



PowerSkills™

Professional Development Seminars

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Attitude Adjustment, Motivation and Morale Building: Insights and Skills

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Individuals and leaders at all levels; front-line employees, team and project leaders, supervisors, managers, HR professionals

Overview

Morale is defined as the end result of many factors present in the workplace environment. Some of these factors are the work setting itself, worker satisfaction and action, salary, supervisory input, working conditions, status, and more.

Some of the signs of decreased morale are: tardiness, absenteeism, apathy, moping, backstabbing, decreased quality, decreased productivity, increased errors, accidents or injuries. It's important to note that contrary to popular belief, morale is not a cause, but rather the effect or result of many factors going awry.

If negativity exists in the workplace it is important to diagnose it immediately and discern its underlying causes, then act quickly. Negativity can be compared to a deadly toxin within a work group or team. If management or peers can diagnose it at early stages then it can be healed or cured. If they wait then it will spread.

Leadership must make sure that their attitudes are properly adjusted and modeled and that their motivation is highly sustainable. They should not be risk adverse when dealing with other people's attitudes and morale. Keep your eyes on the prize (e.g., positivism that contributes to productivity and positive views of work and of the

team). In doing so, they sustain a healthy, helpful and motivated workforce.

Competencies Addressed

- Leadership
- Supervision
- Coaching
- Public Service Motivation
- Interpersonal Skills

Objectives & Outcomes

1. Assess six factors that affect attitude on the job
2. Discover the unique motivations and morale builders of each person on a team
3. Tailor recognition to the person
4. Create safety and security
5. Promote development of individuals and teams
6. Discuss and plan for employee engagement initiatives
7. Diagnose behaviors and patterns that toxify work environments and generate solutions and strategies to prevent and intervene during toxic displays
8. Promote creativity and ensure accountability
9. Support relationships, trust and camaraderie
10. Learn feedback methods so that tough conversations about attitudes can be had

Sample of Learning Methods, Tools and Activities

- Self-assessment exercises
- Case studies
- Small group dialogues and brain storming
- Peer tutoring and peer advising
- Appreciative inquiry activity
- Role plays
- Teach-back and presentation exercises

Briefing & Presentation Skills

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Individuals and leaders at all levels regardless of their roles, titles or positions. Any professional who must provide team, leadership or division briefings or internal or external presentations will benefit from this course.

Overview

Leaders at all levels are constantly called to give briefings and presentations to teams, senior management, political stakeholders, community partners and a variety of other groups that seek information and with which an organization must engage in collaboration. Briefing and presentation knowledge, skills and abilities are critical to effective communication dialogues, information transfer, problem identification, motivation for collaboration and securing buy-in of a solution or a strategy.

Competencies Addressed

- Written Communication
- Oral Communication
- Public Speaking
- Interpersonal Skills

Objectives & Outcomes

1. Learn the steps involved and sections related to the writing and delivery of high quality briefings and presentations
2. Identify and address anxieties and fears related to public speaking
3. Distinguish the differences between briefings and presentations
4. Clearly organize, articulate, structure and frame the content of their briefings and presentations
5. Learn how to keep listeners focused during a presentation using proven techniques
6. Experience, evaluate and practice the delivery of mini-presentations
7. Explore briefing and presentation methods that are effective with different types of audiences
8. Examine the use and misuse of visual aids
9. Assess verbal and body language do's and don'ts for briefers and presenters
10. Review creative presentation techniques and space management techniques for holding the attention of listeners

Sample of Learning Methods, Tools and Activities

- Briefing and presentation templates
- Writing exercises
- Small group dialogues and brain storming
- Peer tutoring and peer advising
- Appreciative inquiry activity
- Teach-back and presentation exercises

Change Management: Insights, Practices and Skills for Formal and Informal Leaders at all Levels

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders at all levels (e.g., employees, project team leaders, acting leaders, supervisors, managers, etc.)

Overview

Change is inevitable. What we think about change, and how we handle it, will determine whether we, our people, and organizations will be able to grow, manage and prosper from it. If we resist it, the pain persists. To grow from change we must recognize it as a process, not an initiative or an event. When we see it only as an initiative and use force to trigger it, then change is resisted, avoided, sabotaged and struggled-with. It is certainly not embraced. This program helps people and organizations learn how to embrace change as good and grow in the process. This program helps leaders at any level (e.g., employees, project team leaders, supervisors, etc.) become familiar with basic human and group behaviors and emotions that are triggered when change occurs, why reactions are really triggered, and what can be done to not only minimize the disruptive triggers but help people embrace change. The program also introduces participants to thought-emotional-team practices that can not only minimize the pain that is imagined with change, but actually make change easier to manage. The program also introduces leaders at all levels to specific behaviors, verbal and non-verbal messages, and practices that support and sabotage change-processes.

Competencies Addressed

- Change management, leadership, vision and strategic planning, emotional intelligence, communication, persuasion and influence

Objectives & Outcomes

1. Review the personal, professional, group and organizational aspects and effects of change and why it is individually challenging to some people
2. Learn how to develop personal openness and resilience to change
3. Understand how and why people react differently even to proposed positive changes
4. Engage in interactive group work that helps participants understand Maslow's Hierarchy of Need and William Bridge's Transitions models
5. Learn how to encourage individuals to take responsibility and initiative for changes relevant to their own projects, programs and professional growth
6. Understand the emotional roller coaster effect that occurs within people when they are asked to embrace substantive change
7. Assess and analyze specific changes occurring at work and the long-term, strategic, systems rationale for such changes
8. Learn how to get buy-in: the three types of people you will meet when change is introduced
9. Discover how to help peers and partners effectively embrace change and help them overcome their resistance to change
10. Review specific steps that leaders at all levels can take in order to influence change and the process of rolling-out change

Sample of Learning Methods, Tools and Activities

- Group mingle and networking activities
- Appreciative Inquiry activities
- Small group work initiatives
- Peer advising experiences
- Mini-teaches overviewing models for change and acceptance
- Emotional intelligence guided imagery experiences to assess fears-of-change

Change Management: Facilitating Culture and Climate Change in Work Groups

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Team Leaders, Supervisors and Middle Managers

Overview

Whether a leader is inheriting a team or building one from scratch, a team's culture (*i.e., norms, values, traditions, practices*) and climate (*i.e., collective attitudes, feelings and perspectives*) can be healthy and helpful to the achievement of goals, or they can be hindering, toxic or even sabotaging of team goals, relationships and processes. The culture and climate of a team directly impacts the day-to-day morale and performance of the team because they affect the day-to-day stress and relationships of team members.

This program introduces front-line and middle managers and team leaders to insights, skills and ideas for creating and re-setting team and group cultures and climates. This interactive, experiential program offers team leaders the chance to assess and analyze specific factors that support or sabotage positive team cultures and climates. The program helps leaders strategize about how to deal with behaviors and attitudes that negatively impact a team's culture and climate. Team leaders are given the opportunity to also assess and develop their own behaviors, attitudes, skills and knowledge of change and team leadership so that they can become more effective group culture and climate change agents.

Competencies Addressed

- Change management, leadership, interpersonal skills, supervision, team building, communication

Objectives & Outcomes

1. Learn the fundamental factors associated with learning cultures and how to create a learning and adaptive culture at work
2. Review the 3 phases of change and how to help individuals move through the change process
3. Assess your workplace culture comparing it to the building blocks for positive productive and supportive cultures and climates at work
4. Consider a leader's levers of change and whether leaders at work are effectively pressing such levers at your place of work
5. Learn how to design, implement and evaluate a change process
6. Learn how to prepare people for change and how to formulate your messages throughout the change and communication process
7. Decide how to develop motivation and maintaining morale throughout the change process by gaining insights from peers and experts
8. Deal effectively with people who use change as an excuse for acting-out
9. Ready yourself and a team for natural and unintended consequences of change
10. Learn how to assess and avoid roadblocks along the way

Sample of Learning Methods, Tools and Activities

- Small and large group work activities
- Norms, values, and practice assessment activities
- Planning activities
- Visioning experiences
- Accountability-to-Culture assessment, monitoring, reward/recognition, evaluation, correction process initiatives
- Problem solving activities

Championing Change: Tools, Skill Building and Planning for Change and Transitions

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Middle and senior management leaders who are charged with and responsible for visioning, planning-for and managing changes within an organization.

Overview

There are many times within a leader's career when they are faced with the challenge of planning-for, managing and championing substantive changes that will affect many people, resources and even mission-fulfillment. Change can be difficult. It can be unwanted and unforeseen. It can be resisted for a time. But change is a given in any organization because people change, situations and circumstances change, policies change, administrations change, and external environmental factors change.

When change is on the horizon or thrust upon leaders they must have the knowledge and skills to vision, organize, strategize, engage, communicate, adjust, motivate and manage everyone and everything that must change. During these times it is not enough for leaders to act as mere managers. They must become champions of change. Their attitudes, their levels of embracement, their behaviors and practices all send messages to people.

This program engages leaders in a very interactive, provocative and meaningful process through which they will learn about, and create plans for, change within their programs, people and organization.

Competencies Addressed

- Change management, leadership, strategic planning, resiliency, visioning, flexibility, problem solving, decision-making

Objectives & Outcomes

1. Collaborate to assess changing organizational landscapes, trends and directives so that specific change requirements become known
2. Assess characteristics of effective champions of change and plan to develop champions at work
3. Assess the impacts of foreseen and possible unforeseen changes may have on organizational systems, people, structures and processes
4. Engage in visioning in order to out-picture probable changes and possible change-processes
5. Discern your leadership team's own buy-in and conviction for the changes that will occur and may be required
6. Assess appropriate leadership roles, responsibilities and behaviors that lead to easier transitions in personnel and programming related to change
7. Clarify expectations and plan for personal and professional support for stakeholders during the change process
8. Assess and choose the right people to lead a change-effort and preparing them to lead
9. Agree upon behaviors, attitudes, practices and initiatives that the change champions will do
10. Develop a strategic plan for team and/or organizational change and an internal partnership plan for change
11. Learn how to motivate people while minimizing de-motivators and de-motivating factors during the change process
12. Create alternate plans and contingencies so that creativity, flexibility and resiliency
13. Learn how to gather feedback on the communications campaign and feedback to the change team
14. Learn how to recruit and prepare front-line leaders to champion change
15. Develop a support-strategy for change champions

Sample of Learning Methods, Tools and Activities

- Small group work activities
- Visioning and strategic planning activities related to change
- Leadership assessment and development opportunities
- Systems assessment activities
- Self-reflection and developmental activities
- Large group dialogues

Communication Skills: Communication Boot Camp

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Supervisors, managers, team and project leaders, presenters at internal and external meetings and conferences, mediators

Overview

The ability to communicate successfully is consistently among the top desired skills valued in the workplace. Effective person to person or person to group communication will always be a critical component to success. Competence plus confidence plus communication equals a larger circle of influence which ultimately leads to achieving greater results. The underlying foundation for communication needs to incorporate trust and strong ethics to truly be sustainable. This practical session will focus on the following areas: communication skills, impact of trust, importance of ethics and audience analysis.

Competencies Addressed

- Oral Communication
- Interpersonal Skills
- Influencing
- Persuasion

Objectives & Outcomes

1. Review critical elements of effective communication

2. Identify filters in communication and determine how to clean the filters of oneself and others
3. Understand the emotional context within conversations and how to identify and modulate emotions
4. Effectively formulate a motivational presentation
5. Engage in listening styles and communication styles self-assessments
6. Review and practice tools for delivering feedback
7. Learn how to build trust and confidence through verbal, non-verbal and para-communication
8. Consider the impact of ethical and unethical communication tactics
9. Review the appropriateness of communication modes and methods (e.g., phone, text, email, etc.)
10. Manage disruptors during meetings
11. Enhance your ability to communicate thoughts, ideas and information
12. Reduce misunderstandings that arise during conversations
13. Review effective persuasive communication tactics and practice presentation skills
14. Develop a plan for communicating critical information to front-line employees and team leaders so that buy-in and investment occur

Sample of Learning Methods, Tools and Activities

- Communication Practices Self-Inventory
- Effective Listening Survey
- Leadership & Organizational Practice Survey: Items that Help and Hinder Communication
- Management Feedback Survey
- Supervisory Communication Skills Employee Evaluation
- Feedback Methods including P.M.I., B.A.S.K., SBI, DESC

Communication Skills: Effective Interpersonal Communication

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Individuals and groups who wish to improve their inter-personal and group communication interactions. It is designed for leaders at all levels, from front-line direct-service employees to senior management personnel.

Overview

One of the keys to extraordinary leadership, management and team work is effective communication. Without it performance improvement measures have little effect, teams become cliques, change becomes chaotic, and conflict rise. Even when a leader does speak the message may not reach the intended audience in the form that it was meant to be received.

This two-day, comprehensive program focuses on all aspects of communication within the workplace. It ensures that key personnel, from executives to front-line supervisors understand communication dynamics, practice communication skills, review communication assessment tools and discuss processes that will enhance individual, group and organizational communication.

Competencies Addressed

- Oral Communication
- Interpersonal Skills

Objectives & Outcomes

1. Understand the nature of communication transactions and the most common mis-steps in communication
2. Assess communication and listening styles and become more flexible in adapting to different styles
3. Differentiate between verbal, non-verbal, and para language, and their effects on the message being delivered and received
4. Review communication filters that can block or alter incoming messages, while learning how to clean the filters of message deliverers and receivers
5. Learn multiple methods for giving and receiving feedback
6. Practice empathic communication and open communication techniques (e.g., open/closed questions, paraphrasing, restating, front-loading, smoothing, etc.)
7. Identify specific behaviors that sabotage group and meeting communication, and learn how they can be prevented and addressed
8. Review the pros and cons of various methods of communication including telephone, text, email, etc
9. Evaluate the roles of receivers of information and specify behaviors and body language that demonstrate a person's professional reception of information

Sample of Learning Methods, Tools and Activities

- Communication Styles Inventory
- Listening Styles Self-Assessment
- Interactive and experiential small group activities
- Feedback simulations and coaching
- Leadership & Organizational Practice Survey: Items that Help and Hinder Communication
- Directed Attention Thinking Tool© (*Created by Edward DeBono*): P.M.I.

Communication Skills: Facilitating Crucial Conversations

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders regardless of level; all professionals who must facilitate tough, emotionally-charged communication transactions. This includes mediators, coaches, supervisors, managers, etc.

Overview

Crucial Conversations, sometimes called critical conversations or just plain old tough conversations, are discussions in which tension and feelings run high, relationships and trust may be fragile, and different outcomes matter greatly to each person. There is always a worry about whether or not feelings will be hurt, intentions will be mis-interpreted, the 'wrong' choice of words will be used, and the possibility arises that matters and relationships may be worse off after the conversation takes place. So, all professionals and leaders at all levels must become confident and competent about facilitating such conversations with colleagues, bosses, employees, community members and all other stakeholders. This program focuses on helping all professionals learn the skills necessary to manage themselves and feel confident enough to facilitate crucial conversations with a variety of people with whom they interact.

Competencies Addressed

- Oral communication
- Conflict management
- Interpersonal skills

Objectives & Outcomes

1. Learn essential communication techniques necessary for facilitating crucial conversations including front-loading, back-ending, smoothing, and interpersonal questioning
2. Identify button-pushers: issues and statements which trigger immediate overt or covert emotional reactions and mis-perceptions
3. Practice managing and modulating communication styles and body language
4. Identify and review the basic behaviors, attitudes, skills and knowledge for de-escalating tense interactions
5. Identify critically important communication and conduct agreements for 1-on-1 and team meetings
6. Engage in self-assessments pertaining to emotional intelligence skills so that a participant can manage her/his own emotions and reactions
7. Practice 3 specific conversational techniques that can be used to manage and move through crucial conversations
8. Practice 4 techniques for offering balanced, constructive feedback
9. Discern simple meeting management, trust-building and relationship management techniques that can de-escalate tension at community or team meetings
10. Learn how to remain calm even when others erupt or engage in unprofessional communication exchanges

Sample of Learning Methods, Tools and Activities

- Case studies and case scenarios
- Role plays and fishbowl activities
- Anxiety and fear self-assessments
- SBI feedback models
- Empathic & active communication practice
- Peer advising activities

Conflict Management: Facilitating Forgiveness @ Work

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders at all levels in organizations

Overview

According to dictionaries and the original derivations of the word, to forgive means: to unbind oneself or others, to let go of, to overlook the transgressions of a person or an act, to have compassion for and release resentment towards one self or another person. To forgive, means going beyond the establishment of simple conflict agreements. Forgiveness is a deeper, sometimes harder, process. Yet it is so necessary in today's workplace environments. Think of all of the people at work who hold long-term resentments, anger and hostility towards other people at work. Think of employees who refuse to work together because of some past or on-going transgressions. Think of teams that are no longer willing to coalesce or relate to one another because of soured relationships and frayed trust.

This program is facilitated by master mediators, relationship coaches and experienced facilitators who have backgrounds in organizational psychology, management and social work counseling. The program is designed to safely take participants deep into forgiveness territory so that relationships can be re-set, boundaries can be upheld, trust can be practiced, and new agreements can be established and adhered-to. The 2-day program provides an opportunity to create emotionally and mentally safe environments, raise tender issues, gain insights into both the hurts that are held by people and the dynamics that keep them going, and generate new personal and group agreements.

Competencies Addressed

- Conflict Management
- Interpersonal Skills
- Oral Communication
- Mediation Skills

Objectives & Outcomes

1. Understand what forgiveness really means and really takes, and review the effects of un-forgiveness in the workplace
2. Become aware of behaviors that facilitators of forgiveness must engage-in
3. Examine false myths, beliefs and assumptions that hold anger in place
4. Learn about the Creation Cycle: a process for helping others release false beliefs and assumptions.
5. Consider options for re-setting trust and establishing new boundaries with people at work
6. Review the "A" Cycle: a series of steps for moving people through the forgiveness process, inclusive of acknowledgement, acceptance, apologies, amends/atonement, and 6 other steps; and apply these steps to real-world workplace conflicts to plan for resolution.
7. Solidify value and virtue agreements that create safe spaces for forgiveness to take place
8. Become aware of 'martyrdom syndrome' and 'victim consciousness' characteristics so that these can be identified in people at work who are resistant to forgiving and moving forward, so that other remedies can be quickly selected.
9. Experience practices that promote empowerment and new relationships at work

Sample of Learning Methods, Tools and Activities

- Appreciative Inquiry activities
- Guided Imagery activities
- Small group work activities
- Self-assessment activities

Conflict Management: Understanding the 4 Sources of Conflict in Organizations

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Supervisors, managers, directors, team leaders, mediators

Overview

Supervisors and managers have special duties when it comes to managing conflict at work. They are often the mediators, coaches, and referees. Employees expect team leaders, managers, and HR professionals to be able to be fair, equitable and most of all, skilled at conflict management. Yet too many leaders have only participated in basic conflict resolution or conflict management training, often just reviewing conflict styles and basic workplace conflict challenges. That is why most leaders (e.g., supervisors, team leaders, managers, and even some HR professionals) are afraid to address conflicts that they really should be mediating or managing. They are afraid of the chaos that could ensue. They are afraid of damaging relationships by mis-managing conflict mediations. Most of all, they are afraid of not understanding the very nature of certain conflicts let alone knowing how to manage them and arrive at mutually agreed upon solutions.

This course prepares leaders at all levels with in depth insights into the four sources of conflict at work:

- Intrapersonal Conflicts
- Interpersonal Conflicts
- Project/Program Related Conflicts
- Organizationally-Sponsored Conflicts

Competencies Addressed

- Conflict management
- Problem-solving
- Decision-making
- Interpersonal skills

Objectives & Outcomes

1. Understand and be able to discern the four sources of conflict at work
2. Engage in problem solving pertaining to six specific interpersonal, relationship dynamics typically experienced in workplaces (e.g., passive-aggressiveness, gossip/rumors, triangulation between supervisors and two employees, etc.)
3. Be able to identify signs of stress within an employee before it rises to argument stage
4. Be able to identify symptoms of team-related tensions so that potential conflicts can be prevented
5. Review four specific factors that create conflicts on project/program teams and how to mitigate each factor
6. Review organizational actions and processes that perpetuate conflicts on teams and between individuals in the workplace, and discern managing up steps and techniques that can help influence organizational change and prevent further conflicts

Sample of Learning Methods, Tools and Activities

- Situation analysis case scenarios
- Problem-diagnosis and solving practice
- Organization assessments
- Small group brainstorming and activities
- Affinity group work

Conflict Management: Styles, Norms & Resolutions

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- All leaders regardless of level including front-line employees, supervisors, team and project leaders, managers, mediators

Overview

Conflict...it's part of life. No one can escape it because it naturally occurs when someone gets 'rubbed the wrong way' or someone's hidden or promised expectations are not met. It shows up in many ways: minor stress, tension between folks, upset body language or tone of voice, arguing, yelling, avoidance, or sometimes physical altercations. The goal of conflict management is not to eliminate conflict but to be able to resolve conflicts and to use them as professional development learning opportunities so that the same types of interactions or mistakes aren't repeated.

This program, facilitated by trainers with vast experience with conflict mediation, coaching and resolution, offers leaders at all levels an opportunity to gain foundational knowledge and basic skills in conflict resolution for the workplace. The program is highly interactive and promotes personal-individual reflection.

Competencies Addressed

- Conflict Management
- Resilience
- Interpersonal Skills
- Oral Communication

Objectives & Outcomes

1. Identify common individual insecurities and group triggers for conflict at work
2. Evaluate individual emotional reactions to conflict: flight-flight-freeze
3. Understand why "loss" and "fear" are often key drivers of conflict at work and how to deal with each type of loss and fear
4. Learn about Maslow's hierarchy of need and how it can be used to assess team environments and create new cultures at work
5. Engage in conflict style assessments and learn how to become more flexible with, and blend, styles at work
6. Review 12 team norms that can create conflict and how to form new agreements to prevent conflict norms from occurring
7. Review fundamental agreements that professionals makes which are necessary to minimize the likelihood of conflict between two parties
8. Engage in a variety of relationship building, trust building and communication activities, which prevent conflict, that can be transferred to the workplace

Sample of Learning Methods, Tools and Activities

- Conflict style assessments
- Appreciative inquiry activities
- Problem-solving activities
- Role plays
- Relationship and trust-building activities
- Self-assessment and reflection opportunities
- Small and large group drawing and/or wall panel activities

Customer Service: Building Successful Customer Relations

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Front-line employees, supervisors

Overview

We have committed ourselves to be of service to citizens and to the country. All of us have done so in one form or another. We have also committed to being of service to our colleagues and to the organizations in which we work. To serve others is a privilege. To serve others means to fulfill a trust that someone has placed in us. Customers trust us to be knowledgeable, to provide them with information, to help them achieve mutual goals, to be respectful and kind, and so much more. For some of us we may balk because we believe that simply doing a basic job is good enough but that is not true. Full customer service invites us to provide someone, inside or outside of our organization, with excellent technical service, high levels of professionalism and genuine care, which is demonstrated in our courtesy and respectful behaviors.

Competencies Addressed

- Customer service
- Oral communication
- Integrity/Honesty
- Problem-solving
- Interpersonal relationships

Objectives & Outcomes

1. Reconnect to the value of service and identify all of the customers who they are called to serve on the job

2. Understand the importance of customer service and how it fulfills an organization mission and the organization's values
3. Learn and practice what it takes to be a customer service representative
4. Understand how to set and meet high standards of customer service
5. Learn how to anticipate, assess and address a customer's on-the-spot and long-term expectations
6. Explore how to build relationships and trust with customers
7. Assess communication behaviors, body language and statements that send various messages to customers
8. Review ways in which one can assess the personal (emotional and value-based) and practical (tangible) needs of customers
9. List ways in which a federal professional, who works with customers, can engage in continuous improvement
10. Learn models (e.g., H.E.A.R.T.) and communication and problem-solving tools (e.g., C&S) that help service providers navigate encounters
11. Explore strategies and tactics for evaluating customer feedback, feelings and perceptions during and after a transaction
12. Identify the top 7 problems that customers state, related to customer service, and generate helpful solutions
13. Develop tools and techniques for improving customer service in a department or on a team
14. Review guidelines and examples of processes that help individuals and teams improve services

Sample of Learning Methods, Tools and Activities

- Small group activities
- Role plays
- Problem-solving opportunities

Dealing Effectively with Difficult Personalities and Behaviors

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders at all levels within an organization; direct service/front-line professionals, supervisors, team leads, managers

Overview

When good people have challenging times or periods in their lives, at their places of work, or simply in their minds and attitudes, instead of dealing effectively with them in their own time, they can instead take them out on others. Some of these folks don't even realize that their attitudes and behaviors have become toxic to work group teams and relationships. Team members try anything to avoid being around some people, and worse still, people with unhelpful or even toxic behaviors tend to surround themselves with other people of the same ilk, thereby magnifying the behaviors, the ripple effects, and consequences on team morale, cohesion and communication.

During this highly introspective, interactive and experiential seminar, participants will learn about the actual causes of, and conditions that support, behavior that is difficult to deal-with. They will learn about the roles and responsibilities of peers, designated leaders (e.g., supervisors, managers), and friends of those whose behavior patterns and attitudes are no longer helpful to the work group.

Competencies Addressed

- Employee Relations
- Oral Communication
- Interpersonal Skills

Objectives & Outcomes

1. Learn how to develop and sustain a safe work environment in contrast with the early signs of workplace micro-aggressions that lead to violence in speech and in action
2. Review the most common types of behaviors that make interactions difficult and how to prevent them from occurring and react to them in real-time
3. Become familiar with the underlying causes of unhelpful attitudes and options for helping someone improve their attitudes
4. Identify common misconduct and employee relations, and poor performance issues.
5. Understand the underlying causes for commonly encountered difficult behavior and attitudes, and generate solutions and courses of action
6. Understand your own triggers...the buttons that you allow others to push, and how to not get triggered so often
7. Be able to differentiate between oppositional styles and difficult personalities in order to minimize labeling
8. Describe and identify steps in the progressive disciplinary action process
9. Review key communication and initial coaching behaviors that can effectively address or neutralize common difficult behaviors
10. Generate insights and develop initiatives to promote individual accountability for performance, conduct and attitudes among employees

Sample of Learning Methods, Tools and Activities

- Attitude Assessment Activities
- Small Group Work Exercises
- Role Play and Fishbowl Activities
- Appreciative Inquiry Activities

Diversity@Work™: Becoming a Diversity Change Agent

Course Length and Time Frames

- 4 Days: 32 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Front-line employees, diversity committee members, supervisors, EEO and HR professionals

Overview

OPM may have described it best when they wrote: when we draw on the wisdom of a workforce that reflects the population we serve, we are better able to understand and meet the needs of our customers-the American people. Government-wide, we have made important progress toward hiring a workforce that truly reflects America's diversity, and we will continue to pursue that goal. But merely hiring a diverse workforce is not enough. We must make our workplaces more inclusive as well.

This intensive training course prepares leaders of diversity inclusion and appreciation initiatives to be change agents in the broadest and best sense. The course goes beyond teaching someone how to be a diversity course instructor and helps them understand, embrace and be an agent, ambassador, advocate and ally for diversity inclusion and appreciation at all levels within an organization.

Competencies Addressed

- Leveraging diversity

Objectives & Outcomes

1. Build a workplace that respects, values and appreciates individual differences in substantive, instead of tertiary, ways.
2. Assist organizations in moving beyond mere training programs so that differences and diversity of all kinds becomes a primary driver for an organization.
3. Create welcoming, inclusive and mutually respectful work places.
4. Help organizations use the differences of diversity to enhance workplace cultures, team performance, community collaborations, and customer service.
5. Improve employee recruitment, engagement and retention efforts
6. Be able to effectively address resistance to diversity and confront attitudes, behaviors and practices that promote exclusion and intolerance.
7. Review selected EEO laws, policies, procedures and objectives, and understand their goals and adherence mandates
8. Develop and communicate the business case for diversity by understanding the tangible value of diversity value and how agencies may gain competitive advantage through effective diversity practices and strategies.
9. Promote diversity through initiatives that focus on education, awareness, professional and personal development and cross-cultural interactions.

Sample of Learning Methods, Tools and Activities

- Large group dialogues
- Team and organizational assessments
- Small group activities
- Peer advising and coaching
- Peer teach-back activities
- Case scenarios

Diversity@Work™: Blending Generations at Work

Course Length and Time Frames

- 1 Days; 8 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Teams and leaders regardless of level; direct service/front-line professionals, supervisors, middle managers, and senior leadership

Overview

One of the most perplexing challenges for supervisors and managers is the challenge of blending generations within the workplace. Generational habits, perspectives, education and experiences should all be value-adds to a team and a company. Too often, however, generational biases and stereotyping over-shadow and override the strengths that generations can bring to the team environment; and because supervisors and managers themselves are managing from particular generational perspectives, they tend to find the management and blending of generations at work more difficult to master.

Competencies Addressed

- Leveraging Diversity
- Team Work
- Interpersonal Communication

Objectives and Outcomes

1. Learn about 5 generations in the workplace (e.g., the characteristics, traits and expectations of each generation).
2. Weigh the strengths, assets, weaknesses and challenges posed by specific generational perspectives and behaviors on teams.
3. Discuss common stereotypes and biases people hold about various generations.
4. Identify common challenges and generate solutions to problems that have a direct relationship to generations at work.
5. Practice skills for communicating with and across all generations.
6. Celebrate the value-add of each generation in the workplace.
7. Learn about activities and initiatives that can help employees learn from and appreciate generations represented in the workplace.
8. Receive tips for blending generational perspectives on project teams.

Sample of Learning Methods, Tools and Activities

- Large group dialogues
- Small group activities
- Peer advising and coaching
- Peer teach-back activities

Diversity@Work™: Inclusion & Appreciation Practices while Uncovering Unconscious & Implicit Bias in the Workplace

Course Length and Time Frames

- 2 Days; 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Front-line employees, team leaders, supervisors and executive leaders

Overview

Bias is a prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Unconscious or implicit bias is also known as implicit social cognition. Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Unconscious bias exists in each person's world view, affecting our behavior in society and in our places of work. We don't necessarily feel it, but many of those around us do. As a result, unconscious bias creates barriers to inclusion, performance, engagement, and, ultimately, innovation. And while we cannot completely rid ourselves of unconscious bias, interrupting it is a skill that everyone can learn.

The focus of the 2-day training will help participants become aware of their own unconscious thought patterns and habitual thinking processes, and to realize how these implicit biases impact their actions and decision-making in the workplace.

The engaging and interactive curriculum is science-based on the work of Dr. Anthony

Greenwald and Dr. Linda Hamilton Krieger, Psychologists from The University of Washington, the Harvard University Project Implicit, and the report and recommendations and the American Bar Association's Task Force on Implicit Bias.

Competencies Addressed

- Leveraging Diversity
- Team Work
- Interpersonal Communication

Objectives and Outcomes

1. Understand Unconscious (Implicit) Bias vs Explicit Bias
2. Gain an Understanding of Diverse Cultural Groups and the Norms
3. Identify Unconscious/ Implicit Bias (Contextual Understanding and Personal Assessment) Implicit Assessment Test
4. Increase Awareness to Shift Behavior – Theory Connected to Practical Application
5. Create Strategies to Mitigate Unconscious/Implicit Bias
6. Develop Next Steps to Implement Lessons Learned

Sample of Learning Methods, Tools and Activities

- Case Studies
- Harvard Project Implicit Bias Assessment
- Large group dialogues
- Small group problem-solving
- Peer advising and coaching
- Peer teach-back activities

Diversity@Work™: Organization/Team Assessments and Strategies for Inclusion and Transformation of Workplace Cultures

Course Length and Time Frames

- 3 Days; 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Teams and leaders regardless of level; direct service/front-line professionals, supervisors, middle managers, and senior leadership

Overview

When it comes to promoting diversity at work and respecting the cultures of employees and other stakeholders, the business case has already been made and the desire is already there for most professionals. The challenges then come, not from the need nor the desire but, from the what and the how. Professionals often seek ways in which they can evaluate or assess current individual, team and organizational behaviors, activities and perspectives related to diversity appreciation, cultural respect and mechanisms for change (e.g., changing people's attitudes, behaviors, perceptions, practices).

This course offers participants the opportunity to learn and utilize a variety of evaluative and assessment tools, as well as insights about initiatives that can be taken to increase inclusivity and appreciation, and methods to trigger transformation.

Competencies Addressed

- Leveraging Diversity

Objectives and Outcomes

1. Use an ISM assessment to effectively solicit opinions from your people, of whether or not they believe ism's exist (e.g., racism,

- sexism, ageism, heterosexism, able-ism, ethnocentrism, etc.) in a division or throughout an agency or business.
2. Use the Diversity Continuum scale to gather input about whether a team is stuck in ignorance, intolerance/tolerance, understanding, acceptance or appreciation of diversity; and learn how to move a team up the scale towards appreciation and inclusion.
3. Review typical front-line supervisor, middle manager and senior leader behaviors and practices that can help or hinder diversity inclusion and appreciation; and make recommendations for change.
4. Review practices that leverage/promote senior leadership transformation vis-à-vis diversity.
5. Learn to use short tools to determine a professional's level of awareness and knowledge about various types of diversity.
6. Create a work environment and team cultures that leverage the diverse capabilities of employees, promote respect and where individuals are recognized for their diverse perspectives and contributions
7. Discuss and learn how to implement some strategies that result in major, transformational change in attitudes, relationships, and team cultures: initiatives may include but are not limited to...cultural mentoring initiatives, peer cultural coaching encounters, style management training and blending, etc.)

Sample of Learning Methods, Tools and Activities

- Individual self-assessments
- Team assessments
- Organizational assessments
- Small group work brainstorming and problem-solving
- Large group dialogues
- Peer coaching and advising encounters

Diversity@Work™: Straight Talk Education, Insight Journeys and Inclusion Initiatives

Course Length and Time Frames

- 2 Days; 16 Hours (1-day option available)
- 8:00am – 4:30pm

This Course Is Designed For

- Teams and leaders regardless of level; direct service/front-line professionals, supervisors, middle managers, and senior leadership

Overview

All professionals have the responsibility for creating and sustaining inclusive environments by managing their own behaviors, communicating to ensure clarity, resolving conflicts in productive manners and advocating for others. Creating and sustaining a diverse, inclusive and productive workforce, rests with all employees at all levels within the organization. This course is designed to raise consciousness, change behavior and improve team cultures.

This course is, in essence, a crash-course and a conscious-raising course combined into one. It can be truncated to a single day to ensure that participants receive the essence of fundamental, baseline definitions, provocative questions for self-reflection and team assessments, and specific initiatives that can be undertaken to begin a transformational process.

The 2-day course provides participants with opportunities to tease-out 'how-to' action steps related to 15 specific initiatives and activities that can transform relationships, transactions and teams.

Competencies Addressed

- Leveraging Diversity
- Personal Accountability
- Interpersonal Skills
- Team Work

Objectives & Outcomes

1. Define diversity and articulate the business case for diversity and inclusion
2. Review the Creation Cycle and its application to the work environment
3. Explore dimensions and characteristics of diversity within the workplace environment using the Diversity Wheel
4. Review specific definitions of key indicators (red flag behaviors)...Explore the impacts of perpetual or systemic bias, discrimination, prejudice, stereotyping, and privilege
5. Delve into safe conversations about power and privilege at work, and discuss individual behaviors that can positively impact diversity appreciation
6. Examine sources of simmering conflicts that arise due to diversity issues and explore how to prevent and resolve conflicts before they permanently impact attitudes
7. Review and brainstorm tactics for weaving 15 diversity initiatives into the actual workforce cultures and practices

Sample of Learning Methods, Tools and Activities

- Individual self-assessments
- Small group work
- Large group dialogues
- Appreciative inquiry activities
- One-on-one peer support activities
- Team inclusivity model

Diversity@Work™: Managing and Blending Styles@Work

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Teams/team members
- Supervisors and managers
- Leaders at all levels

Overview

How we show up makes a difference. Our styles of learning, leadership, conflict management, communication, work, and more, all matter because our style influences not only how we work, but how and whether, others choose to work with us. Our styles influence how we learn and grow, how we interact and react to people and situations, and how we perceive the world around us.

This dynamic and interactive course provides participants with insight into their own personality styles, the styles of their bosses-peers-customers-employees, and how to pivot and adjust styles to match the meeting and interpersonal needs in various situations at work. Participants will not only engage in style assessments, but also in interactive dialogues, activities, self-reflection, and action planning so that they can take the insights they gain from the tools, learn to flex/adjust their style, and apply style-management strategies to their work in order to increase respect, build stronger relationships and increase productivity.

Competencies Addressed

- People management
- Teamwork
- Conflict management
- Critical and creative thinking
- Performance management
- Learning technologies

Objectives & Outcomes

1. Identify *personality styles* and examine how they can positively or negatively impact relationships, meeting dynamics and culture at work
2. Review 4 *thinking styles* and use them to develop action plans for problem solving and project assessment
3. Review the 5 *conflict management styles* and how to modulate styles and overcome fears of conflict in various situations
4. Explore *learning styles* and understand how to adapt presentations and 1-on-1 interactions so that messages are matched to a person's learning style
5. Examine and assess individual *work styles* using the 4 Gets framework
6. Review and assess *communication and listening styles*, learning how to adapt them during interactions with various types of people
7. Examine 6 *management styles* and determine appropriate styles based on your management challenges and goals
8. Understand the 3 different *leadership styles*, the impacts and consequences of each style and when each should be used

Sample of Learning Methods, Tools and Activities

- Engagement in style assessments
- Style blending and balancing discussions
- Style development planning
- Small group work activities
- Team games that accentuate various styles

Emotional Intelligence Basic Training

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Individuals who desire to understand and more fully control their thoughts and emotional responses and for individuals who struggle with understanding the emotional and behavioral responses of others.

Overview

Emotional intelligence is, in essence, knowing how you and others feel, how you process and react to those feelings, and what to do about all of them in the midst of a moment. It has been well established that becoming proficient with emotional intelligence can and will play a critical role in an individual's daily internal and relationship life. A critical number of competencies within EI relate to personal skills inclusive of self-awareness, self-analysis self-regulation, social interactions, and professional growth. Emotional intelligence can significantly help a person understand why he/she does what they do and what he/she can do to change in themselves to feel situationally and emotionally balanced, feel confident, get more energy, respond better to others and efficiently interact with them and understand them. Emotional intelligence skills and abilities are critical to stress management, relationship development and maintenance, productive communication transactions, and daily happiness. During this interactive, self-reflective and experiential program, participants will learn about the 5 skills associated with emotional intelligence.

Competencies Addressed

- Emotional Intelligence
- Interpersonal Skills
- Conflict Management
- Problem Solving
- Oral Communication

Objectives & Outcomes

1. Review the essence of emotional intelligence and its benefit to daily mental health, emotional health, relationship health and happiness
2. Understand five emotional intelligence competencies
3. Understand the difference between E.I. and I.Q.
4. Explore the internal universe of emotions and learn how to name, claim, change and regulate your own thoughts, emotions, and make new choices related to reactions
5. Develop and practice empathic skills
6. Practice identification of other people's emotions by looking at clues and cues, and how to help them name, claim and regulate their emotions
7. Practice asking different questions about interactions, needs and perspectives
8. Explore self-talk, thought-monitoring, thought-interruption, thought swapping and the art of reframing

Sample of Learning Methods, Tools and Activities

- Emotional naming and claiming
- Emotional Intelligence self-assessments
- Guided Imagery activities
- Case Studies
- Role Plays
- Appreciative Inquiry dialogues
- Internal trigger assessments
- Peer coaching practices

Emotional Intelligence Skills for Supervisors and Managers

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Executives, HR professionals, Employee Relations Staff, Managers, Supervisors, Project Managers, Team Leaders, Training Facilitators and Employees who engage in Internal or External Customer Service Interactions/Transactions

Overview

Having high levels of emotional intelligence (EI) can give you a real advantage in today's competitive working environment. Emotional intelligence is all about your ability to recognize and understand your emotions and your skill at managing and dealing with other people's emotional states. There are numerous benefits to developing high levels of emotional intelligence and the good news is that anyone can increase their EI with some good training. Some of the benefits include: increased personal effectiveness, stronger professional relationships, improved thinking skills, better team and self-management, increased leadership capability and higher efficiency and team collaboration. It is estimated two-thirds of Federal executives are eligible to retire within the next five years, leaving a large gap in the work force. Leaders with a high level of emotional intelligence demonstrate passion and commitment for their work, and are far more effective in developing others, leading teams, and de-escalating conflict. Being inspired at work, leads to a work culture with high morale and better employee recruitment and retention.

Competencies Addressed

- Emotional Intelligence
- Interpersonal Skills & Diversity Inclusion
- Conflict Management
- Problem Solving & Conduct Correction
- Oral Communication

Objectives & Outcomes

1. Review and learn key concepts and cycles of emotional intelligence within oneself and when used to assess and support others
2. Discuss and understand the value and benefits of developing emotional intelligence skills
3. Overview of the neuro-science of the brain with particular focus on the Limbic System and how it influences decision-making & problem-solving
4. Review of the connection between self-awareness, self-management, relationship management, and social awareness...and leading people and leading change
5. Apply emotional intelligence skills and practices to diversity inclusion transactions and processes
6. Apply emotional intelligence skills and practices to the management of team interactions, feedback sessions and coaching encounters
7. Apply emotional intelligence skills and practices to the management of conflicts
8. Review the indicators of emotional manipulation and emotional grand-standing
9. Use emotional intelligence to increase personal adaptability, strengthen leadership and communication skills, prevent or manage conflict
10. Review the SCARF Model and its relationship to utilizing emotional intelligence principles

Pre-requisite

- Completion of basic training in emotional intelligence skills

Sample of Learning Methods, Tools and Activities

- Emotional Intelligence self-assessments
- Mirror medicine practice
- Vision planning
- Case scenarios and dyad role plays
- Empty chair dialogues
- Gallery walk and open space activities
- Peer coaching practices

Emotional Intelligence Skills for the Management of Crucial Conversations, Conflict and Mediation

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Executives, HR professionals, ADR – Alternative Dispute Resolution Mediators, Law Enforcement Professionals, Employee Relations Staff, Managers, Supervisors, Project Managers, Team Leaders

Overview

Working in a world without conflict would be a dream, but unfortunately, it's not possible, and avoidance of conflict should rarely be accepted as an option. For many professionals, their roles and responsibilities include managing daily or perennial conflicts, mediating strained relationships, managing crucial conversations, and de-escalating emotionally tense encounters. These professionals must understand have mastery in the skills and practices of emotional intelligence. If they don't possess mastery then the encounters that they are charged with managing can quickly spin out of control. Throughout this interactive, experiential, program participants will review essential information and skills related to demonstrations of emotional intelligence as well as the theory and skills associated with the facilitation of crucial conversations and mediation. Participants will engage in multiple activities allowing them to practice specific techniques that demonstrate proficiency with integrating E.I. into mediation and crucial conversation encounters.

Competencies Addressed

- Emotional Intelligence
- Interpersonal Skills
- Relating to Others
- Conflict Management
- Problem Solving & Conduct Correction
- Oral Communication

Objectives & Outcomes

1. Review the cornerstone skills associated with emotional intelligence
2. Discuss situations and encounters in which these skills were crucial to the de-escalation and management of emotionally tense transactions
3. Identify the multiple emotions that may be present within all parties, during emotionally intense encounters
4. Review indicators of emotional stress and emotional abuse, and effective responses
5. Assess how well you manage your thoughts and emotions during intense emotional transactions
6. Review the key skills and strategies for managing crucial conversations and apply the front-loading and back-ending of emotional intelligence skills and practices to the set-up, management and closure of crucial conversations
7. Review mediation practices, strategies and methodologies and apply emotional intelligence skills to the management of mediation encounters and agreements
8. Review conflict management methods and strategies and apply emotional intelligence skills ensuring the de-escalation of tension and prevention of emotional and behavioral outbursts in the midst of management actions and activities

Pre-requisite

- Completion of basic training in emotional intelligence skills

Sample of Learning Methods, Tools and Activities

- Crucial conversation planning and practice
- Peer coaching practice
- Stress and emotional de-escalation activities
- Case studies and large group dialogues
- Fishbowl, tag-in role plays
- Wagon wheel activities

Federal Manager's Guidance and Tools Workshop...an orientation

Course Length and Time Frames

- 2 Days: 16 Hours (1-day option available)
- 8:00am – 4:30pm

This Course Is Designed For

- Managers, Supervisors, Aspiring Supervisors

Overview

Theory is necessary and good, but at the start of each day supervisors and managers need to know the facts, their responsibilities, and some effective practices and procedures in order to effectively handle sensitive encounters with employees. Core aspects of a supervisor's and manager's positions are to facilitate meaningful and fair performance reviews at the mid-year point and at the end-of-year. They must be able to appropriately address on and off-site misconduct, and know beyond a shadow of a doubt the types of behaviors that are illegal, for they as supervisors, to engage-in. This workshop provides supervisors and managers with a meaningful 'crash course' in specific practices related to leadership, performance management redressing of issues of misconduct, diversity inclusion, conflict resolution and accountability.

Competencies Addressed

- Leadership
- Interpersonal Skills
- Conflict Resolution
- Leveraging Diversity
- Handling Misconduct
- Improving Productivity & Performance
- Integrity and Accountability

Learning Objectives & Outcomes

1. Review essential guidelines and practices pertaining to federal managers and the management of federal employees
2. Receive an orientation to the Federal Managers Guide

3. Delineate four critical leadership competencies necessary to effectively manage employees
4. Assess current strengths and consistency of practice based on four leadership competencies
5. Distinguish between four formally sanctioned conflict resolution processes and when to engage in each process
6. Become familiar with specific step-by-step actions that must be undertaken during each officially-sanctioned conflict resolution process
7. Identify the most common mistakes managers make that derail formal conflict resolution processes
8. Review eight components of the performance management cycle and assess on-the-job application of the P.M. cycle
9. Examine four specific employee engagement practices and determine how to incorporate those practices into employee interactions
10. Develop a checklist of sixteen potential causes of poor performance that can be used to assess under-performing employees
11. Review a multitude of examples of misconduct and the options that managers have for redress of misconduct
12. Become familiar with the Managerial Table of Penalties and Douglas Factors

Required Material

- LRP Federal Managers Guide book

Sample of Learning Methods, Tools and Activities

- Dyad and small group activities
- Case study analysis
- Legal review
- Individual planning
- Brainstorming and problem solving

Flexibility & Resiliency Skills for Employees and Managers

Course Length and Time Frames

- 1 Days: 8 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Managers, Supervisors, Project Managers, Team Leaders

Overview

Abrupt changes in goals, executive philosophies, environmental pressures, resources and people are putting constant pressure on supervisors and managers. Workplace realities and pressures are requiring leaders at all levels to cultivate adaptability, change and bounce-back strategies for themselves, their teams and organizations. This course teaches leaders how to move beyond simple coping mechanisms (e.g., traditional ideas of stress management) and embrace change more fully and proactively prepare for set-backs while still maintaining morale, resiliency and vision.

Competencies Addressed

- Flexibility/Adaptability
- Resiliency
- Oral Communication
- Managing Change

Objectives & Outcomes

1. Review two OPM competencies (e.g., Flexibility and Resiliency) and discuss their relevance to the current situational climate and to the interactions that supervisors and managers must contend-with.
2. Identify personal barriers to resiliency, flexibility, stress management practices, as well as specific strengths that enhance a professional's flexibility and resiliency

3. Anticipate and identify situations and circumstances (e.g., individual/team transactions, local division, agency-level) that require flexibility.
4. Learn about proven practices, tools and approaches to ensure flexibility and resilience in response to set-backs and stress
5. Review key supervisor, manager and team mindsets/attitudes and behaviors necessary for demonstrating leadership and team flexibility and resiliency.
6. Analyze the changing environment and model a positive attitude towards change to influence the flexibility of others.
7. Adjusts timelines, results and expectations appropriately to changing circumstances
8. Demonstrate persistence when providing rationale to staff during times of significant organizational challenges
9. Discuss factors that maintain a leader's and a team's motivation and commitment to resiliency
10. Discuss and agree upon automatic leadership and organizational responses and pre-determined actions for when set-backs occur (e.g., project/personnel change-analysis, advocacy, etc.).
11. Demonstrate the ability to design a self-directed professional resiliency plan.

Pre-requisite

- None

Sample of Learning Methods, Tools and Activities

- Self-Assessment Practices
- Peer coaching practice
- Case studies and large group dialogues
- Experiential games
- Appreciative inquiry activities
- Open space activities (e.g., gallery walk, wagon wheel, affinity groups)
- Planning for resiliency, communication and morale-maintenance

Inspired Leadership: The 4 Dimensions of Leadership

Course Length and Time Frames

- 5 Days: 40 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders at all levels within an organization and will specifically benefit leaders within middle and senior management positions

Overview

There is a vast difference between leadership and management...skills, purpose and presence. This advanced leadership course provides leaders with an in depth look at four essential dimensions of leadership that all leaders should be cognizant of, adept at, and fluidly be able to blend. An exceptional leader is one that is grounded in spirited leadership; centered in thoughts, ethics, and values at every moment during the day. An exceptional leader is driven by servant leadership; showing up as a servant in all interactions (e.g., employees, peers, partners, customers/clients), and one who maintains a culture of service at work, and who creates peer-service initiatives at work so that everyone shows up in service to others regardless of their position description. An exceptional leader is a competent situational leader; one who excels at analysis and assessment of people, multiple styles of interaction, understanding of circumstances, possibilities and consequences. One who is able to pivot in style and substance within each situation. An exceptional leader is also one who is strategic in focus; a strategic leader focuses on creating comprehensive visions and plans for goals, people, processes, programs and change. This program helps leaders build skills, expertise and knowledge in spirited leadership, servant leadership, situational leadership and strategic leadership.

Competencies Addressed

- Leadership, Critical Thinking, Interpersonal Skills, Oral Communication, Strategic Thinking, Creativity, Ethics, Planning

Objectives and Outcomes

1. Engage in qualitative self-assessments and self-development activities associated with each dimension of leadership
2. Learn about particular leadership philosophies and principles associated with effective spirited leaders
3. Review specific peer support program initiatives that will help a leader create servant leadership cultures at work, and create plans for peer support programs applicable to individual work environments
4. Differentiate between personal and professional needs of employees and how meeting those needs can facilitate cultures of service at work
5. Learn about the underlying drivers of conflict at work and how to mitigate them in order to maintain a servant leadership culture and manage situational leadership encounters
6. Engage in activities that build a leader's situational leadership skills related to communication, employee motivation, and problem solving
7. Learn about and assess leadership styles and work styles that dramatically affect a leader's ability to pivot in situations to affect the outcomes of situations and simultaneously role model leadership characteristics and behaviors
8. Overview specific components necessary for succession planning, strategic planning and planning for change, and take time to begin to develop a plan relevant to a participant's particular work setting

Sample of Learning Methods, Tools and Activities

- Self-awareness, self-assessment, self-confidence and self-development activities
- Story-telling and appreciative inquiry activities
- Peer advising, peer feedback and peer coaching activities
- Employee engagement planning initiatives
- Fun games and small group exercises to highlight and practice communication skills, problem-solving skills, decision-making skills and more (i.e., situational leadership).
- Individual and group planning activities

Leadership Vision, Values, Virtues and Vestiges: V stands for more than Victory

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Experienced leaders who hold middle, senior and executive management positions

Overview

Leaders of teams must be able to engage in essential daily habits. These habits include visioning, value-integration, virtue-strengthening and relinquishing of vestiges. If all a leader does is manage through the day, then she/he is not leading. A leader must continuously vision so that possibilities and goals are focused upon and strived-for. A leader must be able to identify, define, behavioralize and institutionalize values so that they are lived, integrated in all practices and processes, and measured and rewarded. A leader must strengthen virtues in her/himself and in all others, especially the virtues of courage, persistence, forgiveness, gratitude and most of all humility. A leader must also let go of vestiges and push teams and organizations to do the same. A vestige is an artifact, a remnant, of the past; no longer useful. A great leader will recognize vestiges of thoughts and behaviors within the self, and vestiges of policy, procedures, partnerships and even products that are produced for customers and clients. The leader will strive to let go of these vestiges so that newness, efficiencies and effectiveness in multiple forms can take the place of vestiges. This program helps team leaders discern visions, develop values and virtues and relinquish vestiges of the past.

Competencies Addressed

- Leadership, Team Building, Organizational Management, Vision-Planning, Interpersonal Skills, Decisiveness, Organizational Culture

Objectives and Outcomes

1. Conceive of and articulate a vision for a culture at work and for leadership at work nan be able to communicate that vision to multiple stakeholders in a variety of ways that inspire and engage them in its fruition
3. Go beyond simply identifying and placing on a poster workplace values. Learn how to discern which values are mission-critical, then define them, behavioralize them and institutionalize them; weaving them into all major workplace operations so that values actually matter.
4. Identify specific practices, habits and norms that, if left in place, will overtly or inadvertently sabotage all value-based initiatives
5. Differentiate between leadership values and virtues; assess the strength of key leadership virtues, such as courage, acceptance and fortitude; then learn how to integrate virtues into daily practice and individual development plans
6. Determine which vestiges-of-old that need to be left behind so that leaders and teams can move onto achieve new goals and create new cultures.

Sample of Learning Methods, Tools and Activities

This program is extremely interactive because we believe that visioning, value clarification, virtue-strengthening and vestige-release are active endeavors, not just conceptual and theoretical mind games. Participants begin by creating and reviewing collages pertaining to the cultures at work that are healthy/helpful and unhealthy and unhelpful. Then this program engages participants in a variety of self-assessment and team-assessment activities (e.g., personal reflection and journaling, values identification, virtue assessments, etc.). Guided imagery exercises, vision-sketching/drawing and peer coaching exercises are employed to help participant engage in vision-planning. Participants also engage in fun value-clarification games and small group planning and problem-solving activities. A fun game of centered around releasing old things is used as a metaphor for vestiges that must be released by leaders at work.

The Leadership Star: Leading with the Head, Heart and Hands

Course Length and Time Frames

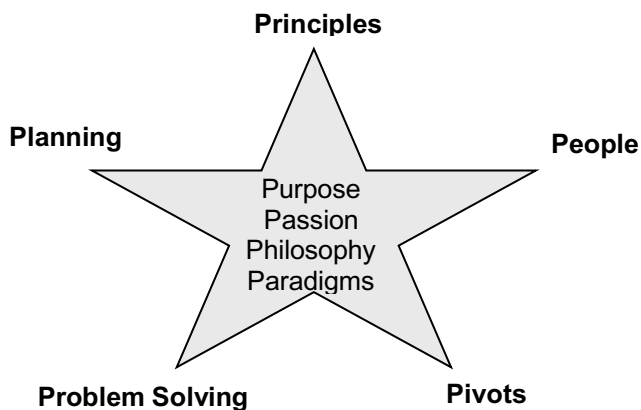
- 5 Days: 40 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Middle managers and senior leaders within an organization who are charged with leading people and teams, leading change, and creating positive, productive cultures at work

Overview

The Leadership Star is a comprehensive, multi-faceted model for leadership development. The program focuses a leader's attention and skill building in 9 important areas of development: a leader's purpose(s), passions (i.e., motivations and energies), philosophy, paradigms (i.e., thoughts, attitudes and perspectives that guide actions and choices), principles for leadership and management, people-development and engagement initiatives, presence (i.e., style modulation, role modeling, culture and climate development), problem-solving, and planning initiatives.



Participants in this program explore their inner motivations and drives as they relate to their leadership behaviors and considerations. The first part of the program focuses attention on self-awareness and self-modulation. The second part of the program focuses on skill building and the development of initiatives and practices that will help the person excel at leadership engagements (e.g., communication, delegation, decision-making, planning, etc.).

Competencies Addressed

- Leadership Development, Executive Management, Problem-Solving, Decision Making, Ethics, Oral Communication, Entrepreneurialism, Resiliency, Flexibility, Vision-Planning, Strategic Thinking, Team Building, Conflict Resolution

Objectives and Outcomes

1. Discern a leader's purpose and how to stay on purpose day in and day out
2. Discuss passions, what motivates you as a leader, and how you can stay motivated daily
3. Assess the thoughts that a leader holds in mind so that optimism, options and opportunities are recognized in every situation
4. Analyze behaviors and determine whether they are in alignment with philosophies and whether the philosophies you hold are healthy and helpful to leadership of others
5. Share ethical principles that a leader is and should be held-to and analyze whether the ethics of a business compliment or conflict with the ethics of a leader
6. Assess and learn to blend styles of work, leadership and learning in order to lead people in more effective ways
7. Engage in team assessments that specifically assess human behavior in team environments
8. Learn the basics of mentoring, modeling, and managing by walking around to ensure that you leave a lasting legacy and have an impactful presence
9. Engage in practical, holistic, 360-degree problem solving and learn effective on-the-spot problem solving models and tools
10. Learn and begin to complete actual plans for your teams, individuals, succession and change

Sample of Learning Methods, Tools and Activities

- Small group work activities, self-awareness and self-development exercises, group games that help you experientially practice leading others, large and small group dialogues and problem-solving discussions, and SMART-goal planning, problem-solving walls onto which dozens of common challenges are listed, dissected and solved, mirror medicine activities (used for peer feedback) are used to increase a leader's awareness of the impact of their presence, discernment activities, appreciative inquiry story-telling and planning activities, style assessments and small group coaching exercises,

Objectives and Outcomes

Leadership: Basic Training for Emerging and New Leaders

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Entry and middle-level leaders within an organization who have authority and responsibility for the development, growth and maintenance of personnel, teams and projects.

Overview

This program helps emerging and new leaders become proficient with the basics of leadership including leadership styles, how to make the transition from peer to leader, issues to be taken into consideration when making decisions, communication transactions and more. Participants become well-rounded in aspects of leadership that differ from being a supervisor or project manager. Participants learn how to transform themselves into a person to whom others look up and are loyal. Participants learn the essentials of developing people and teams, creating cultures that are healthy, helpful and productive, and understanding how to garner support from senior management for their own leadership ideas and initiatives. They learn the basics about what drives people, processes and change. They learn how to create motivational encounters as well as how to de-escalate confrontational situations. This program is designed to give emerging leaders the confidence and competence they need to succeed.

Competencies Addressed

- Leadership Development, Style Modulation, Decision Making, Problem-Solving, Interpersonal Skills, Planning, Conflict De-Escalation

1. Learn about leadership styles, engage in a self-assessment, and discern the situational applications of each style
2. Review and discuss eight factors that make the transition from peer-to-leader challenging and learn about specific actions an emerging or new leader can take to reduce challenges and upset during the transitioning period
3. Engage in fun, experiential games that allow participants to actually lead others in class, and extract practical lessons in leadership from the exercises
4. Develop a B.A.S.K. list (i.e., Behaviors, Attitudes, Skills and Knowledge) of leadership abilities and habits and develop an individual development plan for yourself
5. Learn techniques and effective practices from peers in class through short peer teaching modules
6. Remember leaders whom you admire and like whom you aspire to be, and acknowledge their specific character traits, then develop your own leadership-character plan
7. Learn how to motivate and meaningfully inspire people, and how to promote and ensure accountability from others
8. Learn how to effectively problem-solve and learn a simple but effective and time-bound problem-solving model
9. Review underlying sources of conflict and simple conflict-prevention steps
10. Learn the essential criteria for making leadership-level decisions
11. Practice giving feedback to people and learn 4 effective feedback tools/methods
12. Learn how to lead up and out by reviewing 10 specific steps and actions for partnering with, and being taken seriously by, senior management

Sample of Learning Methods, Tools and Activities

- Appreciative inquiry activities, leadership games and experiential activities, small and large group work discussions and sharing circles, individual/personal planning, communication feedback practice, peer teaching.

Leadership & Management Skills for Non-Managers & Aspiring Supervisors

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Individuals who serve in non-managerial roles, or who are in temporary project or team leadership roles, or who are in the transition into a supervisory role in the near future

Overview

Leadership is not contingent upon a title or upon status within an organization. One can be manager or director and not be a leader. One can also be a 'newbie' and have a very low GS ranking yet demonstrate tremendous leadership among peers, customer, community members, and with senior people in the organization. Leadership is about one's qualities, character and behaviors, not about one's job description. This course is designed to help everyone assess her/his leadership abilities and capacities, while also practicing specific leadership skills.

Competencies Addressed

- Public Service Motivation
- Interpersonal Skills
- Accountability
- Integrity/Honesty
- Continual Learning
- Team Building
- Conflict Management
- Problem Solving
- Oral/Written Communication

Objectives & Outcomes

1. Differentiate between leadership and management
2. Understand the core principles of leadership
3. Examine behaviors, attitudes, skills and knowledge for effective leadership
4. Review OPM competencies for aspiring leaders
5. Examine work styles and discuss how to educate others about them and prepare others for working with each style
6. Explore communication transaction principles, core components, listening styles and best practices
7. Practice using tools for that facilitate ease regarding feedback, problem-solving, and the assessment of leadership effective practices
8. Understand key steps for managing up and partnering up with your boss
9. Generate solutions for common problems and unprofessional behaviors sometimes uncovered within teams
10. Assess conflict styles and their situational applications
11. Review basic principles for moving through change
12. Create SMART goals for your continuous growth and development

Sample of Learning Methods, Tools and Activities

- Networking activities and opportunities
- Self-assessments and self-reflection
- Leadership virtues assessment
- Leadership games and initiatives
- Team building activities
- Peer brainstorming and advising
- Opportunity thinking problem solving
- Practice giving and receiving feedback
- Insight and idea sharing in small groups and Large group activities
- Large group discussions
- Individual planning

Meeting Management: Meaningful Practices and Strategies

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Any individual who is responsible for the effective facilitation of meetings (e.g., team meetings, committee meetings, staff meetings, board meetings, community meetings, partnership meetings, etc.)

Overview

Managing and facilitating meetings can be tough even for experienced facilitators. A facilitator must contend with challenging personalities and behaviors from participants, challenges with engaging participants who are used to being silent, and challenges of pulling together agendas that are meaningful to participants. In addition, facilitators must learn to manage themselves (i.e., their communication habits and personality characteristics). They must work within spaces and settings that are not always conducive to meetings. Because of all of these occurrences, meeting facilitators need to be competent in group work, meeting management, facilitation skills, communication skills, and conflict mitigation when necessary.

This interactive program allows participants to engage in meaningful dialogues and strategic vision planning relevant to managing all forms of meetings. Whether your people are involved in senior management planning meetings, 1-on-1 supervisory meetings, committee meetings or any group interactions at work, this program can address your needs.

Competencies Addressed

- Meeting management, group facilitation, problem-solving, presentation and communication styles

Objectives & Outcomes

1. Assess the structure and content of meetings, matching it against the content, structure and flow desired by most meeting participants
2. Assess the necessary post meeting follow-through steps that keep participants informed and motivated to come to future meetings
3. Learn how to prepare for community meetings by partnering with key stakeholders in advance and managing emotions and communication during the meeting
4. Assess and improve the skills of meeting facilitation including how to keep people and schedules on time and on task during meetings, how to eliminate distractions and diversions, and how to manage manipulators and potential conflict during meetings
5. Learn how prepare leaders for meeting facilitation and how to rotate facilitation responsibilities during meetings
6. Learn and discern pre-meeting steps and strategies that make for successful meetings
7. Learn how to clarify and establish realistic meeting goals, roles, expectations of participants, and meeting/group process information
8. Learn how to use directed attention thinking tools to help meeting participants share creative ideas, assess right directions and respect divergent opinions; learn how to use opportunity- thinking processes to problem-solve what appear to be significant challenges or roadblocks
9. Learn the seven categories of meeting content that make a difference to the motivation and involvement of meeting participants
10. Organize the information and plans, gleaned from the meetings and discussions, in simple meaningful formats for practical use in the future
11. Learn about alternative strategies for eliciting information, ideas and involvement from participants

Sample of Learning Methods, Tools and Activities

- Small group work activities
- Meeting challenge insight-wall
- Fishbowl role plays
- Peer advising and peer coaching
- Video assessment
- Group anger de-escalation practices

Mentoring Skills: Insights and Skills for New and Continuing Mentors

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Supervisors, peer leaders, managers; leaders at any level

Overview

A mentor is someone who has the experience or knowledge you seek, and can help in your current role or assist with future opportunities. This is usually someone you respect and who holds a position you aspire to, or is in field you seek to enter. It could also be someone that you admire for how they conduct their job, and balance it with family life. They are there to share ideas and guide you through daily workplace issues. Essentially, a mentor is someone that you respect.

The incentives to encourage knowledge-transfer mentoring are relatively straightforward. When mentoring targets new hires and others who are new to their roles, it can decrease time to competency while minimizing the need for costly classroom training. Mentorships that pair senior-level experts with midcareer professionals play an equally vital role by addressing expertise shortages, preserving critical knowledge, and strengthening succession management for key roles and departments.

Competencies Addressed

- Mentoring
- Interpersonal Skills
- Leadership
- Oral Communication

Objectives & Outcomes

1. Define mentoring and differentiate mentoring from coaching
2. Define employee development conversations
3. Apply active listening, powerful inquiry, detailed feedback, and clarification of outcomes in employee development conversations
4. Provide objective and positive suggestions to employees on work ethics, personal presence in professional settings and career development
5. Develop a mentor's BASK: behaviors, attitudes, skills and knowledge
6. Identify a mentor's roles and responsibilities, as well as red flags that may arise between mentors and mentees
7. Learn how to establish and sustain a mentor-mentee relationship and build trust throughout the relationship
8. Provide objective and positive suggestions on how employees may improve work proficiency and productivity, and learn multiple methods for offering feedback and insights
9. Understand what to do when a mentoring relationship doesn't work-out
10. Review types of mentoring and learn how to establish a mentoring agreement
11. Discern characteristics and behaviors that make a person mentor-able and what to do when mentoring is not producing results

Sample of Learning Methods, Tools and Activities

- Experiential initiatives
- Appreciative inquiry activities
- Interactive wagon wheel and gallery walk activities
- Peer advising and peer problem-solving opportunities

Motivation and Morale Building Strategies and Activities

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Supervisors, peer leaders, managers, employees; leaders at any level

Overview

Motivation and morale are critical to maintaining a positive work environment. In addition, meaningful recognition and reward programs that are implemented strategically help you maintain the high levels of performance that you know are possible from employees at every level.

This interactive, facilitated experience allows participants to engage in fun, interactive and experiential activities related to identifying and providing employees with the right motivation, rewards and recognition that will actually stimulate performance and create a motivational environment in which employees will be thrilled to work. The fundamental skills developed through these activities have practical applications for the work environment, performance management processes, and employee retention goals. The group develops best practices associated with each of the skill sets.

Competencies Addressed

- Interpersonal Skills
- Leadership
- Improving Productivity & Performance
- Employee Engagement

Objectives & Outcomes

1. Learn the difference between intrinsic and extrinsic rewards, and the impact of each on employees, teams and the organization
2. Develop intrinsic rewards and the process for helping employees cultivate a sense of personal pride in their work
3. Review a menu of extrinsic rewards that will have meaning to employee groups
4. Identify the factors that enable leaders to create an enjoyable and motivational work environment
5. Understand the six simple steps for developing self-motivated employees
6. Understand the three simple steps for creating empowerment zones at work
7. Identify traditional reward and recognition tools and strategies that actually work against the manager and negatively impact work culture and team building
8. Review simple guidelines for building trust and delivering praise

Sample of Learning Methods, Tools and Activities

- Experiential initiatives
- Appreciative inquiry activities
- Interactive gallery walk activities

Myers-Briggs Temperament Indicator Course

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Executive Leaders, Managers, Supervisors, Front-Line Employees

Overview

MBTI is the Myers-Briggs type indicator; the most widely used personality inventory in the world, with more than 3.5 million assessments administered each year. Personality, for the purpose of the test, includes the behavior, traits and character of an individual based on the theories developed by the psychologist Carl Jung. One of the principles of Jung's model, "Psychological Types," is that each of us has an innate urge to grow and part of our growth comes from understanding, individually, how we operate in the world.

Information from personality tests help organizations better understand their employees' strengths, weaknesses and the way they perceive and process information. There are 16 Myers Briggs personality types and once that is determined, an employee usually has a better understanding of the best way to approach work, manage their time, problem solve, make decisions and deal with stress. (Source: Forbes.Com, September 28, 2015)

Competencies Addressed

- Human Capital Management
- Leadership
- Teamwork
- Developing Others
- Improving Productivity & Performance
- Oral Communication

Objectives & Outcomes

1. Receive an overview of the MBTI and its' relevance to workplace transactions, teamwork, performance and leadership.
2. Review MBTI results for each participant and understand the meaning of terms and results.
3. Link results specifically to communication preferences, work management practices, team building activities and leadership practices.
4. Gain an appreciation of how communication preferences influence their overall team interactions
5. Assess how personality styles can affect performance and team relationships and trust when they are not managed, controlled or situationally-adjusted
6. Value the differences in personalities on teams and make decisions about how some typical operations (e.g., meetings, feedback sessions, coaching encounters) can be adjusted to demonstrate appreciation for personality preferences.

Note: MBTI requires a paper or online MBTI Assessment with costs starting around \$23 per participant. PowerSkills uses the *Form M* paper assessment purchased through CPP since PowerSkills facilitators are Certified Assessor through CPP.

Sample of Learning Methods, Tools and Activities

- Feedback tools and practices
- Peer coaching activities
- Problem solving methods
- Self-reflection and assessment opportunities
- Case study analysis
- Legal review
- Individual development planning
- Appreciative inquiry activities
- Group experiential activities

Performance and Conduct Management for Supervisors and Managers

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Managers, Supervisors, Aspiring Supervisors

Overview

Supervisors, managers and leaders at all levels are accountable for the performance of employees and entire teams, as well as for maintaining a culture that promotes safety, fairness and respect. To do all of these things, leaders at all levels must be proficient at performance management, positive conduct promotion-reinforcement, and misconduct mitigation. This course focuses squarely on providing leaders at all levels with the concrete knowledge and skills they need to succeed, while offering participants ample practice and peer sharing opportunities.

Competencies Addressed

- Human Capital Management
- Developing Others
- Improving Productivity & Performance
- Conducting Performance Appraisals

Objectives & Outcomes

7. Engage in an in-depth examination of 8 essential performance management activities including performance ...planning, monitoring, feedback, appraisal, development, correction, rewards, and record-keeping.
8. Practice writing critical elements and objectifying ratings and measurements.
9. Review 5 feedback methods and tools that can be used for on-the-spot feedback as well as mid-year and end-of year reviews.

10. Discuss appropriate and inappropriate actions related to recruitment, hiring, retention and promotion of employees.
11. Explore strategies and tools for individual development planning and on-the-job development activities
12. Examine factors that contribute to poor performance and generate ideas and initiatives that effectively prevent and address poor performance
13. Understand why high performers burnout or fade-out and review tips for preventing and reversing performance burnout.
14. Review effective practices to support performance that supplement training.
15. Evaluate practices that support and sabotage reward and recognition programs.
16. Review typical performance improvement plans and how to facilitate a P.I.P. conversation.
17. Learn about basic coaching and mentoring practices.
18. Review Merit System Do's and Don'ts
19. Identify and analyze common conduct problems, understand steps for handling employee misconduct, and generate appropriate on-the-spot responses.
20. Examine practices that promote fair treatment and trust in performance management and conduct intervention processes.
21. Review leadership behaviors and initiatives that set employees and teams up for success.

Sample of Learning Methods, Tools and Activities

- Feedback tools and practices
- Peer coaching activities
- Problem solving methods
- Self-reflection and assessment opportunities
- Case study analysis
- Legal review
- Individual development planning
- Appreciative inquiry activities
- Group experiential activities

Power, Influence and Negotiation Skills

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- All emerging leaders, new leaders and experienced leaders of people, projects, teams and organizations
- All professionals who are responsible for internal and external partnership development and community engagements

Overview

We all have power in the workplace. It may not feel like we do at times, but that feeling does not diminish our actual power. Those who recognize their power, develop it and use it to effectively influence outcomes, negotiate task agreements and work area dynamics, and are able to persuade others to consider new points of view. Everyone has these abilities and powers. This course helps participants become fully aware of the power, skills and abilities related to influencing, negotiation and persuasion of others in the workplace.

This course is designed as a two-day, on-site, interactional program so that participants can engage in activities that help them practice influencing, negotiation and persuasion skills. During the one-day course participants also learn about managing up/partnering up: a process by which they can partner with their bosses to support management as well as leadership and team growth. Influencing and persuasion skills are notably used in the managing up/partnering up process.

Competencies Addressed

- Interpersonal Skills
- Influencing & Negotiating
- Flexibility
- Problem-Solving
- Accountability

Objectives & Outcomes

1. Gain knowledge of strategies, practices and behaviors, which enhance a leader's abilities to influence, persuade and negotiate
2. Learn how to engage in conscious self and situational assessment so that a leader can employ situation-specific skills
3. Identify behaviors in others that can inform a leader's choice of influencing, negotiation, persuasion or partner practices
4. Sources of Power: legitimate, referent, information, expertise, coercive, reward
5. Influencing Strategies: personal appeal, pressure tactic, ingratiation, consultation, inspirational appeal, coalition tactic, leading by example
6. Negotiation Knowledge & Skills: knowing self, knowing others, knowing limits and non-negotiables, knowing triggers of 'yes' and 'no', knowing how to bargain
7. Persuasion Abilities: demonstrations of competencies, situational awareness, consequences, other people's viewpoints, servant leadership, creative thinking, and strategic thinking abilities
8. Managing Up/Partnering Up Practices: relate, initiative, educate, communicate, advocate, negotiate, deliberate, appreciate, and mediate

Sample of Learning Methods, Tools and Activities

- Small and large group activities
- Peer advising and peer coaching activities
- Wagon wheel activities
- Problem solving activities
- Dyad and small group role plays
- Planning activities
- Sr. Leader assessment checklists

Public Speaking and Facilitation Skills

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- All professionals who must facilitate in-house meetings or organize public presentations

Overview

Every front-line supervisor to senior executive should have a working knowledge of, and abilities related to, facilitation skills and public speaking skills. Facilitation of communication, involvement, debate and ideas are critical to the high functioning of departments and organizations. In addition, anyone working within HR, Employee Relations, and Training Departments must possess the knowledge, skills, behaviors and attitudes necessary for growing your people and maintaining an environment where people work their best. Whether a person is facilitating a meeting, a workshop, a presentation or a one-on-one interaction, skills in facilitation are critical to success. More often than not, technical professionals are also asked to design and deliver public presentations and speeches to internal and external customers and community stakeholders. Professionals must be competent and confident in public speaking.

Competencies Addressed

- Public Speaking
- Facilitation Skills

Objectives & Outcomes

1. Learn how to prepare for meetings and presentations, one-on-one facilitated encounters and more.

2. Review practices and strategies for organizing space and structure agendas and presentations
3. Explore techniques for facilitating difficult encounters and meetings
4. Learn a variety of interactive, adaptable activities and know when, why and how to use activities
5. Learn about memory retention and how to use learning tools such as white boards, power point presentations and flip charts for memory retention
6. Learn about 3 different learning styles and how to support each style
7. Learn how to manage interactions, acting out on the part of participants and challenges to your role as facilitator
8. Understand how to develop and facilitate meaningful debriefing sessions: setting ground rules, balancing feedback, and questions to ask and answer
9. Review methods that promote the use of the material after people leave a meeting or training session
10. Learn multiple activities and processes for debriefing learning experiences and gathering the most relevant lessons and best practices from participants
11. Learn about thinking tools that help you, help participants, assess and process information, and create action plans.
12. Examine the effective use of self, including how to turn personal stories, anecdotes, examples and experiences into valuable learning experiences.
13. Review necessary agreements for co-facilitation success

Sample of Learning Methods, Tools and Activities

- Story-telling and Interactive Activity Options and Practice
- Appreciative Inquiry Activities
- Public Speaking & Facilitation Peer-Practice
- Peer Advising and Support Encounters
- Small Group Work Activities
- Problem-Solving Initiatives

Relationships & Trust-Building: Management of Mature Relationships at Work

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders at every level; front-line professionals, team leads, supervisors

Overview

Trust takes years to build and seconds to break. When it is lacking within a relationship (e.g., employee-manager, team), the persons within the relationship perform less effectively, engage in tense interactions more frequently, and experience less loyalty to one another and to the team/organization. Leaders must learn to assess trust levels, build sustainable trust-worthy encounters and environments, and know how to re-build trust if it is broken. According to the Gallup Organization, people who have a best friend at work are seven times more likely to be engaged in their jobs. It doesn't have to be a best friend: Gallup found that people who simply had a good friend in the workplace are more likely to be satisfied. Good relationships give us freedom: instead of spending time and energy overcoming the problems associated with negative relationships, we can, instead, focus on opportunities. Good relationships are also often necessary if we hope to develop our careers. After all, if your boss doesn't trust you, it's unlikely that he or she will consider you when a new position opens up. Overall, we all want to work with people with whom we're on good terms. We also need good working relationships with others in our professional circle. Customers, suppliers, and key stakeholders are all essential to our success. So, it's important to build and maintain good relations with these people.

Competencies Addressed

- Interpersonal Skills
- Oral Communication
- Team Work
- Conflict Management

Objectives & Outcomes

1. Develop people skills and interpersonal skills
2. Understand why and how trust forms the foundation for successful employee-manager relationships, team relationships and inter-personal relationships
3. Explore the behavioral and attitudinal factors that support healthy and helpful relationships, and trust, at work
4. Learn leadership, interpersonal and team communications and behaviors and activities that promote trust and sustain trust
5. Understand why and how trust and relationships form
6. Learn how to re-set relationships once trust has been broken or hurt has been experienced
7. Brainstorm and plan ongoing initiatives that guarantee collaboration, cooperation and mutual support
8. Confront systemic and group statements, practices and processes that prevent or sabotage relationship and trust-building efforts
9. Discuss and agree upon communication and conflict management protocols that promote healing and reduce tension

Sample of Learning Methods, Tools and Activities

- Small group work
- Appreciative inquiry activities
- Team work and cooperation activities
- Brainstorming and problem-solving initiatives
- Self-reflection and personal development planning

Resume Writing and Interviewing Skills

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders at every level; first-line professionals, supervisors and managers

Overview

Rarely does a professional remain in one job for their entire careers. Most professionals change jobs between 2-11 times in the midst of their careers. So it's really important that everyone remains up-to-date on resume writing and interviewing skills. Resume drafting and updating can be a daunting chore which employees think they cannot accomplish. With training, practice and support employees can master contemporary trends in resume writing skills while enhancing their self-confidence.

A dynamite resume is not enough to land the job that someone may seek. Professionals also must master interviewing skills; and if they can master interviewing skills for both the government sector and the business sector, all the better. Whether someone is new to the job market, re-entering the workforce or looking to advance their career, this course will empower all professionals with the knowledge and skills necessary to land a call-back and land the job that they desire.

This seminar helps professionals learn new skills, practice those skills, assess their presentation aptitudes and build self-confidence along the way. They will learn the new mode of what to share in a resume/cover letter and how to put their best self forward in an interview.

Competencies Addressed

- Business Writing Skills
- Oral Communication Skills
- Written Communication Skills

Objectives & Outcomes

- 1) Develop ease in writing skills for resumes, cover letters, job applications and thank you letters.
- 2) Learn to construct key sections of resumes in ways that align with the employer's needs, expectations and interests; and the applied-for positions roles and responsibilities.
- 3) Recognize and discuss the similarities and differences between two types resumes (i.e., Federal Government format and private industry format), and choose which format best suits your needs dependent upon the type of work you seek.
- 4) Review essential writing skills that demonstrate a resume writer's mastery of dramatic fonts, symbols, tools and more.
- 5) Master and apply writing techniques that a reader to your goals via precise, lean information.
- 6) Explore the many purposes of interviews and how to make the interview an easy process for the interviewer.
- 7) Learn how to prepare for an interview and all of the information you should research about an employer and the steps you should take to set yourself up for success.
- 8) Learn the techniques that interviewers are using so that you can prepare for how they intend to interview and screen you
- 9) Share strategies and behaviors for making amazing first impressions, and for re-setting impressions after moments, if you stumble.
- 10) Engage in confidence-building and nerve-settling activities
- 11) Learn about the three most common types of interviews: competency-based, informational, and follow-up; and how to prepare for each.
- 12) Review the most typical types of question categories used by interviewers: closed questions, performance questions, behavioral questions, motivational questions, career questions and character questions
- 13) Develop a menu of the 20 most important questions and practice answering them.
- 14) Learn how to follow-up after an interview

Strategic Visioning, Planning & Problem-Solving Skills

Course Length and Time Frames

- 3 Days: 24 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Senior leaders, managers and front-line supervisors as well as teams that are charged with strategic planning and problem solving

Overview

The best managers and leaders in business and government follow the adage, “begin with the end in mind”. This means that they engage in comprehensive analysis, planning and solution-oriented problem solving, and create – and adhere to – strategic plans that focus on end-goals and objectives before initiating major changes in programs, processes or performance management initiatives. Strategic planning is a critical/creative thinking and planning process that can be applied to organizational vision-achievement, fulfillment of legislative missions and mandates, management of project and programs, and personnel development. It requires thought paradigm shifts and includes specific tools for action planning and processes for the engagement of stakeholders.

Throughout this program participants engage in not only learning activities but interactive planning activities, individually and in small groups so that they have a running start on strategic plan development. Problem solving is also a large component of this program so participants get multiple chances to foreshadow problems, state current challenges, get to the root of the real problems and walk away with workable solutions.

Competencies Addressed

- Strategic planning, leadership, problem solving, decision making, visioning, flexibility

Objectives & Outcomes

1. Examine strategic planning models, tools, components and processes
2. Develop initial stages of strategic assessments and plans
3. Learn and practice using 360° problem-solving tools
4. Engage in critical and creative thinking processes
5. Understand GPRA requirements, planning models, planning stages, and planning tools
6. Understand how to engage in visioning as a part of the planning process, and differentiating visions from dreams
7. Demonstrate the use of an outcome-based/logic model for determination of action steps in the planning process.
8. Analyze the changes, adaptations and involvement of various operations (i.e., IT, Finance/Budget, Training, etc.) within the organization that will impact or be impacted by, the proposed goals and plan implementation.
9. Use a S.W.O.T. analysis to identify potential strengths, weaknesses, opportunities and threats to implementation.
10. Identify communication strategies for ensuring that the plan is communicated effectively to staff and all stakeholders, including symbolic, factual, and strategic communication tools.
11. Develop a monitoring and evaluation plan to ensure that benchmarks and milestones are being achieved in the manner in which leaders hoped.
12. Determine of key leadership behaviors, attitudes, roles and activities necessary for garnering staff buy-in, support, involvement and motivation.
13. Learn the essentials for thinking strategically using directed attention thinking tools created by Edward De Bono for goal delineation, analysis and implementation

Sample of Learning Methods, Tools and Activities

- Small group work activities, problem root analysis activities and problem-solving activities, vision-planning initiatives, strategic plan development and assessment, peer coaching and advising, group games and activities

Strategic Thinking and Problem Solving for Leaders at Every Level

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Senior leaders, managers and front-line supervisors, team leads, as well as entire teams that are charged with strategic planning and problem solving

Overview

Strategic thinking focuses on finding and developing unique opportunities to create value by enabling a provocative and creative dialogue among people who can affect an organization's direction, i.e. the board and management. It is the input to strategic planning. Good strategic thinking uncovers potential opportunities for creating value and challenges assumptions about an organization's value proposition, so that when the strategic plan is created, it targets these opportunities. Strategic thinking is a way of understanding the fundamental drivers of a business and challenging conventional thinking about them, in discussion with others. Finally, strategic thinking is having an awareness of what has not yet taken shape, having foresight. Therefore, boards should encourage forward thinking.

It can be difficult to be strategic. But a strategic thinker is always searching for the unusual – something that is different – and is able to set assumptions aside. They intentionally look at things from different perspectives and can resist the urge to let one decision dictate or forecast future decisions, thus avoiding the sunk cost trap. A person who has strategic perspective creates clarity out of complex and seemingly disconnected details. They can feel the winds of change, sense points of conflict and opportunity and articulate in concrete and compelling terms how they can be addressed. They get to the heart of a problem and see the relationship between key elements. [Effective Governance.Com]

Competencies Addressed

- Strategic Thinking
- Creative & Critical Thinking
- Team Work

Objectives & Outcomes

1. Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment.
2. Differentiate between tactical approaches and strategic approaches to thinking
3. Identify detractors that commonly prevent strategic thinking
4. Articulate the agency's strategic plan, goals and metrics
5. Describe current or new developments and decisions that impact agency's programs, resources, and mission
6. Develop and implement an organizational plan with goals, strategies, and metrics aligned to the agency's strategic plan
7. Communicate to all employees how work unit activities and priorities relate to agency strategic goals
8. Create project teams and staffing plans based on consideration of strategic objectives
9. Develop team objectives that are consistent with the strategic plans of the agency and the organization
10. Regularly monitor organizational progress, including progress of individual teams, towards strategic goals

Sample of Learning Methods, Tools and Activities

- Case scenarios
- Small group work
- Agency and/or team assessment tools
- Planning and experiential activities

Stress Management: Managing Stress, Burnout and Compassion Fatigue

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders regardless of level; front-line professionals, team leaders, supervisors, managers

Overview

Although a certain amount of job stress is to be expected, stress in the workplace can be costly because it affects not just individual well-being but also organizational performance. Stress is on the rise in America. Over the last thirty years the amount of time Americans have spent at work has steadily risen. According to the International Labor Organization (1997), workers in the United States now “put in the longest hours on the job in industrialized nations...the equivalent of almost two working weeks more than their counterparts in Japan”. When stress is not managed well and it is left untreated, it can present itself in physical symptoms like headaches, gastritis, colitis, hypertension, and in extreme cases, stroke. Burnout is another common response to stress, as well as cynicism and a detached attitude towards work. Compassion fatigue arises as emotional exhaustion on the job and results in a breakdown in relationships, confidence and work capacity. Stress can not only effects workers at their place of work but can also affect their personal life and relationships with family and friends. Undoubtedly, finding a balance in all aspects of life will better prepare us to meet the challenges of every day.

Competencies Addressed

- Resiliency and flexibility
- Stress Management

Objectives & Outcomes

1. Understand the causes for and consequences of stress, on physiology, mental abilities and emotional stability
2. Identify triggers of stress, internally, environmentally and systemically at work
3. Define ‘burn-out’ and ‘compassion fatigue’ and the characteristics and impacts of both on a person at work and in life; as well as on team members.
4. Increase awareness of and ability to narrate one's own personal/professional history that has lead to negative effects associated with professional and/or volunteer care giving.
5. Understand the role that perceived threat and sympathetic nervous system dominance play in the generation of compassion fatigue symptoms and the role of self-regulation in the amelioration of current and prevention of future effects.
6. Participate in problem-solving and decision-making pertaining addressing underlying causes of compassion fatigue and burnout
7. Brainstorm effective habits for managing stress-based emotions and establishing expectations and boundaries with others
8. Learn personal management techniques that work on-the-spot and help you reduce pressure and stress
9. Recognize five (5) key resiliency skills for the prevention of compassion fatigue and how to implement these skills towards the prevention of negative work-related effects.

Sample of Learning Methods, Tools and Activities

- Personal management exercises
- Small group work activities
- Guided imagery/creative visualization
- Problem-solving activities
- Peer support and peer advising exercises

Stress Management: Practices and Planning for Work-Life Balance

Course Length and Time Frames

- 1 Day: 8 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders regardless of level; front-line professionals, team leaders, supervisors, managers

Overview

For over a decade or more, men and women have been questioning the impact of factors such as long working hours, high stress levels, low energy, extended travel, take-away meals etc., on the quality of their lives. So much so that employees are looking to the workplace to provide some relief in the form of practical solutions to their stressful existences. Organizations who work with their employees to identify and implement such solutions find that providing a workplace that fosters work/life balance is not without clear business benefits. Today dual career families are the norm. In the US a mere 17% of families live traditional lives; where men work and women take care of family responsibilities. As the norm, dual-career parents are under a great deal of pressure to earn a good income while supporting the growth of children and taking care of other responsibilities, such as elderly parents.

This increased pressure is costing business in terms of attracting high-level recruits, staff retention, efficiency on the job (distractions), employee commitment, morale and absenteeism (either stress related due to work/life conflict or sick leave taken to fulfill family responsibilities). When asked what 'balance' involves, many employees have said that the bigger picture of family-friendly work environments includes adequate child-care but extends to a variety of issues such as; flexible working arrangements, compressed working weeks, time off in lieu, part-time work, intellectual sabbaticals, health initiatives (i.e. corporate gymnasiums, stress management, smoking

cessation), telecommuting, home offices, job sharing, self-rostering, term-time working, employee assistance programs (i.e. help-lines, counselling, life-skills training), parental leaves of absence and elder-care assistance. [Source: Workinfo.com]

This seminar provides participants with an overview of work-life balance practices that they can engage in so that stress is reduced, balance is achieved, health is sustained and performance remains high.

Competencies Addressed

- Resiliency and flexibility
- Developmental planning

Objectives & Outcomes

1. Understand the causes for and consequences of stress, on work-life, physiology, mental abilities and emotional stability
2. Identify triggers of stress, internally, environmentally and systemically at work
3. Define 'burn-out' and 'compassion fatigue' and the characteristics and impacts of both on a person at work and in life; as well as on team members.
4. Participate in problem-solving and decision-making pertaining addressing underlying causes of stress
5. Learn how to move into acceptance and develop flexibility and resilience with choices and change
6. Brainstorm effective habits for managing stress-based emotions and establishing expectations and boundaries with others
7. Learn personal management techniques that work on-the-spot and help you reduce pressure and stress
8. Engage in planning for work-life balance

Sample of Learning Methods, Tools and Activities

- Personal management exercises
- Small group work activities
- Guided imagery & creative visualization
- Problem-solving activities
- Peer support and peer advising exercises

Supervision: Knowledge, Skills and Abilities for Experienced Supervisors

Course Length and Time Frames

- 5 Days: 40 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Supervisors with 2 or more years of experience

Overview

There comes a time when supervisors and new managers are required by training or circumstances to move beyond focusing primarily on individual employees and group work. Situations call on them to take a larger look and role in organization, division, and team systems, processes and cultures. This course invites experienced supervisors to split their attention and skills between macro-level and micro-level observations, initiatives and practices. It provides experienced supervisors to share their experience, knowledge and skills with colleagues and causes them to more deeply and fully assess themselves as leaders in their own right.

Competencies Addressed

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Human Capital Management• Leveraging Diversity• Developing Others• Time Management | <ul style="list-style-type: none">• Creativity and Innovation• Accountability• Improving Performance and Productivity• Partnering | <ul style="list-style-type: none">• Delegation• Political Savvy• Employee Engagement• Team Building |
|---|--|--|

Objectives & Outcomes

1. Review and understand OPM competencies for experienced supervisors

2. Engage in meaningful self-assessment and evaluation pertaining to inspired leadership, servant leadership, and leadership accountability
3. Review the fundamentals of successful coaching encounters and practice coaching skills
4. Review essential human capital and performance management practices, skills and initiatives
5. Support employee engagement through employee development initiatives
6. Learn to strengthen teams through feedback, customer service and cross-divisional endeavors
7. Understand the importance of emotional intelligence and the basics of how to use it and develop it on-the-job
8. Identify delegation tasks, opportunities and appropriate personnel who are ready to grow into leaders through delegation
9. Learn to leverage diversity creating fully inclusive cultures and initiating meaningful change
10. Be able to assess healthy and unhealthy political actions in the workplace and how to deal with controversial politics at work
11. Discuss strategies and practices for developing allies, advocates and partners in success at work
12. Consider time management actual and changing priorities
13. Review of guidance for handling conduct issues
14. Review the importance of FEVS and how to leverage results to increase engagement
15. Understand the necessity and basic strategies for being a champion of change

Sample of Learning Methods, Tools and Activities

- Self-assessments, self-reflection and personal planning
- Peer advising, peer coaching and cross-training
- Opportunity-thinking problem solving
- Team exercises
- Values clarification and institutionalization
- Solution-centered group activities: wagon wheel, gallery walks, appreciative inquiry
- Review of FEVS data as well as article, Case Study and Research Study Review
- Delegation planning and coaching practice
- Leadership style assessment
- Vision planning

Supervision: Foundations for Success...an Introduction to Supervision for New Supervisors

Course Length and Time Frames

- 5 Days: 32 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- New supervisors and those who will become new supervisors in the near future

Overview

Now you're a supervisor. Whether you are a new supervisor having managed the transitions of your first year, or a supervisor with years of experience but whom struggles with employee development and peer support challenges, this course will offer you a vast body of knowledge, practical experiences, developmental insights, planning opportunities for you to return to work renewed in energy, with more advanced skills to deal with the issues that you will face. An OPM amendment requires that new supervisors receive formal training in the initial twelve months of their new roles as supervisors. This course addresses various OPM requirements while providing additional, vast insights, information and experiential practice opportunities for new supervisors to develop competency and confidence in their skills. During this extremely interactive program participants will have the opportunity to engage in activities designed to share insights, self-assess, build skills, develop new knowledge bases, and practice techniques.

Competencies Addressed

- | | | |
|----------------------------|--|-----------------------|
| • Human Capital Management | • Creativity and Innovation | • Strategic Thinking |
| • Leveraging Diversity | • Employee Relations | • Conflict Management |
| • Developing Others | • Improving Performance & Productivity | • Customer Service |
| | | • Team Building |

Objectives & Outcomes

1. Create a culture and climate of positivity, high performance and results by building relationships, being a servant leader, and ensuring employee engagement
2. Review and assess abilities pertaining to the roles and responsibilities of supervisors
3. Review steps and practices for making the transition from peer to supervisor
4. Understand oneself and identify one's growth opportunities with regard to Leadership ECQ's and OPM competencies
5. Create a vision for a team
6. Understand leadership styles, core skills for supervisors and how to maintain leadership perspectives and values
7. Understand strategic thinking and systems thinking basics and their value to supervision
8. Use a Team Up Checklist to assess your team's strength and functionality, and practice tools for team problem solving
9. Understand and practice strategies for improving employee performance and productivity, providing constructive and balanced employee feedback, conducting employee performance appraisals, steering employee development, and identifying and assisting employees who demonstrate unacceptable performance or conduct
10. Embrace diversity learning to leverage diversity to create a culture of inclusivity
11. Review EEO policy and laws, ethics and the role of HR, and merit system principles
12. Practice basic coaching and mentoring skills for successful encounters with employees
13. Engage in motivation & morale building while providing appropriate and proven recognition, rewards and retention strategies that work
14. Review best practices for customer service
15. De-escalate conflict-tension situations and become a champion for change, calmly dealing with transitions

Sample of Learning Methods, Tools & Activities

Self-assessments, case study group analysis, peer presentations/teaching, peer coaching, team culture assessment & planning, readings, practice using, large group activities, various models for feedback, performance management problem solving and brainstorming, action planning

Team Work: Building & Leading Successful Teams

Course Length and Time Frames

- 3 Days: 24Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leaders of teams, work groups, projects as well as supervisors and managers

Overview

There is a vast difference between actual teams and general work groups. Teams are designed to support one another whereas in many work groups, individuals often work in silos. Cooperative, collaborative and cohesive teams don't just happen. It takes vision, planning and effort to build, maintain and lead them.

During this course participants learn the essential and in-depth knowledge, models and skills to effectively build and lead teams. Actual challenges are highlighted and addressed with practical solutions offered so that real team growth, change and development can take place once participants return to their work sites. This interactive, facilitated experience allows participants to engage in fun, interactive and experiential activities related to various skills and behaviors necessary to maximize team performance. The fundamental skills developed through these activities are then applied to work place settings. The group develops best practices catapulting them to working together as a high performing team.

Competencies Addressed

- Teamwork
- Leadership
- Problem solving
- Decision making

Objectives & Outcomes

1. Review the 10 Characteristics for High Performing Teams
2. Define the mission of the team, chart a common vision and discern core goals
3. Assessing team dynamics using the Team Up Checklist
4. Mapping a plan for achieving team purpose, goals, growth, change and development
5. Create a culture and processes for cooperative problem solving, decision making and full participation
6. Create a cohesive team by clarifying roles, responsibilities, and boundaries
7. Establishing standards, expectations and behavioral norms
8. Recognizing and dealing effectively with storming actions and behaviors
9. Diagnose and effectively deal with team sabotaging behaviors
10. Engage in assessments of team member's work styles and learn how to blend work styles
11. Developing peer support initiatives
12. Create team meeting formats which engage all members

Sample of Learning Methods, Tools and Activities

- Interactive/experiential team building games and initiatives
- Leadership self-assessments and self-development planning
- Visioning and planning activities
- Dyad and small group role plays
- TeamUp Checklist
- B.A.S.K. assessment
- Peer teaching

Team Work: Team & Group Work Skills for Team Members

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Leadership regardless of level; direct service/front-line employees, team/project leads, supervisors, managers, executives

Overview

The most prosperous and productive organizations are those that have strong, high performing teams of people who can work together in a synergistic fashion to produce extraordinary results. Every person is endowed with knowledge, talents and skills that allow them to prove their benefit to the organization. Yet when combined with others, the ideas, talents, personalities, and abilities all compliment one another and enable the team to produce extraordinary results: growing the organization, strengthening the work unit and empowering individuals in the process. This interactive, facilitated experience allows participants to engage in fun, interactive and experiential activities related to various skills and behaviors necessary to maximize team performance. The fundamental skills developed through these activities are then applied to work place settings. The group develops best practices catapulting them to working together as a high performing team.

Competencies Addressed

- Team Work
- Interpersonal Skills
- Oral Communication

Objectives & Outcomes

1. Identify the stages of team development
2. Establish value-based behavioral norms within and for teams
3. Clarify team mission, goals, standards, expectations, and agreements
4. Engage in team building exercises to improve team dynamics including communication dynamics, cooperation dynamics, accountability dynamics, etc.
5. Use the 4-Gets Work Styles assessment to explore team member styles and determine situations and strategies for blending and flexing styles
6. Determine and get to know each team member's strengths, weaknesses, opportunities they desire/seek, and threats to their success
7. Differentiate decisions that are made solely by the team leader, those made by the team as a collective, and those made solely by team members
8. Consider and work effectively with a variety of internal customers as extended team members
9. Understand and deal effectively with common sources of problems on teams and in work groups and initiate team problem-solving activities to generate solutions to long-running challenges
10. Understand a team leader's roles and responsibilities and create an initial 12-18 month vision for a team

Sample of Learning Methods, Tools and Activities

- Fun, experiential activities
- Small group work activities
- Large group brainstorming and problem-solving
- Self-assessment and style-assessment activities

Time Management: Organization & Time Management Skills

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Front-line professionals, team and project leaders, supervisors, managers

Overview

Proper time management in the workplace has a number of positive effects, ranging from making you a more focused and valuable employee to reducing the stress of your job. Time is a precious commodity on any job. Employers appreciate employees who can get the maximum amount of good work done in the minimum amount of time. Organization and time management improves productivity and performance, decision-making abilities, problem-solving abilities, stress reduction, customer relations, teamwork, and leadership. Using time management tools and techniques can help you be more productive. When you are managing a project, you will have a seemingly endless list of things that need to get done. Implementing a good time management system will help you be an effective project manager by allowing you to take control of your time and tasks. Using effective time management techniques will enable you to...

- Identify all tasks you are responsible for
- Prioritize your tasks
- Create action plans to accomplish your tasks
- Track task status

In addition to these "tactical" time management aspects, an effective system for managing your time will also handle "strategic" aspects such as making sure your goals are clear and dropping tasks that aren't related to your goals.

Competencies Addressed

- Organization and time management
- Prioritization
- Stress management
- Work-life balance
- Delegation
- Interpersonal skills

Objectives & Outcomes

1. Review the OPM time and organization management competency
2. Engage in individual/personal assessment of time and task management; as well as priority management
3. Clearly define and prioritize personal and organizational goals, and eliminate unnecessary activities
4. Differentiate and prioritize urgent and important tasks for action
5. Recognize dependencies that should be considered when sequencing tasks
6. Identify a strategic method to efficiently complete tasks within assigned timeframes
7. Make sound strategic-level decisions in a timely manner while managing competing priorities and maintain accountability
8. Learn to establish boundaries around space and time, confront time wasters/bandits, and halt interruptions
9. Recognize the value of operating as a strategic leader in both work and personal life
10. Identify strategic leadership techniques to overcome work life and personal obstacles, and how to adapt as stressors change over time

Sample of Learning Methods, Tools and Activities

- Highly interactive, experiential activities
- Personal self-assessment and problem-solving
- Small group activities

Volunteer Program Management: Working with Volunteers, Seasonals and Interns

Course Length and Time Frames

- 2 Days: 16 Hours
- 8:00am – 4:30pm

This Course Is Designed For

- Front-line professionals, team and project leaders, supervisors, managers

Overview

Your organization can offer volunteers, interns and seasonal employees valuable opportunities to gain experience, learn from the best, and develop expertise and professional acumen that will contribute to their career success. In exchange, these volunteers, interns and seasonal employees can offer your organization valuable work hours, increase your research capabilities, enable you to fulfill objectives and achieve goals, and accomplish an ever-growing list of tasks. You spend countless hours devoted to recruiting, orienting and supporting temporary personnel. Are you sure that the efforts that you are putting into your volunteer-seasonal program success are paying off and making life easier at work?

This 2-day program offers you the chance to evaluate your program's efforts, plans and practices in comparison to time-tested and goal-tested standards of volunteer/seasonal programming excellence. Participants will learn how to manage volunteer-intern-seasonal programs and people, as well as how to prepare full-time employees who work with volunteers-seasonals so that they support your program's success without inadvertently sabotaging your efforts.

Competencies Addressed

- Program Planning
- Human Capital Management
- Performance Planning

Objectives & Outcomes

1. Understand the differences between principles-of-planning for interns, seasonals and volunteers.
2. Learn how to prepare and train full-time permanent staff members to work effectively with temporary personnel (e.g., seasonals, volunteers and interns).
3. Develop strategies and tools for recruitment, screening and selection.
4. Create templates for orientation and training programs that effectively on-board seasonals, interns and volunteers.
5. Assess current on-site monitoring, supervision and support practices, and determine changes necessary in order to enhance the seasonal experience.
6. Learn of multiple feedback methods so that volunteers, interns and seasonal receive balanced, constructive and generative feedback that helps them improve in real-time.
7. Choose from 15 types of on-the-job developmental practices that add value to the volunteer experience and incorporate the skills and insights of professional staff.
8. Analyze the evaluation tools practices and processes of volunteers and seasonal programs and enhance evaluation processes in order to capture data that will lead to future program improvements.
9. Engage in problem-solving methods that will offer practical, holistic solutions to volunteer-seasonal programming challenges.

Sample of Learning Methods, Tools and Activities

- Interactive small and large group exercises
- Small and individualized planning exercises
- Problem-solving exercises
- Program evaluation exercises
- Leadership development activities

PowerSkills Professional Development Courses Onsite/Classroom-Based

1-Day Courses

- Diversity@Work™:: Blending Generations at Work
- Federal Manager's Guidance and Tools Workshop: A Primer for Managers
- Happiness Factors@Work™
- Introduction to Coaching and Mentoring
- Stress Management: Practices for Flexibility and Resiliency
- Stress Management: Practices and Planning for Work-Life Balance

2-Day Courses

- Board Assessment and Development
- Building Successful Customer Relations
- Change Management: Insights, Practices and Skills for Leaders at all Levels
- Change Management: Facilitating Culture and Climate Change within the Workplace
- Change Management: Executive Leadership Planning for Change and Transitions
- Coaching Skills...Beyond the Basics
- Communication Skills: Managing Difficult/Crucial Conversations
- Critical & Creative Thinking Skills
- Conflict Management: Styles, Cultural Norms Conflicts and Resolutions
- Conflict Management: Facilitating Forgiveness@Work™
- Dealing with Difficult Behaviors and Challenging People
- Developing and Sustaining Effective Partnerships
- Diversity@Work™:Inclusion & Appreciation Practices while Uncovering Unconscious Bias
- Diversity@Work™:Straight Talk Education, Insight Journeys and Inclusion Initiatives
- Effective Interpersonal Communication
- Emotional Intelligence Skills: Basic Training for E.I. in the Workplace
- Emotional Intelligence Skills for Leaders: Supervisory & Managerial Applications
- Federal Manager's Guidance and Tools Workshop: A Deeper Dive into Core Knowledge
- Leadership Development: Integrating Values and Virtues@Work™
- Managing Organizational Transitions
- Managing Teams including Virtual Teams
- Managing Up: Essential Steps for Managing Up and Partnering with your Boss
- Meeting Management Skills: Making Meetings Matter
- Mentoring Skills that Lead to Long-Term Impact
- Motivation and Morale Building Strategies and Activities
- Organization and Time Management
- Power, Influence and Negotiation Skills for Leaders
- Problem Solving Skills and Strategies
- Relationship Development@Work™
- Resume Writing and Interviewing Skills
- Strategic Thinking and Problem Solving
- Stress Management: Managing Stress, Burnout and Compassion Fatigue
- Succession Planning Insights and Initiatives
- Trust@Work™: Building, Maintaining and Re-Setting Trust at Work
- Volunteer Program Management: Managing Volunteers, Seasonals and Interns

3-Day Courses

- Building and Leading Effective Teams
- Business Communication Boot Camp
- Conflict Management: Four Sources of Conflict in Every Organization
- Conflict Management: Facilitation of Forgiveness at Work
- Diversity@Work™: Team/Organizational Assessments and Strategies for Inclusion and Transformation
- Effective Briefing and Presentation Skills
- Facilitation and Public Speaking Skills
- Flexibility and Resiliency Skills for Supervisors and Managers
- Leadership Core: Mission & Methods, Culture & Climate, Skills & Styles
- Leadership and Management Skills for Non-Managers and Aspiring Supervisors
- Performance Management Skills for Supervisors
- Strategic Thinking, Planning and Problem Solving
- Diversity@Work™/Styles@Work™: Managing Leadership Styles, Communication Styles, Learning Styles, and Work Styles

4-Day Courses

- Becoming a Leadership Star: Focus on the P's of Leadership (e.g., purpose, passion, performance, productivity, personnel, planning, etc.)
- Diversity@Work™: Diversity Change Agent Skills

5-Day Courses

- Four Dimensions of Leadership: Spirited, Servant, Situational, Strategic
 - Supervision Skills for New Supervisors
 - Skills for Experienced Supervisors
 - Mentor Program Certification
-

Notes

- PowerSkills adapts, customizes and blends seminars at no extra cost.
- PowerSkills always puts mission before money and purpose before profits. Let us know if you need a sliding fee scale for payment.
- PowerSkills also offers retreats, coaching and motivational presentations.
- Visit www.yourpowerskills.com/contact to let us know how we can be of service and sign up our monthly articles filled with leadership and management tips.

Other services include

- Executive and managerial coaching
- Mediation of conflict and forgiveness at work
- Meeting facilitation
- Retreat facilitation
- Strategic planning consultation
- Keynote and conference speeches and presentations

Business Overview

For over 20 years, PowerSkills Training & Development, Inc. has provided government agencies, corporations and non-profit organizations with a spectrum of services that ensure that professional and organizational needs are met, change is made and goals are achieved. Because of the unique experiences, education and perspectives which are service team brings to our clients, every client goal, challenge or problem is addressed at personal, professional, team and organizational levels so that dramatic insights are gained, and solutions can be seen and acted upon.

Federal agencies have benefited from a range of services including training seminars, managerial and executive coaching, team problem-solving, organizational consultation and planning, and interactive energized meeting presentations. Bob Schout – the founder of PowerSkills – believes in building the capacity of people and systems to flourish on their own, and not be dependent upon outsider professionals. He believes, as does each member of our team, that everyone is a leader, regardless of their level, and that each person can and should be of service to customers, colleagues, communities and the organization itself.

Our promise is simple: what you need is what you will receive. If programs have to turn on a dime to meet your needs, if fees have to be restructured to fit within budget parameters, if formats and activities have to be adapted to engage your participants, then it will be done; period. We are here to be of service. Our mission is to build skills, spirit and a sense of community within individuals, organizations, and across all areas of life. We do that by offering relevant, meaningful, engaging and practical services.

Founder – Bob Schout

Bob is a nationally recognized expert in the fields of organizational management and policy, human behavior in organizational settings, and personal and professional transformation. As a writer, consultant, training facilitator, coach and motivational speaker he brings his holistic experience and energy into every encounter with clients and audiences across the country and around the world. Bob's mission to be a catalyst for growth and his personal commitment to provide insights opportunities to individuals at every turn, ensures an engaging, thought-provoking and supportive encounter regardless of the type of service received from PowerSkills.

His 20 years of experience in training, coaching and organizational consultation along with 13 years of experience in clinical and community social work, and training in inter-faith pastoral studies and spiritual development, all combine to ensure extraordinary levels of caring and commitment, while enabling him to engage in simultaneous organizational, team and professional assessments. He is able to help clients identify personal, inter-personal, group and organizational dynamics at play so that insightful, meaningful, and workable solutions can be put into practice.

Bob has supported the goal achievement and mission fulfillment of literally thousands of individuals, hundreds of organizations, and dozens of businesses and government agencies. His work, independently and in conjunction with service contracting agencies, includes training and consulting services to DOI, EPA, EEOC, DOD, FWS, USFS, NNSA, NPS, CNCS, DOE, BLM, FEB, FJC, NASA, and countless other agencies.

PowerSkills Team of Facilitators

Bob Schout, MA/MSW

- Base: Santa Fe, NM

Jewel Ware, MA

- Base: Chicago, IL

Cynthia Henderson, MA

- Base: Washington D.C.

Kapila Wewegama, BA/BS

- Base: San Jose, CA

Sylvia High, MA

- Base: Oakland, CA

Maria Diaz, MBA

- Base: Fort Lauderdale, FL

Cris Caltagironi, BA, MIIM

- Base: Santa Fe, NM

David Bear Carrillo, MA/MS

- Base: Reston, VA

Karen Meador, BA/JD

- Base: Santa Fe, NM

Shoshanna Cogan, MS

- Base: Youngstown, NY

To book a program or service, to contact a facilitator, or to forward a comment or concern, please contact PowerSkills:

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