at the level the organization needs?
- 9) Are good employees leaving and you feel helpless?
- 10) Do you and your team foster a culture of innovation?

This program has been designed for informal, frontline, and mid-level leaders through a proven methodology, which provides the greatest impact and ROI with minimal time off the job. As a public program, individuals receive training just **one full day (2 modules) every other week**. The Leadership Academy can be tailored specifically for your organization and delivered at your facility.

Leadership Academy Coursework

- Session 1:** Leading Others / California Supervisory Law
Session 2: Communicating for Leadership Success / Dealing with Conflict
Session 3: Coaching for Peak Performance / Setting Goals & Reviewing Results
Session 4: Engaging & Retaining Talent / Maximizing Team Performance
Session 5: Driving Change & Results / Fostering Innovation & Solutions

Employers Group Member

- \$0** Eligible for and Using EG State Funding*
\$1395 For Profit Employers
\$1000 Not-for-Profit Organizations**
\$375 Individual Session(s)

Non-Member

- \$295** Eligible for and Using EG State Funding*
\$1675 For Profit Employers
\$1250 Not-for-Profit Organizations**
\$450 Individual Session(s)

Register 3 Trainees; Get 1 Free.

Host a Program; Get 1 Free Full Registration.

Registration Includes: Lunch, materials, job aid, planners & resources, online tools, certificate of program completion, and highly-interactive facilitation.

www.ReadyNowLeaders.com

800.748.8484

training@employersgroup.com

**Need an Advanced Solution for
Mid-to-Senior Level Leaders?**

Senior Leadership Academy is Now Available
www.ReadyNowLeaders.com

The five session program is delivered one full day (9:00 AM - 4:30 PM PST) every other week for 9 weeks
2017 program dates and locations are listed below (specific cities subject to change / areas are not)

<u>City</u>	<u>Area</u>	<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Burbank	(San Fernando Valley)	July 18	August 1	August 15	August 29	September 12
Del Mar	(San Diego)	June 1	June 15	June 29	July 13	July 27
Del Mar	(San Diego)	September 14	September 28	October 12	October 26	November 9
El Segundo	(Los Angeles)	February 24	March 10	March 24	April 7	April 21
El Segundo	(Los Angeles)	June 9	June 23	July 7	July 21	August 4
El Segundo	(Los Angeles)	September 8	September 22	October 6	October 20	November 3
Irvine	(Orange County)	March 3	March 17	March 31	April 14	April 28
Irvine	(Orange County)	September 1	September 15	September 29	October 13	October 27
La Palma	(Orange County)	June 2	June 16	June 30	July 14	July 28
Oakland	(Northern CA)	May 4	May 18	June 1	June 15	June 29
Oakland	(Northern CA)	September 14	September 28	October 12	October 26	November 9
Ontario	(Inland Empire)	February 28	March 14	March 28	April 11	April 25
Ontario	(Inland Empire)	September 12	September 26	October 10	October 24	November 7
Riverside	(Inland Empire)	June 13	June 27	July 11	July 25	August 8
Thousand Oaks	(Ventura County)	March 7	March 21	April 4	April 18	May 2
Web Courses - NEW	(Online Courses)	anytime	anytime	anytime	anytime	anytime

- Available for Delivery On-Site At Your Facility -

contact training@employersgroup.com for details

Web Courses, Leading Others, Maximizing Team Performance & Fostering Innovation substituted w/ Your Leadership Journey, Advanced Coaching, Making High Quality Decisions.

Courses will be assigned within two days of registering. Instructions will be sent electronically. Only one trainee is permitted to access the web course portal. Not state funded eligible.

Virtual Classroom, two 3-hour courses delivered per day (9am-12 and 1pm-4pm). One phone and web connection required per learner. Eligible for state funding.

***State-Subsidized Registration Information:** (1) Apply at www.employersgroup.com/StateEligibility.html, (2) Register anyone (below director-level) who earns \$16.50 to \$65.00 per hour (some exceptions allowed) & who are/will remain employed full-time during/90-days after training, and (3) Request a registration form by emailing training@employersgroup.com, (4) Pay \$200 for any missed day (make-up sessions / transferring to another location are not permitted) / maximum of \$1,000 if individual does not meet wage, training, or employment requirements. Registration available for the full program only and limited to a maximum of 6 trainees from 1 company per location

****Non-Profit Organizations:** The enrolled registrant(s) must have an email address ending in .org, .edu, or .gov (other exceptions considered upon request). Full program only.

LEADING OTHERS

GETTING THE LEADERSHIP MINDSET

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

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

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

DO YOU FACE ANY OF THESE ISSUES?

- > Were individuals promoted to supervisory roles with little or no preparation?
- > Do leaders act more like peers?
- > Are leaders "doing" or "leading"?
- > Are employees voicing frustration over their immediate supervisor's leadership skills?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Inspire and empower others.
- > Understand the difference between management and leadership.
- > Identify good leadership traits.
- > Recognize poor leadership behaviors.
- > Identify their individual leadership style.
- > Prepare to improve on their natural strengths to further improve their leadership style.

PRIMARY COMPETENCY DEVELOPED

- > Building Work Relationships
- > Leading

SECONDARY COMPETENCIES DEVELOPED

- > Communication
- > Gaining Commitment

COURSE OVERVIEW

- > **Poor Leadership Environment:** Working in teams, learners experience firsthand what it feels like to work on a team with a poor leader. Learners debrief the activity describing their feelings and the traits the "poor leader" exhibited. The discussion continues by identifying the impact poor leadership will have on an individual, team, and organizational performance. Individuals self-reflect on their own development opportunities.
- > **Good Leadership Environment:** Learners work in teams and through a facilitation process, they now discuss good leadership traits. Learners debrief the activity by describing their feelings and the traits the "good leader" exhibited.
- > **Individual Leadership Experiences:** After participants list good leadership traits and behaviors, they discuss the impact on individual, team and organizational performance, especially regarding motivation and productivity. Learners then commit to eliminating poor leader behaviors and model good leader behaviors in their own work via an action plan.
- > **Leadership Styles Assessment:** In this activity, learners take a self-assessment to determine their dominant leadership style. Through a class discussion, they are able to identify the benefits of each style of leader and that no one style is best, but a combination of styles produces the best results.
- > **Explore Obstacles:** Collectively, individuals discuss obstacles they may face within their respective workplaces that may inhibit their ability to be a good leader. As a class, individuals offer solutions on how to deal with obstacles and identify additional steps that can be taken.
- > **Creating the Next Steps to Becoming a Better Leader:** A competency assessment is provided to each individual that enables them to identify the competencies (skills and behaviors) that are critical for their positions and how they rate themselves on each competency. Coupled with good leadership traits, participants create their own action plan of the steps they will take to become a better leader. The plan may involve seeking help from other leaders, asking for additional development opportunities, etc. The plan is then correlated to upcoming training.
- > **Introducing Communications Training:** Facilitator briefly introduces good & bad communication techniques. Learners identify good communication practices that they can implement.
- > **Wrap-Up:** Instructor checks in on empowerment plan and will follow up on progress on the next class date.

VIDEO SEGMENT SUMMARIES

- > No video segments are planned for this module.

COURSE DETAILS

- > **Target audience:** Informal, frontline and mid-level leaders.
- > **State-fundable:** Yes (onsite and public only).
- > **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** None.
- > **Optimal Group Size:** 8 to 16. 20 maximum.
- > **Course Prep:** None.
- > **Notes:** Module 1 of 10 in the Leadership Academy. Suitable for all environments. Onsite training available in Spanish.

OTHER COURSES TO CONSIDER

- > Leading Virtually
- > Your Leadership Journey (good for newer leaders)

SUPERVISORY LAW

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

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

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

DO YOU FACE ANY OF THESE ISSUES?

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

PERFORMANCE OBJECTIVES

Helps leaders:

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

PRIMARY COMPETENCY DEVELOPED

- > Lead compliantly

SECONDARY COMPETENCIES DEVELOPED

- > Communication
- > Gaining Commitment

COURSE OVERVIEW

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

VIDEO SEGMENT SUMMARIES

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

COURSE DETAILS

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

OTHER COURSES TO CONSIDER

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

COMMUNICATING FOR LEADERSHIP SUCCESS

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

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

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

DO YOU FACE ANY OF THESE ISSUES?

- > Do leaders lack the essential interaction skills that are critical for leadership success?
- > Are leaders seen as unsupportive because they fail to demonstrate empathy?
- > Do leaders fail to provide the ongoing feedback team members need to be successful?
- > Are employees less focused on results because they don't feel valued or appreciated?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Achieve results through others by building strong interpersonal relationships.
- > Plan for successful interactions with team members - in person and virtually.
- > Provide meaningful, supportive feedback that motivates team members and helps individuals improve their performance.
- > Impact business outcomes by consistently meeting the personal and practical needs of others.

PRIMARY COMPETENCY DEVELOPED

- > Building Strategic Work Relationships

SECONDARY COMPETENCIES DEVELOPED

- > Communication
- > Gaining Commitment

COURSE OVERVIEW

- > **Leadership Today (and Every Day):** Working in teams, learners conduct the discussion they read about in the Course Prep. Participants watch a video that shows the variety of demands a leader faces, and the facilitator highlights the importance of meeting team members' needs. Facilitator leads an activity to introduce personal and practical needs, and then introduces the Interaction Essentials.
- > **Key Principles to Meet Personal Needs:** Facilitator introduces the Support Key Principle. Working in teams, learners discover key insights about the Esteem, Empathy, or Involvement Key Principle and teach their assigned Key Principle to the rest of the group. The facilitator introduces the Share Key Principle and leads a discussion about the benefits of using these skills in the workplace.
- > **Working to Meet Personal Needs:** Participants watch two video segments that show a manager using Key Principles. Facilitator leads the group as they read several situations and choose an effective response for each one. Working in pairs, learners read additional situations and write an effective response for each one.
- > **Up Close and Personal:** Working with a partner, learners take turns responding to statements "on the spot" using the Key Principles. Learners graph the results of their self-assessment and identify actions they will take to address any challenges they might encounter in using the Key Principles effectively.
- > **Practically Speaking:** Facilitator overviews the Interaction Guidelines to meet practical needs. Participants watch a video leader effectively use these skills during a discussion with a team member. Learners begin to complete a Discussion Planner for an upcoming workplace discussion.
- > **Using Effective Feedback for Leadership Success:** Facilitator leads a discussion about the nature of feedback in the learners' environment. Facilitator introduces the STAR approach to providing positive and developmental feedback. Participants practice by writing a STAR and delivering it to a fellow participant.
- > **Wrap-Up:** Teams prepare and present a brief presentation of five specifics for the assigned concept learned in the course, including its business impact.

VIDEO SEGMENT SUMMARIES

- > A video illustrates the leader's busy day and foreshadows many challenges.
- > In a two-part video, a manager uses the Empathy and Share Key Principles when recognizing the demands placed on two frontline leaders, and later uses the Involvement and Share Key Principles when a leader comes to him with an urgent request.
- > A leader effectively uses the Interaction Guidelines to conduct a challenging discussion with a team member about an issue with the project team.

COURSE DETAILS

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

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

COLLABORATING & DEALING WITH CONFLICT

LEARNING FORMAT: CLASSROOM
(onsite & public)

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

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

DO YOU FACE ANY OF THESE ISSUES?

- > Do individuals have good intentions, but sometimes use the wrong words, which causes conflict or harms relationships?
- > Are individuals not aware of how body language and non-verbal cues affect interaction?
- > Is listening something individuals think they do well, but - in reality - they do not?
- > Are individuals not interacting in respectful and collaborative ways?

PERFORMANCE OBJECTIVES

Helps leaders and employees:

- > Be on the lookout for signs of conflict and use tools to thwart or resolve conflict.
- > Understand their role and responsibility in dealing with conflict.
- > Adjust one's own behavior to create a healthy work culture and build collaboration.
- > Build a respectful and positive work culture by knowing what healthy conflict is and avoiding unhealthy conflict.
- > Use "in the moment" tools to create rapport, trust, and connection.

PRIMARY COMPETENCY DEVELOPED

- > Communicating & Collaborating

SECONDARY COMPETENCIES DEVELOPED

- > Dealing with Conflict
- > Building Trust

COURSE OVERVIEW

- > **Conflict Responsibility:** Facilitator introduces the course and leads a discussion on the roles and responsibilities for reducing and resolving conflict from both a leader and employee perspective. A review of the key principles introduced in Communicating for Leadership Success (or Communicating with Impact) connects the importance of these skills in building collaboration and dealing with conflict.
- > **Interaction Styles Assessment:** Attendees assess themselves using an assessment developed by *The Executive Advisory*, which identifies an individual's primary communication style, and explore how to flex into others' styles to communicate more effectively. Individuals are provided tips on increasing their Emotional Intelligence while gaining a better understanding of why we respond in the ways we do.
- > **Body Language:** Facilitator leads a discussion on how body language and tone of voice creates rapport. Individuals use different techniques in a skills practice activity.
- > **Collaborative Words:** Also known as using "magic words," participants learn words that reduce or thwart conflict and create rapport so resourceful problem solving can occur and relationships can improve. In groups, individuals identify word choice that may cause conflict and then identify better ways to respond.
- > **Depersonalization:** Using real work examples, participants identify how to use more objective word choices to address another individual's mistakes and errors rather than creating a tone of blame.
- > **Anticipation:** Participants learn that anticipating the other person's response is useful when making a request, showing empathy for the other's value system, or circumstances when asking for / requesting something. Individuals practice on real work situations.
- > **Listening:** In a structured skills practice, individuals are asked to listen and respond to something they are hearing from their partner. Practical tools are then presented to reaffirm that they have listened to the individual and are responding appropriately.
- > **Asking Questions:** Participants are given and use Powerful Questions in a skill practice activity. By using these questions, it involves others in problem solving that diffuses emotion to be more solutions focused.
- > **Closing Activity:** With a partner, individuals role play a real work situation or structured case study (leader-employee, employee-customer or co-worker-co-worker) that will allow them to use the skills from the session.

COURSE DETAILS

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

OTHER COURSES TO CONSIDER

- > Resolving Workplace Conflict
- > Navigating Beyond Conflict
- > Valuing Differences

COACHING FOR PEAK PERFORMANCE

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

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

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

DO YOU FACE ANY OF THESE ISSUES?

- > Are your leaders missing opportunities to provide individuals with coaching to ensure success or improve work performance?
- > Do leaders spend their time getting individuals back on track instead of setting them up for success?
- > Do leaders fail to follow up with people they have coached or set responsibility for measuring results?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Increase the agility and impact of their coaching.
- > Make the most of each coaching opportunity.
- > Provide input to help team members gain timely insights into their work.
- > Enhance the confidence and competence of their staff on an ongoing basis.
- > Build an engaged workforce that feels challenged and valued.

PRIMARY COMPETENCY DEVELOPED

- > Coaching

SECONDARY COMPETENCIES DEVELOPED

- > Communication
- > Gaining Commitment

COURSE OVERVIEW

- > **What Is Coaching?:** Facilitator shares the definition and characteristics of both proactive and reactive coaching. Learners are divided into two teams to debate the impact of each type of coaching on people, productivity, and profitability. After reviewing the three types of coaching and thinking about where they spend most of their time, participants identify and record their own coaching situations.
- > **Interaction Essentials and Coaching Techniques:** Learners engage in a competitive quiz on their knowledge and understanding of the Interaction Essentials in the context of proactive and reactive coaching. They learn about and explore the coaching techniques in more depth by rotating through three self-discovery learning stations.
- > **Case Study Coaching Situations:** A case study is introduced in which a leader is preparing for two different coaching situations - one proactive and the other reactive. Participants watch a video of a leader conducting a proactive coaching situation and provide the leader with STAR feedback. Learners provide advice to the same leader, who is now preparing for a reactive coaching discussion. Participants watch the leader use the skills and then provide feedback.
- > **Skill Practice:** Learners prepare for and conduct three rounds of skill practice using their own coaching situations.
- > **Closing Reflections:** Working individually, participants reflect on how they will apply what they have learned on the job and outside of the workplace. Learners share their responses with the large group and the facilitator highlights any patterns that emerge.

VIDEO SEGMENT SUMMARIES

- > **Setting the Course:** A leader conducts a proactive coaching discussion with his team member using the Interaction Essentials and the Balance Seeking and Telling coaching technique.
- > **Getting Back on Track:** The leader uses the same skills and techniques, but with a different focus, as he conducts a reactive coaching discussion with another team member.

COURSE DETAILS

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

OTHER COURSES TO CONSIDER

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

SETTING GOALS AND REVIEWING RESULTS

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

People are more engaged and strive for better results when they feel ownership of their work process and outcomes. Unfortunately, leaders fail to engage and reinforce this sense of ownership during performance management discussions.

This course will show the positive effect of shifting the traditional role of planner and evaluator from the leader, to a shared responsibility between leader and employee. This shift builds employee ownership, and allows the leader to focus on coaching and developing throughout the performance cycle. Leaders will experience how to use effective (SMART) goals to help them and their employees track progress and fairly evaluate outcomes. A well-written performance plan is also a powerful tool for leaders to use when determining where to focus their development and coaching discussions with their employees.

DO YOU FACE ANY OF THESE ISSUES?

- > Are leaders bearing all the responsibility for monitoring, collecting, and analyzing performance data?
- > Do leaders spend too much time coaching for improvement due to employees' lack of commitment to a performance plan?
- > Do employees go into performance reviews with a fear of the unknown?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Ensure direct reports take a more active role in managing their performance.
- > Manage performance on an ongoing basis while working within the organization's time parameters for goal setting and performance reviews.
- > Provide the ongoing coaching and feedback your direct reports need to achieve their goals.
- > Increase your direct reports' confidence and commitment to their own success.

PRIMARY COMPETENCY DEVELOPED

- > Aligning Performance for Success
- > Gaining Commitment

SECONDARY COMPETENCY DEVELOPED

- > Building a Successful Team

COURSE OVERVIEW

- > **Shared Ownership:** Learners share with a partner the insights they gained about themselves in their self-assessment with respect to performance management. Facilitator introduces a performance cycle, roles and responsibilities, and the recommended discussions throughout the performance cycle.
- > **SMART Performance Goals:** SMART goals are introduced. A video-based activity helps learners identifying what can go wrong when goals are not SMART, and how to avoid these situations. Leaders practice writing SMART goals; after a partner reviews and critiques the goals.
- > **The Interaction EssentialsSM and Performance Discussions:** The group discusses the importance of personal and practical needs when setting goals and reviewing results. Facilitator reviews the Interaction Essentials, followed by an activity in which learners identify the Key Principles and Interaction Guidelines that are most helpful in each type of discussion. Discussion Planner and Discussion Outline are introduced.
- > **Setting Goals Skill Practice:** Facilitator explains the skill practice process with two roles-leader and direct report. A prepared skill practice is used by the learners to practice a challenging goal-setting discussion with a partner.
- > **Gathering Data:** Two types of performance data-behavioral and operational-is introduced. Facilitator reviews the STAR format as a way of gathering behavioral data. A case study is used for leaders to analyze performance data and track the progress of a direct report.
- > **Reviewing Results Skill Practice:** The case study continues via a positive model video of a leader using the Interaction Essentials and performance data—in a performance review discussion. Learners participate in a challenging reviewing results skill practice.
- > **Resources:** Leaders receive a Resource Kit for both them and their direct reports to use back on the job.

VIDEO SEGMENT SUMMARY

- > Three vignettes illustrate what can happen as a result of setting performance goals that don't meet the SMART criteria.
- > A positive model of a leader is shown during a reviewing results discussion.

COURSE DETAILS

- > **Target audience:** Informal, frontline and mid-level leaders.
- > **State-fundable:** Yes (onsite and public only).
- > **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** Communicating for Leadership Success.
- > **Optimal Group Size:** 8 to 16. 20 maximum.
- > **Course Prep:** Yes. 15 minutes.
- > **Notes:** Module 6 of 10 in the Leadership Academy. Suitable for all environments; however, a healthcare-specific version is available. Onsite training available in Spanish.

OTHER COURSES TO CONSIDER

- > Coaching for Peak Performance / Advanced Coaching
- > Developing Yourself and Others
- > Addressing Poor Performance

TALENT DEVELOPMENT TIP: Consider providing this course to non-leaders too! It will give them perspective on their role as well as their leaders role in accountability.

ENGAGING & RETAINING TALENT

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

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

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

DO YOU FACE ANY OF THESE ISSUES?

- > Do leaders provide what people most value in the workplace?
- > Is your organization losing some of its best and brightest employees?
- > Is turnover high because employees feel they are being underutilized and have better opportunities elsewhere?
- > Are your leaders equipped to recognize disengaged employees and address the associated challenges?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Engage individuals on a daily basis.
- > Uncover and address what individuals need to be more satisfied and engaged at work.
- > Inspire higher levels of engagement by acknowledging the value people bring to the organization and showing them that they matter.
- > Increase the quality of conversations with people about their engagement and intent to stay.

PRIMARY COMPETENCY DEVELOPED

- > Inspiring & Engaging Others

SECONDARY COMPETENCIES DEVELOPED

- > Valuing Differences
- > Managing Relationships

COURSE OVERVIEW

- > **Difference Engagement Makes:** In an opening activity, learners see two videos of a leader interacting with individuals during a typical workday. The facilitator highlights what the leader said and did and how these actions impacted engagement. Learners then identify what it feels like to be engaged at work.
- > **Everyday Engagers:** Facilitator introduces Everyday Engagers, and table teams respond to questions as they explore this concept. Learners then record Everyday Engagers that they will use in the workplace.
- > **Engagement and Retention Drivers:** Facilitator introduces three Engagement and Retention Drivers. Then, based on their self-assessment results, learners identify which Drivers the group uses most frequently and discuss the implications. Learners review the Drivers and Actions and choose one they've used effectively for the first two Drivers. Table teams then share and discuss insights followed by a large group debrief.
- > **Individual Value:** Facilitator leads a group discussion about Individual Value and then presents research results on the impact of recognition on individuals in the workplace. In teams, learners explore various topics related to recognition. Learners identify which Engagement and Retention Driver they use most and least, based on their self-assessments, and begin to plan how they'll increase overall engagement in the workplace.
- > **Engagement Conversations:** Facilitator introduces engagement conversations to identify what most matters to individuals at work. In pairs, they practice a conversation, preparing to initiate such a discussion with a direct report.
- > **Retention:** The group discusses reasons that people leave their jobs and how a leader influences retention. Learners work individually to identify a valuable contributor they want to retain and then watch a video to track how a leader conducts a proactive retention conversation with a direct report.
- > **Retention Skill Builder:** Learners consider what they will say to initiate their retention conversations, as well as questions they might ask. In pairs, learners then practice initiating and participating in retention conversations.
- > **Drivers Revisited and Next Steps:** Facilitator leads an activity to review the Engagement and Retention Drivers and how direct report might feel when these are present.

VIDEO SEGMENT SUMMARIES

- > A leader displays behaviors that discourage or cause individuals to disengage.
- > The same leader demonstrates behaviors that have a positive effect on his team members' level of engagement.
- > The leader takes a proactive approach to retaining one of his direct reports.

COURSE DETAILS

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

OTHER COURSES TO CONSIDER

- > Building & Sustaining Trust
- > Strong Start

MAXIMIZING TEAM PERFORMANCE

LEARNING FORMAT: CLASSROOM (ONSITE & PUBLIC) & VIRTUAL

Managers can misdiagnose the root causes of team, department or line conflict or less-than-optimal performance when they consider only the capabilities or character of individual team members. Often there are more systemic conditions that undermine a team's cohesiveness, collaboration, or ability to achieve results.

This course focuses on how leaders can work with their teams, lines or departments to build the infrastructure that enables maximum performance. Leaders gain experience in diagnosing and apply the five Team Success Factors -- Results, Commitment, Communication, Process and Trust.

DO YOU FACE ANY OF THESE ISSUES?

- > Do leaders have a strong team that continuously underperforms?
- > Are associates unsure of their team's purpose or the role they play on their team?
- > Is there an underlying lack of trust amongst coworkers in your organization?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Avoid misdiagnosing problems that negatively impact team performance.
- > Focus their team's efforts on high-priority actions that directly support the organization's goals and strategies.
- > Enhance the effectiveness of their teams by addressing the conditions that prevent it from achieving higher levels of performance.
- > Foster an environment of collaboration and shared responsibility (with virtual teams members, as well) to achieve team goals.

PRIMARY COMPETENCY DEVELOPED

- > Guiding Team Success

SECONDARY COMPETENCIES DEVELOPED

- > Influencing

COURSE OVERVIEW

- > **Getting to Know the Success Factors:** Learners participate in an opening activity in which they use identified behaviors from their Course Prep. Facilitator introduces a framework for teams to work effectively together known as the five Team Success Factors -- Results, Commitment, Communication, Process and Trust. In teams, participants discuss how ineffective behaviors affect the success factors. Learners diagnose their team's performance by completing a survey. The Team Resource Guide is introduced.
- > **Strengthening the Process and the Team:** The Process success factor is introduced and learners explore the Team Success Factors accelerators. A video of a leader using the Process accelerator is shown. Participants then explore a useful tool for improving process -- the Team Charter.
- > **Exploring Results and Communication:** Learners work in small groups and discuss either the Results or Communication success factor, then answer questions together. Facilitator leads a debrief of the activity.
- > **Building Commitment and Trust:** Facilitator introduces the Commitment success factor and accelerators. In a team activity, learners choose one Commitment accelerator that would most help build commitment on their team. A debrief follows. The Trust success factor is explored with learners completing the Trusting Others Survey and sharing insights with a partner.
- > **The Challenge of Virtual Teams:** In a team activity, learners take on the role of either a leader, virtual team member, or in-person team member, then identify challenges from each role and ways to overcome them. The debrief includes a discussion on the importance of trust and communication for all teams, especially those that have virtual members.
- > **Maximizing Team Performance Action Plan:** Learners identify a Team Success Factor they believe will help improve their team's performance. They begin to build a plan to use this factor, referring to tools in the Team Resource Guide. Facilitator debriefs by asking participants to share how to enhance their team's performance with the larger group.

VIDEO SEGMENT SUMMARIES

- > A leader conducts an effective meeting in which she and her team agree to use the Process accelerator to improve the process of assigning work.

COURSE DETAILS

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

OTHER COURSES TO CONSIDER

- > Building & Sustaining Trust
- > Strategies for Influencing Others

TALENT DEVELOPMENT TIP: Consider providing **Working as a High Performing Team** to the employees of those leaders who are trained in this course!

DRIVING CHANGE

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

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

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

DO YOU FACE ANY OF THESE ISSUES?

- > Do leaders fail to hold employees accountable and allow them to slip back into the old way of doing things?
- > Are your leaders able to identify the aspects of change they can control and influence?
- > Do leaders fail to gain the buy-in or support of team members to implement change?
- > Are your leaders a positive model when it comes to embracing change, or do they fail to use new approaches themselves?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Accelerate the process of making change happen.
- > Minimize the potential negative effects change can have on productivity, morale, and collaboration.
- > Turn resistance into commitment and inspire team members to take ownership of change.
- > Clearly communicate the business rationale and benefits of change for the team and the organization.

PRIMARY COMPETENCY DEVELOPED

- > Facilitating Change

SECONDARY COMPETENCIES DEVELOPED

- > Adaptability
- > Gaining Commitment

COURSE OVERVIEW

- > **Your Role in the Business of Change:** Teams find and identify best practices for implementing change. Facilitator leads a discussion about why change initiatives fail. Learners are introduced to three Change Accelerators. Participants discuss the business rationale and expected benefits related to their change situations.
- > **Reactions and Resistance:** Facilitator introduces four common reactions to change and the importance of moving people toward embracing it. Facilitator leads a discussion about the benefits of drawing out resistance and the importance of seeking reactions and feelings (a Change Accelerator).
- > **The Personal Needs of Change:** Facilitator explains the critical role of Key Principles in meeting personal needs during change, particularly Empathy and Involvement. Learners practice using these skills to respond in real time to people resisting change.
- > **Regaining Control:** Learners identify an aspect of their change situation that can be controlled or influenced in an effort to help their team members gain control (a Change Accelerator). With a partner, they determine how they can influence a no-control factor using one of the Change Accelerators.
- > **A Model for Change:** Facilitator leads a discussion on how leaders can use the Change Accelerators with the Interaction Guidelines to meet people's practical needs in change discussions. Participants watch a two-part video and discuss how the leader uses these skills to move team members toward embracing the change.
- > **Skill Practice:** Learners prepare for and conduct three rounds of skill practice using their own change situations.
- > **Plan to Accelerate:** Participants complete an action plan for helping their teams move closer to embracing change, using the skills and tips from the course.

VIDEO SEGMENT SUMMARIES

- > In the first part of the positive model video, three team members discuss a change implementation happening in their workplace.
- > In part two, the team leader discusses the change with the team members and helps move them toward embracing change, particularly a team member who is resisting.

COURSE DETAILS

- > **Target audience:** Informal, frontline and mid-level leaders.
- > **State-fundable:** Yes (onsite and public only).
- > **Course length:** 4 Hours (onsite); 3.5 hours (public); 3 hours (virtual), 2 hours (web).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** Communicating for Leadership Success.
- > **Optimal Group Size:** 8 to 16. 20 maximum.
- > **Course Prep:** Yes. 15 minutes.
- > **Notes:** Module 9 of 10 in the Leadership Academy. Suitable for all environments; however, a healthcare and industrial version is available. Onsite training available in Spanish.

OTHER COURSES TO CONSIDER

- > Embracing Change (for non-leaders)
- > Fostering Innovation

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

FOSTERING INNOVATION

LEARNING FORMAT: CLASSROOM (ONSITE OR PUBLIC) & VIRTUAL

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

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

DO YOU FACE ANY OF THESE ISSUES?

- > Does your organization lack new ideas to meet your customers' needs?
- > Are your leaders able to help team members turn flawed ideas into promising ideas...without damaging their self-esteem?
- > Do your leaders need tools and techniques that they can apply the very next day to generate, test, and implement innovative ideas?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Help their teams contribute to business objectives when they:
 - Focus on innovation opportunities that will help their customers meet their objectives.
 - Build robust innovative ideas that consider many perspectives.
 - Learn and benefit from both success and failure.
 - Work together to advocate for the innovation and ensure that valuable new ideas are not lost.
- > Enhance their contributions as a leader by fostering innovation with their team.

PRIMARY COMPETENCY DEVELOPED

- > Innovation

SECONDARY COMPETENCIES DEVELOPED

- > Facilitating Change
- > Risk Taking

COURSE OVERVIEW

- > **Let's Get Started:** Learners participate in an engaging activity using their Course Prep depicting their customer's experience with their product or service. Participants discuss the meaning of innovation and are introduced to four fostering innovation practices.
- > **Spark Inquiry:** Facilitator explains the first fostering innovation practice, Spark Inquiry, and learners use a tool that presents thought-provoking questions related to the innovation actions of this practice. With a partner, learners identify an innovation opportunity. In table teams, one innovation opportunity is chosen to focus on for other activities.
- > **Generate New Ideas:** Working in their teams, learners identify unusual sources of input for their ideas. Then, they use a tool to generate many ideas for their innovation opportunity. Facilitator introduces tools to help leaders identify which ideas to test and move forward. Teams select a promising idea related to their innovation opportunity.
- > **Test to Learn:** Facilitator introduces the practice, Test to Learn, and the importance of testing small parts. A well-known innovation example is used to explain the innovation actions for this practice. Teams draft a test goal and work on a primitive prototype on the part they chose to test. Facilitator explains how test outcomes can be used to enhance ideas.
- > **Take Action:** Facilitator introduces the Take Action practice, focusing on the innovation action of communicate impact. Participants learn about the Golden Nugget technique for communicating impact and in their teams craft one for their innovation idea.
- > **Leaders Who Foster Innovation:** Learners are introduced to the characteristics of leaders who foster innovation and compare them to success within the four practices. Facilitator then introduces three communication techniques leaders can use to manage ideas that are not ready to move forward. Participants watch and then discuss a video of a leader using the communication techniques as she works with the team on a new idea. Learners discuss their challenges in fostering innovation with their teams.

VIDEO SEGMENT SUMMARY

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

COURSE DETAILS

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

OTHER COURSES TO CONSIDER

- > Building & Sustaining Trust
- > Making High Quality Decisions

High-Impact Development Solutions

Competency	Audience	Available Courses	Delivery Formats			
			O	P	V	W
Change	Leaders	Driving Change	•	•	•	•
Change	Anyone	Embracing Change	•		•	
Coaching	Leaders	Advanced Coaching	•		•	•
Coaching	Leaders	Coaching for Peak Performance	•	•	•	•
Communication	Leaders	Communicating for Leadership Success	•	•	•	•
Communication	Anyone	Communicating with Impact	•		•	•
Communication	Leaders	Executing Strategy at the Frontline	•		•	
Communication	Anyone	High-Impact Feedback & Listening	•		•	
Communication	Anyone	Networking for Enhanced Collaboration	•			
Communication	Anyone	Strategies for Influencing Others	•		•	
Communication	Anyone	Strengthening Your Partnerships	•		•	
Software Skills	Anyone	MSOffice: Access, Excel, Outlook, PowerPoint, Word	•			•
Conflict	Anyone	Collaborating & Dealing with Conflict	•	•		
Conflict	Anyone	Navigating Beyond Conflict	•			
Conflict	Leaders	Resolving Workplace Conflict	•		•	•
Customer Service	Leaders	Customer Service: Creating a Service Culture	•			
Customer Service	Anyone	Customer Service: Taking the Heat	•			•
Decision Making	Anyone	Accelerating Business Decisions	•			
Decision Making	Anyone	Making High Quality Decisions	•		•	•
Decision Making	Anyone	Making Sense of Business: A Simulation	•			
Delegating	Leaders	Delegating with Purpose	•		•	•
Development	Leaders	Developing Yourself and Others	•			
Development	Anyone	Facilitating with Impact	•			
Development	Anyone	Making Meetings Work	•			•
Development	Leaders	Reinforcing Leadership Development	•		•	
Diversity	Anyone	Valuing Differences	•			
Engagement	Leaders	Engaging and Retaining Talent	•	•		•
Engagement	Leaders	Strong Start: Insuring New Employees are Successful	•			
Interviewing	Leaders	ART of Interviewing	•			
Interviewing	Leaders	Essential Interviewing Skills (8 hrs)	•			
Law	Employees	Harassment Prevention for Employees (1 hr)	•			•
Law	Leaders	Harassment Prevention for Supervisors (2 hrs)	•	•		•
Law	Leaders	Supervisory Law	•	•		•
Leading	Leaders	Fostering Innovation	•	•	•	
Leading	Leaders	Leading Others	•	•		
Leading	Leaders	Leading Virtually	•		•	•
Leading	New Leaders	Your Leadership Journey	•		•	•
Performance	Leaders	Addressing Poor Performance	•		•	•
Performance	Leaders	Setting Goals and Reviewing Results	•	•	•	•
Planning	Anyone	Planning & Managing Resources	•			
Teams	Leaders	Maximizing Team Performance	•	•	•	
Teams	Anyone	Working as a High Performing Team	•			
Trust	Anyone	Building & Sustaining Trust	•		•	•

Let us help you create a custom program and plan for your organization.

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