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Statement of Capabilities

2-Way Communications, LLC is a specialized training and consulting company that designs and facilitates educational materials to meet your organization's unique performance needs. Our materials focus on:

- Developing leaders
- Improving interpersonal skills with internal and external customers
- Valuing diversity
- Increasing performance results
- Educating on policies and procedures

We are committed to providing you with a quality product or service. *You will hire us* because of the **expertise** and **creativity** we bring to the **cost-effective** design and facilitation of **results**-oriented educational materials.

You will keep coming back because we take the time to **educate** so you can make smart choices about training. We **listen** and incorporate your needs into the design and facilitation, and we will **surprise** *and* **delight** you by giving you something extra that you didn't ask for but will value.

We have several options for products and services:

- Design and develop educational materials.
- Provide trainers to facilitate classroom training.
- Customize off-the-shelf classroom training.
- Train internal trainers to facilitate classroom training.

Off-the-Shelf Training Courses

- Accountability
- Assertive Communication
- Career Development
- Change Leadership
- Coaching
- Conducting a Collaborative Performance Review
- Conflict Management
- Curing Negativity in the Workplace
- Delegation and Empowerment
- Diversity—A Series of Topics
- Ethics: It's About Choice
- Facilitating Meetings
- Innovative Problem Solving
- L.E.A.D.ership
- Leading T.E.A.M.work
- Leading through Vision and Values
- Mentoring: Building and Retaining Talent
- Myers-Briggs Type Indicator and Team Building
- Presentation Skills (how to present information to an audience)
- Stress Management
- Time Management and Workflow Organization

2-Way Communications, LLC provides the following products and services.

Design and develop of educational materials:

- Conduct a skills, knowledge, and attitude gap analysis.
- Assess the organization's performance needs in accomplishing strategy and goals.
- Design educational materials to fill the gaps and meet your organizational performance needs.
- Design follow-up processes to evaluate and reinforce performance behaviors.

Provide trainers to facilitate classroom training:

- Select experienced and qualified trainers to fit your organization's culture and personality.
- Coordinate trainer's schedule.

Customize off-the-shelf classroom training:

- Customize 2-Way Communications, LLC existing training courses to include your organization's language and specific challenges.

Train internal trainers to facilitate classroom training:

- Train your organization's trainers/educators to provide developed or customized training.
- Provide ongoing coaching and support to internal trainers.
- Support your organization in rolling out training initiatives.

A List of the L.E.A.D.ership Series Courses

Below is a list of courses in the L.E.A.D.ership Series.

1. Accountability
2. Communicating with Clarity
3. Career Development
4. Change Leadership
5. Coaching
6. Conducting a Collaborative Performance Review
7. Conflict Management
8. Curing Negativity in the Workplace
9. Delegation and Empowerment
10. Emotional Intelligence
11. Ethics: It's About Choice
12. Facilitating Effective Meetings
13. Hiring—Right Person, Right Job
14. Innovative Problem Solving
15. Knowledge Transfer
16. L.E.A.D.ership
17. Leading T.E.A.M.work
18. Leading through Vision and Values
19. Mentoring: Building and Retaining Talent
20. Myers-Briggs Type Indicator® and Team Building
21. Presentation Skills (how to present information to an audience)
22. Stress Management
23. Time Management and Workflow Organization

Non-L.E.A.D.ership Series

1. Facilitation Skills for Company Trainers
2. Instructional Design Series: Assess, Design, Develop, Implement, and Evaluate Classroom Training
3. Ninety-Minute Customer Service Series: Attitude Is Everything; The Really Angry Customer; and Respecting Everyone's Differences

Course, Length, Video, Assessment Information

Course	Standard Length	Video	Booklet Assessment Included
Accountability	Half day	Yes	Included in participant guide (PG)
Communicating with Clarity	Full day	Yes	Interpersonal Influence Inventory *($9.00 per inventory)*
Career Development	Half day	No	Included in PG
Change Leadership	Half day or full day	Yes	No
Coaching	Full day	Yes	Included in PG
Conducting a Collaborative Performance Review	Half day or full day	Yes	No
Conflict Management	Half day or full day	No	Thomas-Kilmann Conflict Mode Instrument *($11.00 per instrument)*
Curing Negativity in the Workplace	Half day	Yes	No
Delegation and Empowerment	Half day or full day	Yes	No
Emotional Intelligence	Two half days or one full day	Yes	No Optional
Ethics: It's About Choice	Half day or full day	Yes	Included in PG
Facilitating Effective Meetings	Full day	No	Included in PG
Hiring—Right Person, Right Job	Half day or full day	Yes	No
Innovative Problem Solving	Full day	No	C.A.R.E. Profile *($17.00 per profile)*
Knowledge Transfer	Half day	No	No
L.E.A.D.ership	Full day	No	DiSC Assessment *($15.00 per assessment)*

Course	Standard Length	Video	Booklet Assessment Included
Leading T.E.A.M.work	Half day or full day	No	No
Leading through Vision and Values	Half day or full day	No	No
Mentoring: Building and Retaining Talent	Half day	No	No
Myers Briggs Type Indicator and Team Building	Half day or full day	No	▪ Myers-Briggs Type Indicator Instrument *($8.00 per instrument)* ▪ Introduction to Type Booklet *($10.00 per booklet)*
Presentation Skills	Two days	Yes	No
Stress Management	Half day	Yes	▪ StressMap® *($15.00 per assessment)*
Time Management and Workflow Organization	Half day or full day	No	▪ Time Mastery Profile® *($15.00 per assessment)*

Short Descriptions of the L.E.A.D.ership Series Courses

The L.E.A.D.ership Series Courses

Accountability

Accountability establishes individual and team commitment to implement actions that align with the values, competencies, and strategy of the organization. This course teaches the skills and attitude that are necessary for creating an accountable organization. Participants will learn the language of being a victim or being accountable, a three-step model for asking self-accountable questions, and a five-step model for creating accountability in others.

Communicating with Clarity

Communication skills are increasingly important to an organization's success. Every function and activity involve some form of direct or indirect communication. Employees are able to achieve their goals and perform at a high level only when they communicate with each other as needed. This course focuses on the process of creating open communication in order to increase rapport and productivity. Participants will learn listening and questioning techniques, how to build rapport with others, and internal and external barriers to effective communication.

Career Development

Career development is a competitive strategy for many organizations. Employees stay longer at organizations that take an interest in developing employee skills and interests. This course provides employees with an opportunity to identify the values, skills, and interests most likely to increase job satisfaction and productivity. Participants will gather information to build strategies to increase their alignment to self, the job, and the organization.

Change Leadership

Change is in every new project, every new customer, and every improvement in products or services. Change is survival. This course teaches the skills that leadership needs in order to lead during times of change. Participants will learn the four stages of change, the five organizational elements that affect the process of change, a five-step approach for communicating change, and a tool to analyze resistors and drivers of change.

Coaching

Coaching performance is the responsibility of every leader at every level. Coaches help people become aware of their situation and to take responsibility for their action(s). This course teaches the foundational skills for coaching and provides a four-stage coaching model for coaches to follow. Participants will learn the skills they need to coach for a variety of situations; they will develop an action plan for follow-up, and they will learn how to provide reinforcement and developmental feedback during the coaching process.

Conducting a Collaborative Performance Review

A collaborative performance review is one in which the employee shares his/her thoughts about performance, and you, the leader, share yours. This course provides a step-by-step guide and the techniques for conducting a collaborative performance review.   Participants will learn how to conduct a performance review that encourages two-way dialogue, goal setting, and commitment to action.

Conflict Management

Every person faces conflict. There are positive and negative outcomes to conflict. What makes conflict negative or positive is the way in which it is handled. This course teaches participants how to manage emotions during conflict while working collaboratively toward a win/win resolution. Participants will complete a conflict style assessment, learn the five styles of conflict, and identify their dominant style.

Curing Negativity in the Workplace

Team members with negative emotions and behaviors have a much greater chance of experiencing negative stress and are more likely to experience dissatisfaction with their lives and jobs. Negativity can result in lowered productivity and increased unhappiness. This course addresses negativity in the workplace. Participants will learn and apply 11 techniques to cure negativity, define the role that managers have in curing negativity, and understand the importance of curing negativity.

Delegation and Empowerment

Every leader faces the challenge of achieving results through others. Effective delegation can make the difference between a task *done right* and a task *gone wrong*. This course teaches the leadership skill of delegation. Participants will learn how to delegate a task so that the results meet or exceed their expectations.

Emotional Intelligence

Everyone has emotions. Sometimes emotions seem untouchable—it is hard to explain them with language. Emotions reside within us, sometimes invisibly influencing our decisions and our lives. Research has proven that emotional intelligence (EQ) is more reliable in predicting success than intelligence quotient (IQ). In this course, we will discuss the topic of emotional intelligence. We will relate it to the workplace and explain how practicing emotional intelligence increases our ability to make good decisions, build relationships, deal with stress, and cope with change.

Ethics: It's About Choice

Wrongful acts often are committed by well-meaning people simply because they have never seriously considered ethical issues and the consequences. Situations sometimes arise that are so complex it seems impossible for even the most ethical person to find his/her way to an ethical decision. This course guides employees through the recognition and development of ethical concepts and behaviors. Participants will learn a four-step approach to making ethical decisions.

Facilitating Effective Meetings

The quality of a meeting is determined before it even starts. This course teaches participants how to facilitate an effective meeting. Participants will learn the four steps for successfully facilitating meetings, tips for keeping a meeting focused, techniques for handling difficult participants, tools for making decisions and solving problems, and techniques for increasing the effectiveness of conference calls.

Hiring—Right Person, Right Job

In any organization, selecting the right person for the right job is a challenge. Successfully meeting that challenge helps your organization to keep turnover low, keep morale high, and provide great customer service. This class provides information to assess, build, and conduct high-quality selection interviews in order to decide on the right person for the job. Participants will learn how to conduct a behavior-based interview that increases the selection of the right person for the right job.

Innovative Problem Solving

The role of every leader includes problem solving. This course focuses on identifying problems proactively, correctly stating identified problems, identifying causes and innovative solutions, and creating action plans. Participants will take the C.A.R.E. profile and learn what role they best play in the innovative problem-solving process. Participants will learn a six-step problem-solving process and 16 different tools that they can use during the process.

Knowledge Transfer

Knowledge transfer is an ongoing process of sharing knowledge and information with others. As organizations prepare for the potential mass departure of individuals retiring or rotating to new positions, we seek to preserve the knowledge that these employees have collected.

According to Michael English and William Baker in their book *Winning the Knowledge Transfer Race*, record retirements of the 77 million baby boomers and the transition to Generations X and Y workforces threaten organizations with huge losses of vital knowledge. The first of the boomers, born between 1946 and 1964, will turn age 65 in 2011. By 2030, the 65-year-old-plus segment will account for about 20 percent of the U.S. population, doubling the percent that segment held in 2000. When these workers retire they will take their tacit knowledge with them. This phenomenon makes rapid knowledge transfer all the more important.

L.E.A.D.ership

Many employees are promoted to a leadership position because of their great success with *technical* skills. However, it is *people* skills that make a leader a success. In this course, participants will discuss strategies to overcome leadership challenges, and they will assess the styles that effective leaders demonstrate. Participants will define the roles and responsibilities of a leader, identify personal leadership values, and create a leadership vision statement.

Leading T.E.A.M.work

Most of the time when you hear the term *teamwork*, you hear about a group of people who get together to complete a special project. This course is about creating a team environment with the people with whom you work each day. The difference is that the people you work with everyday may not be interdependent in their jobs. One thing is true—the team environment that you create will contribute to a productive and friendly workgroup. Participants will learn techniques for translating team goals into individual goals, empowering all group members to participate, monitoring the group's environment, and integrating new team members into the group.

Leading through Vision and Values

Vision and values align the organization's results with what is important in action and behavior. The *vision* is the "what," and the *values* are the "how." The vision statement shows where we want to go and what we will be like when we get there. With agreed-upon values, it becomes easier to speak honestly and to reveal information that is important to achieving the vision. In this course, participants will discuss the leaders' role of modeling the vision and values, and they will learn how to encourage others to demonstrate the vision and values.

Mentoring: Building and Retaining Talent

Mentoring is one way in which to transfer experience and knowledge to new workers. Mentoring has been proven to reduce turnover and increase employee satisfaction. This course provides an opportunity for a mentor and his/her mentee to work together. Mentors and mentees will learn about each other and how to work effectively together. Worksheets are provided that allow mentors and mentees to learn about each other, to identify interaction guidelines, and to set mentoring goals. Participants will discuss and practice the components of being an effective mentor and mentee.

Myers-Briggs Type Indicator® and Team Building

The Myers-Briggs Type Indicator® (MBTI) is a nonjudgmental instrument that helps individuals and teams to understand theirselves and others in a way that is value-oriented versus evaluative. MBTI provides an indication of preferences. The preferences refer to gathering energy or processing thoughts; being detail-oriented versus big picture in gathering information; being objective or subjective in decision making; and being structured or go-with-the-flow in orienting our lifestyle. In this course, participants will complete a 95-question instrument and identify a four-letter MBTI type. Participants will increase their awareness of how their preferences and others' preferences influence their daily behaviors.

Presentation Skills

Presentation skills increase a leader's ability to educate and influence audiences. This course teaches participants how to develop and deliver a powerful presentation. Bring a topic to the course and leave with a powerful presentation. Participants will learn and apply actions to prepare a presentation that will *knock the socks* off their audience. Each participant will be videotaped giving a presentation and will receive feedback on his/her presentation skills.

Stress Management

Most of us struggle with ongoing pressures and demands from our work, family, and personal life. How we interpret and perceive stress contributes to how we react to it. Some people view stress as positive or negative, but in reality it is an energy force that can enhance or break down our health and performance.   In this course, participants will learn how stress works, understand their sources of stress through an assessment, understand the effects of stress, develop coping strategies, and create an action plan to contribute to stress reduction and improve productivity.

Time Management and Workflow Organization

This class teaches skills and strategies for efficiently managing time and organizing workflow.   Strategies include planning, note-taking, prioritizing, scheduling, responding when the day doesn't go as planned, organizing the desk, and handling paper documents and e-mail messages. The Time Mastery Profile® completed in class will assess time mastery in twelve dimensions. Participants will develop an action plan based on the lessons learned in the session.

Non-L.E.A.D.ership Series

Facilitation Skills for Company Trainers

This course teaches trainers how to facilitate learning. The intended audience is trainers who are learning to teach programs for his/her own organization. You will learn: adult-learning assumptions; tips and techniques for facilitating discussion using a skills practice, role-plays, case studies, videos, and activities; how to handle difficult learners; how to create dynamic visual aids; and tips for preparing a facilitation assignment.

Instructional Design Series

The Learner-Centered Instructional Design curriculum teaches educators practical and clever methods on how to assess, design, develop, implement, and evaluate classroom training.

Ninety-Minute Customer Service Series

Attitude Is Everything

You only get one chance at a good first impression. Your customers deserve the best you have to offer. The words you say are only one component of the communication process. This program identifies call center attitude problems and directs call center representatives toward developing a positive attitude toward customers. Your mental approach to each caller has a huge impact on first impressions and continued satisfaction. Remember, the difference between good service and great service is attitude.

The Really Angry Customer

It's time to stop thinking of angry customers as a thorn in your side and see them instead as an opportunity to get back on track. Satisfying customers, particularly those who have experienced a problem, should be the number one property of every service organization. This program helps you to give angry customers high-quality service while calmly taking control and providing a positive impression of your organization.

Respecting Everyone's Differences

It's extremely important, when serving customers, to ensure that all customers are treated with the same level of care and respect. This program is effective for looking at diversity within our customers, and it provides you with the tools you need to provide excellent service to customers with language and cultural differences.

One-Page Description for Courses

Accountability

Accountability establishes individual and team commitment to implement actions that align with the values, competencies, and strategy of the organization. This course teaches the skills and attitude that are necessary for creating an accountable organization. Participants will learn the language of being a victim or being accountable, a three-step model for asking self-accountable questions, and a five-step model for creating accountability in others.

Action objectives:

- Define accountability, responsibility, and empowerment.
- Rate yourself and your team on the PowerMeter.
- Discuss the Account-Able Choice.
- Identify obstacles to being accountable.
- Apply a three-step model to ask self-accountability questions.
- Speak the language of empowerment and accountability.
- Apply a five-step model to create accountability in others.

Benefits:

- Desired results based on actions taken toward accountability
- Increased individual effectiveness by following a five-step model
- Increased organizational effectiveness though increased individual effectiveness
- Sustained organizational profitability or contributions through increased organizational effectiveness

Assessment:

- Accountability assessment (in the participant guide)

Video:

- *Accountability that Works!*

Length of class: 4 hours

Communicating with Clarity

Communication skills are increasingly important to an organization's success. Every function and activity involve some form of direct or indirect communication. Employees are able to achieve their goals and perform at a high level only when they communicate with each other as needed. This course focuses on the process of creating open communication in order to increase rapport and productivity. Participants will learn listening and questioning techniques, how to build rapport with others, and internal and external barriers to effective communication.

Action objectives:

- Explain the theory behind the communication process.
- Discuss the five common communication barriers that keep the sender's message from being sent and received in the way in which it was intended.
- Assess communication skills and identify areas of strength and development.
- Apply the five steps for creating open communication.
- Use the appropriate nonverbal skills to enhance communication with others.
- Create assertive statements.
- Apply open-ended questioning techniques to increase two-way communication.
- Use active listening skills to improve rapport and productivity in the working environment.
- Demonstrate empathy when communicating with others.
- Understand responsibilities in regard to organizational communication.

Benefits:

- An understanding of your role in organizational communication
- How to communicate assertively
- Techniques for building rapport during communication

Assessment:

- Communication Skills assessment (in the participant guide)

Video:

- *Straight Talk*

Length of class: 8 hours

Career Development

Career development is a competitive strategy for many organizations. Employees stay longer at organizations that take an interest in developing employee skills and interests. This course provides employees with an opportunity to identify the values, skills, and interests most likely to increase job satisfaction and productivity. Participants will gather information to build strategies to increase their alignment to self, the job, and the organization.

Action objectives:
- Describe the five-step career growth and development model.
- Explain the concept of career alignment and how it is linked to career satisfaction and improved work performance.
- Assess your current job task, objectives, and responsibilities.
- Assess career skills, values, and interests.
- Link career development plans with performance objectives.
- Implement developmental activities.
- Discuss your career plan with your manager.

Benefits:
- A clear understanding of your skills, interests, and values pertaining to the work environment
- A growth and development plan of action

Professional instruments used:
- Card Sort
- Value identification
- Interest inventory

Length of class: 4 hours

Change Leadership

Change is in every new project, every new customer, and every improvement in products or services. Change is survival. This course teaches the skills that leadership needs in order to lead during times of change. Participants will learn the four stages of change, the five organizational elements that affect the process of change, a five-step approach for communicating change, and a tool to analyze resistors and drivers of change.

Action objectives:

- Identify the internal and external factors creating the need for change.
- Describe the four stages that everyone goes through during change.
- Discuss the five organizational elements that affect the success of change implementation.
- Describe types of *people resistance* and explain how to overcome the resistance.
- Apply Kurt Lewin's forcefield analysis to analyze the drivers of change.
- Apply a five-step approach for communicating change.
- Implement a strategy to lead your team through change.

Benefits:

- Identification of five organizational elements that support a successful change
- A structured approach to communicate change
- Techniques for handling resistance to change

Assessment:

- *Organizational Change Orientation Scale*

Length of class: 4 hours or 8 hours

Coaching

Coaching performance is the responsibility of every leader at every level. Coaches help people become aware of their situation and to take responsibility for their action(s). This course teaches the foundational skills for coaching and provides a four-stage coaching model for coaches to follow. Participants will learn the skills they need to coach for a variety of situations; they will develop an action plan for follow-up, and they will learn how to provide reinforcement and developmental feedback during the coaching process.

Action objectives:

- Describe the benefits of coaching.
- Identify coaching opportunities with direct reports and peers.
- Follow a three-step Leader as Coach model.
- Solicit the ideas of others during a coaching session using effective questioning skills.
- Apply active listening skills during a coaching session.
- Apply the four-step GROW Coaching Model to coach direct reports and peers.
- Implement an action plan for formal and informal follow-up.
- Provide reinforcement and developmental feedback to direct reports and peers on a day-to-day basis.

Benefits:

- The ability to coach behavior versus attitude
- A four-step approach for coaching
- Techniques for handling difficult coaching situations

Assessment:

- Coaching Skill assessment (in the participant guide)

Video:

- *Let's Talk: Coaching Problem Employees*

Length of class: 8 hours

Conducting Collaborative Performance Reviews

A collaborative performance review is one in which the employee shares his/her thoughts about performance, and you, the leader, share yours. This course provides a step-by-step guide and the techniques for conducting a collaborative performance review. Participants will learn how to conduct a performance review that encourages two-way dialogue, goal setting, and commitment to action.

Action objectives:
- Establish a work climate for collaborative performance discussions.
- Assess personal effectiveness for conducting performance reviews.
- Guide employee preparation for the performance review discussion.
- Apply techniques to gather accurate information for the performance review.
- Apply a structured approach to conducting the performance review.
- Apply collaborative techniques to create a two-way dialogue during the review.
- Conduct tough performance discussions.
- Discuss performance versus expectations.
- Apply the SMART goal-setting formula.
- Apply follow-up techniques that ensure commitments, goals, and standards are being met.

Benefits:
- A structured approach to conducting collaborative performance reviews
- Techniques to handle tough performance discussions
- A formula for writing SMART performance goals

Assessment:
- Performance Management assessment (in the participant guide)

Video:
- *Collaborative Performance Reviews*

Length of class: 4 hours or 8 hours

Conflict Management

Every person faces conflict. There are positive and negative outcomes to conflict. What makes conflict negative or positive is the way in which it is handled. This course teaches participants how to manage emotions during conflict while working collaboratively toward a win/win resolution. Participants will complete a conflict style assessment, learn the five styles of conflict, and identify their dominant style.

Action objectives:

- Define conflict.
- Identify assumptions of conflict.
- Explain the escalation of disagreement into conflict.
- Recognize the five styles of conflict resolution and the benefits and pitfalls of each style.
- Understand your preferred style of conflict resolution.
- Apply the six steps to collaborative conflict resolution.
- Apply techniques to managing emotions during conflict.
- Discuss the effect that power has on conflict resolution.
- Implement a strategy for continuous conflict management.

Benefits:

- Identification of your preferred conflict resolution style
- A structured collaborative approach to manage conflict
- Techniques for handling emotions, both yours and theirs

Assessment:

- Thomas-Kilmann Conflict Mode Instrument

Length of class: 4 hours

Curing Workplace Negativity

Team members with negative emotions and behaviors have a much greater chance of experiencing negative stress and are more likely to experience dissatisfaction with their lives and jobs. Negativity can result in lowered productivity and increased unhappiness. This course addresses negativity in the workplace. Participants will learn and apply 11 techniques to cure negativity, define the role that managers have in curing negativity, and understand the importance of curing negativity.

Action objectives:

- Define negativity and assess its causes.
- Explain how negativity impacts organizations.
- Understand the importance of curing negativity within your organization.
- Define the role that managers have in curing negativity.
- Identify the types of negativity in the workplace.
- Apply 11 strategies to cure negativity.

Benefits:

- An understanding of what causes negativity
- An understanding of the seven types of negativity
- Eleven strategies that will help cure negativity in your workplace

Assessment:

- Causes of Workplace Negativity Survey (in the participant guide)

Video:

- *Curing Negativity*

Length of class: 4 hours

Delegation and Empowerment

Every leader faces the challenge of achieving results through others. Effective delegation can make the difference between a task *done right* and a task *gone wrong*. A leader's greatest resistance to delegation is an internal dialogue that identifies many reasons why delegation is not the right action. Over the long run it is that resistance that can stop effective leadership growth. In this class, participants will identify their greatest resistors and learn tools to overcome them. Participants will learn how to delegate a task so that the results meet or exceed their expectations.

Action objectives:
- Define delegation.
- Reduce personal barriers to delegation.
- Decide what to delegate and what to keep.
- Use a structured approach to determine the right person for the task.
- Conduct a four-step delegation meeting.
- Follow up on a delegated task without micromanaging.
- Delegate with confidence.
- Apply actions that create an empowering environment.
- Implement a strategy for continuous delegation development.

Benefits:
- Identification of the reason you don't delegate
- A structured four-step approach to delegating
- Techniques for effective follow-up

Assessments:
- Delegation Barriers (in the participant guide)
- Delegation Skill Assessment (in the participant guide)

Length of class: 4 hours or 8 hours

Emotional Intelligence

Everyone has emotions. Sometimes emotions seem untouchable—it is hard to explain them with language. Emotions reside within us, sometimes invisibly influencing our decisions and our lives. Research has proven that emotional intelligence (EQ) is more reliable in predicting success than intelligent quotient (IQ). In this course, we will discuss the topic of emotional intelligence. We will relate it to the workplace and explain how practicing emotional intelligence increases our ability to make good decisions, build relationships, deal with stress, and cope with change.

Action objectives:
- Define emotional intelligence.
- Describe the benefits of emotional intelligence.
- Discuss two skills of emotional intelligence.
- Articulate your emotions using language.
- Apply three tools to regulate your emotions.
- Discuss four skills of emotional intelligence.
- Apply tools to increase social skills: empathy, catching oneself, seeing the background behind the blemish, and perspective taking.
- Describe the business practices of an emotional intelligent organization.
- Discuss social responsibility and how it supports an organization's goals and individual goals.

Benefits:
- Increased ability to discuss emotions
- Awareness of how emotions influence decision making
- Ability to build and maintain relationships

Assessments:
- *Organizational Awareness* (in the participant guide)

Length of class: Two 4-hour sessions or one 8-hour session

Ethics: It's About Choice

Wrongful acts often are committed by well-meaning people simply because they have never seriously considered ethical issues and the consequences. Situations sometimes arise that are so complex it seems impossible for even the most ethical person to find his/her way to an ethical decision. This course guides employees through the recognition and development of ethical concepts and behaviors. Participants will learn a four-step approach to making ethical decisions.

Action objectives:

- Define ethics.

- Identify ethical behaviors.

- Create common language when describing ethical dilemmas.

- Describe the three factors that identify ethical dilemmas.

- Identify potential ethical decisions/dilemmas at your organization.

- Apply ethical decision-making concepts to your organization.

- Discuss the three levels of moral maturation and decision making.

- Apply ethical concepts to organizational case studies.

Benefits:

- An understanding of the impact of ethics in decision making

- A structured four-step approach to making ethical decisions

- Expanded thinking about ethics and those who are impacted by ethics

Assessment:

- Ethics Assessment—*How Ethical Am I?* (in the participant guide)

Video:

Ethical Case Studies

Length of class: 4 hours or 8 hours

Facilitating Effective Meetings

The quality of a meeting is determined before it even starts. This course teaches participants how to facilitate an effective meeting. Participants will learn the four steps for successfully facilitating meetings, tips for keeping a meeting focused, techniques for handling difficult participants, tools for making decisions and solving problems, and techniques for increasing the effectiveness of conference calls.

Action objectives:

- Apply four steps to successfully facilitate meetings.
- Create an effective purpose statement.
- Identify desired outcomes to achieve the purpose.
- Develop an agenda that is focused on achieving desired outcomes.
- Determine who needs to attend the meeting.
- Describe different meeting attendees' roles and responsibilities.
- Discuss the logistics of setting up a meeting.
- Apply three tools that keep a meeting on track.
- Present yourself confidently in meetings.
- Facilitate a conference-call meeting.
- Utilize tools and techniques for gathering information and making decisions.
- Resolve difficult attendee behaviors.
- Utilize techniques for capturing action items and off-topic issues.
- Utilize a method for reviewing a meeting that results in solutions for action items.

Benefits:

- An understanding of the power of a purpose and an agenda
- A structured four-step meeting model to follow when facilitating meetings
- Techniques for dealing with difficult meeting attendees

Assessment:

- *Meeting Skills* assessment (in the participant guide)

Length of class: 4 hours or 8 hours

Hiring—Right Person, Right Job

In any organization, selecting the right person for the right job is a challenge. Successfully meeting that challenge helps your organization to keep turnover low, keep morale high, and provide great customer service. This class provides information to assess, build, and conduct high-quality selection interviews in order to decide on the right person for the job. Participants will learn how to conduct a behavior-based interview that increases the selection of the right person for the right job.

Action objectives:

- Discuss the importance of hiring the right candidate.
- Calculate the cost of turnover.
- Explain the organization's hiring process.
- Apply a four-step interviewing process.
- Identify job competencies and value behaviors for an open position.
- Create behavior-based interviewing questions.
- Conduct an interview using behavior-based interviewing questions.
- Interpret non-verbal language when assessing a candidate's responses.
- Recall legal do's and don'ts when hiring.
- Decide on the best candidate.

Benefits:

- A proven process for hiring the right person for the right job
- A formula for asking behavior-based questions
- Legal do's and don'ts of questions you <u>can</u> and <u>cannot</u> ask in an interview

Assessment:

- *Four-Step Hiring* assessment (in the participant guide)

Length of class: 4 hours or 8 hours

Innovative Problem Solving

The role of every leader includes problem solving. This course focuses on identifying problems proactively, correctly stating identified problems, identifying causes and innovative solutions, and creating action plans. Participants will take the C.A.R.E. profile and learn what role they best play in the innovative problem-solving process. Participants will learn a six-step problem-solving process and 16 different tools that they can use during the process.

Action objectives:

- Define your role in innovative problem solving.

- Assess your innovative problem-solving profile using the C.A.R.E. assessment.

- Identify personal blockers to innovative problem solving.

- Apply keys to unlocking problem-solving blockers.

- Analyze the environment for proactive problem solving.

- Apply a six-step problem-solving process.

- Select appropriate tool(s) to effectively problem solve.

- Identify assumptions that affect problem solving.

- Discuss the challenges and benefits of risk taking and decision making.

Benefits:

- A creative approach to problem solving
- A six-step process for problem solving
- Tools to solve problems individually or with teams

Assessments:

- *C.A.R.E.* profile

Length of class: 8 hours

Knowledge Transfer

Knowledge transfer is an ongoing process of sharing knowledge and information with others. As organizations prepare for the potential mass departure of individuals retiring or rotating to new positions, we seek to preserve the knowledge that these employees have collected.

According to Michael English and William Baker in their book *Winning the Knowledge Transfer Race*, record retirements of the 77 million baby boomers and the transition to Generations X and Y workforces threaten organizations with huge losses of vital knowledge. The first of the boomers, born between 1946 and 1964, will turn age 65 in 2011. By 2030, the 65-year-old-plus segment will account for about 20 percent of the U.S. population, doubling the percent that segment held in 2000. When these workers retire they will take their tacit knowledge with them. This phenomenon makes rapid knowledge transfer all the more important.

Action objectives:

- Define knowledge transfer.
- Identify the value of systematic (mindful) knowledge transfer.
- Describe the two types of knowledge to transfer.
- Discuss current practices of knowledge transfer.
- Identify expert knowledge that needs to be transferred.
- Demonstrate methods to identify knowledge to be transferred.
- Participate in a coaching session to help review your work and to clarify next steps.

Benefits:

- Sharing of important knowledge between employees
- Retention of important knowledge within the organization
- Faster productivity for those employees transferring to new positions (new-hires, transfers, or promotions)

Length of class: 4 hours

L.E.A.D.ership

Many employees are promoted to a leadership position because of their great success with *technical* skills. However, it is *people* skills that make a leader a success. In this course, participants will discuss strategies to overcome leadership challenges, and they will assess the styles that effective leaders demonstrate. Participants will define the roles and responsibilities of a leader, identify personal leadership values, and create a leadership vision statement.

Action objectives:

- Define leadership.
- Identify effective leadership characteristics.
- Describe the difference between the leadership and management roles.
- Apply the L.E.A.D. model to facilitating leadership.
- Assess personal leadership style.
- Identify leadership style strengths and areas for development.
- Implement strategies for overcoming leadership challenges.

Benefits:

- An understanding of the variety of responsibilities that a leader has in leading people
- A different perspective of how to effectively handle common leadership challenges that all leaders face
- A thorough understanding of leadership style strengths and areas for development

Assessment:

- DiSC
- *Leadership Skill* Assessment

Length of class: 8 hours

Leading T.E.A.M.work

Most of the time when you hear the term *teamwork*, you hear about a group of people who get together to complete a special project.   This course is about creating a team environment with the people with whom you work each day. The difference is that the people you work with everyday may not be interdependent in their jobs. One thing is true—the team environment that you create will contribute to a productive and friendly workgroup. Participants will learn techniques for translating team goals into individual goals, empowering all group members to participate, monitoring the group's environment, and integrating new team members into the group.

Action objectives:

- Identify telltale signs that the *TEAMwork* within your group needs your attention.
- Apply techniques to translate the goals to individual group members.
- Describe to group members how their contributions affect the goals of the group and the organization.
- Apply techniques to empower all group members to participate.
- Discuss how stereotyping of group members affects the team environment.
- Apply techniques to encourage collaboration amongst all group members.
- Apply techniques to monitor the group's team environment and to make adjustments.
- Integrate new team members into your workgroup effectively and efficiently.
- Address nonteam behaviors with one or more of the tools provided in class.

Benefits:

- A four-element framework of *TEAMwork*
- An understanding of the elements that are strengths and the elements that need to be improved
- Actions to implement to increase *TEAMwork* within your workgroup

Assessment:

- *T.E.A.M.work* assessment (in the participant guide)

Length of class: 4 hours or 8 hours

Leading Through Vision and Values

Vision and values align the organization's results with what is important in action and behavior. The *vision* is the "what," and the *values* are the "how." The vision statement shows where we want to go and what we will be like when we get there. With agreed-upon values, it becomes easier to speak honestly and to reveal information that is important to achieving the vision. In this course, participants will discuss the leaders' role of modeling the vision and values, and they will learn how to encourage others to demonstrate the vision and values.

Action objectives:

- Set goals and priorities consistent with the organization's vision and values.
- Admit when you have fallen short of the values.
- Help others test decisions against the vision and values.
- Recognize others when their actions align with the vision and values.
- Assist others in accomplishing work in a way that supports the vision and values.
- Hold others accountable when they fall short of the values.

Benefits:

- Methods to align vision, values and behaviors
- Questions to help yourself and others to test decisions against the vision and values
- Strategies for recognizing others when their actions align with the vision and values
- Strategies for holding others accountable when they do not demonstrate the values

Assessment:

- None

Length of class: 4 hours

Mentoring: Building and Retaining Talent

Mentoring is one way in which to transfer experience and knowledge to new workers. Mentoring has been proven to reduce turnover and increase employee satisfaction. This course provides an opportunity for a mentor and his/her mentee to work together. Mentors and mentees will learn about each other and how to work effectively together. Worksheets are provided that allow mentors and mentees to learn about each other, to identify interaction guidelines, and to set mentoring goals. Participants will discuss and practice the components of being an effective mentor and mentee.

Action objectives:

- Define your role and responsibilities as a mentor or mentee in the mentoring process.
- Define the organization's role in the mentoring process.
- Discuss the stages of mentoring and the activities in each stage.
- Apply three components of successful mentoring.
- Identify your mentor's or mentee's interaction style.
- Implement mentor and mentee goals.
- Work with agreed-upon interaction guidelines.
- Set and manage expectations for the mentoring relationship.
- Listen with openness and understanding.
- Coach mistakes without *telling* or criticizing.
- Provide supportive feedback.

Benefits:

- An understanding of roles and responsibilities
- A completed worksheet for interaction guidelines and mentoring goals
- Three mentoring tools: listening, coaching, and feedback

Assessment:

- *DiSC* profile

Length of class: 4 hours

Myers-Briggs Type Indicator ® and Team Building

The Myers-Briggs Type Indicator® (MBTI) is a nonjudgmental instrument that helps individuals and teams to understand theirselves and others in a way that is value-oriented versus evaluative. MBTI provides an indication of preferences. The preferences refer to gathering energy or processing thoughts; being detail-oriented versus big picture in gathering information; being objective or subjective in decision making; and being structured or go-with-the-flow in orienting our lifestyle. In this course, participants will complete a 95-question instrument and identify a four-letter MBTI type. Participants will increase their awareness of how their preferences and others' preferences influence their daily behaviors.

Action objectives:
- Value individual preference types.
- Discuss why we do the things we do based on personality preference.
- Integrate this information into how we work as a team and with others.
  - Conduct meetings more effectively.
  - Resolve conflicts effectively.
  - Break workflow bottlenecks.
  - Further our career.
  - Reduce stress levels.
  - Make better decisions.
  - Increase communication effectiveness.
- Implement a strategy to build team appreciation and productivity.

Benefits:
- A greater understanding of why we do the things we do
- Techniques for working with other MBTI preference types
- Understanding of MBTI and team dynamics

Professional instrument:
- *Myers-Briggs Type Indicator ®*, Self-Scorable Form M

Length of class: 4 hours or 8 hours

Presentation Skills

Presentation skills increase a leader's ability to educate and influence audiences. This course teaches participants how to develop and deliver a powerful presentation. Bring a topic to the course and leave with a powerful presentation. Participants will learn and apply actions to prepare a presentation that will *knock the socks* off their audience. Each participant will be videotaped giving a presentation and will receive feedback on his/her presentation skills.

Action objectives:

- Identify the benefits of a powerful presentation.
- Manage nervousness.
- Apply the six actions for preparing a powerful presentation.
- Ask the right questions to gain an understanding of your audience.
- Organize your presentation and develop your notes.
- Add variety, interest, and emphasis with ten proven techniques.
- Review the effective use of four types of visual aids: overheads, charts, handouts, and PowerPoint slides.
- Discuss the power of the three V's: Visual, Verbal, and Vocal.
- Present a powerful presentation without any notification—an impromptu.
- Handle tough questions and troublemakers.
- Prepare and present a powerful presentation.
- Implement a strategy for future growth of your presentation skills.

Benefits:

- An understanding of how to create variety, interest, and emphasis in presentations
- A structured approach to developing a powerful presentation
- Techniques for handling tough questions and troublemakers

Assessment:

- *Presentation Skills* assessment (in the participant guide)

Length of class: 12 hours or 16 hours

Stress Management

Most of us struggle with ongoing pressures and demands from our work, family, and personal life. How we interpret and perceive stress contributes to how we react to it. Some people view stress as positive or negative, but in reality it is an energy force that can enhance or break down our health and performance. In this course, participants will learn how stress works, understand their sources of stress through an assessment, understand the effects of stress, develop coping strategies, and create an action plan to contribute to stress reduction and improve productivity. The stress assessment in this class, *StressMap®*, is a powerful assessment covering four distinct areas and 21 different scales.

Action objectives:
- Define stress.
- Discuss how stress works.
- Describe the three-step process to manage stress.
- Identify stress levels in four distinct categories: environmental, coping responses, inner world thoughts and feelings, and signals of distress.
- Learn effective stress-coping strategies.
- Create an action plan to reduce stress and improve personal productivity.

Benefits:
- A three-step model for understanding and managing stress
- An understanding of personal sources of stress
- An action plan for coping with stressors

Assessment:
- *Stress Map®*

Length of class: 4 hours

Time Management and Workflow Organization

Time Management and Workflow Organization teaches skills and strategies for efficiently managing time and organizing workflow.   Strategies learned include planning, note-taking, prioritizing, scheduling, responding when the day doesn't go as planned, organizing the desk, and handling paper documents and e-mail messages.

The Time Mastery Profile® completed during class will assess time mastery in twelve dimensions. Improving time management capabilities often requires a change in habits. Participants will identify the habits that need changing and develop an action plan based on the lessons learned in the session.

Action objectives:

- Identify behaviors needed to effectively manage time.
- Complete The Time Mastery Profile®.
- Identify how to respond effectively to the unexpected.
- Identify methods to prioritize tasks and allocate resources.
- Discuss tips for desk and paperwork organization.
- Discuss guidelines for handling e-mail.
- Develop an action plan for increasing time mastery.

Benefits:

- Strategies to more efficiently manage time
- Strategies to more efficiently organize workflow
- An action plan for increasing time mastery

Assessments:

- Time Mastery Profile®

Length of class: 4 hours or 8 hours

Non-L.E.A.D.ership Series

Facilitation Skills for Trainers

This course teaches trainers how to facilitate learning. The intended audience is trainers who are learning to teach programs for his/her own organization. Participants will learn: adult learning-assumptions; tips and techniques for facilitating discussion, using a skills practice, role-plays, case studies, videos, and activities; how to handle difficult learners; how to create dynamic visual aids; and tips for preparing a facilitation assignment.

Action objectives:

- Explain the four assumptions of adult learners.
- Identify what motivates adult learners—the WIIFT (What's In It For Them).
- Apply adult-learning strategies to current facilitation.
- Apply techniques for facilitating case studies.
- Apply techniques for facilitating large-group and small-group discussions.
- Apply techniques for facilitating a skills practice.
- Apply techniques for effectively answering the tough-learner questions.
- Apply techniques for debriefing activities.
- Apply the skills needed to manage classroom disruptions.
- Apply techniques for reviewing/summarizing material.
- Apply techniques for evaluating the learner's new knowledge and skills.
- Create dynamic and eye-catching charts.
- Apply facilitator preparation techniques.
- Apply techniques for getting the most out of the facilitator's guide.

Benefits:

- An understanding of adult learning
- Facilitation techniques for a variety of learning strategies
- Techniques for making learning fun

Assessment:

- Learning Style Assessment

Instructional Design Series

The Learner-Centered Instructional Design curriculum teaches educators practical and clever methods on how to assess, design, develop, implement, and evaluate classroom training.

Below are the different components of the curriculum.

Course	Very Brief Description	Length
1. Assessing Needs and Designing Learner-Centered Instruction	▪ Conducing a needs assessment and analysis ▪ Creating the design document	1 1/2 days
2. Developing the Participant and Instructor Guides	▪ Formatting the participant guide ▪ Placing graphics in the participant guide ▪ Writing the instructor guide	1 day
3. Implementing Training	▪ Facilitation skills	1 day
4. Evaluating Training	▪ Formative evaluation ▪ Summative evaluation ▪ Building evaluation into the educational course	1 day
5. Optional: Consulting and Feedback	▪ One-on-one feedback and consulting ▪ Group (no more than four) feedback and consulting	Hourly

Identifying Your Training Needs

Identifying your client's needs involves finding the gaps between what they consider current performance and desired performance. To identify the gaps, use the checklist below as a guide.

The leaders of this organization are having difficulty with or have a need for . . .	Appropriate Courses
□ Holding people accountable for accomplishing goals and objectives □ Meeting team project deadlines and deliverables □ Holding self accountable □ Asking questions that initiate accountability	Accountability
□ Communicating objectively and positively in transactions □ Understanding their roles in organizational communication □ Building rapport during communication □ Listening	Communicating with Clarity
□ Developing others □ Setting career development goals with employees □ Setting personal development goals □ Following a structured approach to career development □ Connecting employee growth to the needs of the organization □ Prioritizing career goals □ Creating action plans for development goals	Career Development
□ Identifying organizational elements that support a successful change □ Communicating change □ Handling resistance to change	Change Leadership
□ Having the ability to coach behavior versus attitude □ Coaching employees rather than telling or directing them □ Handling difficult coaching situations	Coaching

The leaders of this organization are having difficulty with or have a need for . . .	Appropriate Courses
☐ Conducting collaborative performance reviews ☐ Handling tough performance discussions ☐ Writing SMART performance goals	Conducting a Collaborative Performance Review
☐ Identifying their conflict resolution style ☐ Using a collaborative approach to manage conflict ☐ Handling emotions during conflict	Conflict Management
☐ Handling negative employees in the workplace ☐ Responding to negative employees ☐ Identifying different types of negative employees	Curing Negativity in the Workplace
☐ Delegating work to others ☐ Completing all their work ☐ Following up on delegated tasks ☐ Micromanaging employees' work	Delegation and Empowerment
☐ Managing anger ☐ Making rational decisions in stressful situations ☐ Building or maintaining relationships ☐ Using emotions professionally	Emotional Intelligence
☐ Understanding the structure of a meeting ☐ Facilitating meetings ☐ Dealing with difficult meeting attendees	Facilitating Effective Meetings
☐ Identifying problems in the workplace that need to be proactively solved ☐ Following a problem-solving model for effective problem solving ☐ Taking risks when solving problems ☐ Making the right decisions ☐ Using tools to solve problems and make decisions ☐ Utilizing a team to solve problems	Innovative Problem Solving

The leaders of this organization are having difficulty with or have a need for . . .	Appropriate Courses
□ Transferring knowledge between employees □ Maintaining workflow due to high turnover rate (retirements, transfers, or promotions) □ Identifying important knowledge to retain within the organization	Knowledge Transfer
□ Understanding the variety of responsibilities they have in leading people □ Effectively handling common leadership challenges that all leaders face □ Leading and communicating with different styles of people □ Understanding their leadership skill strengths and areas for development □ Using a participative style of management instead of a commanding style of leadership	L.E.A.D.ership
□ Identifying telltale signs that T.E.A.M.work within the group needs attention □ Applying techniques to translate goals to individual group members □ Describing to group members how what they do contributes to the group's and organization's goals □ Applying techniques to empower all group members to participate □ Understanding how stereotyping of group members affects the team environment □ Applying techniques to encourage collaboration amongst all group members □ Applying techniques to monitor the group's team environment and to make adjustments □ Integrating new team members into the workgroup effectively and efficiently □ Addressing nonteam behaviors with one or more of the tools provided in class	Leading T.E.A.M.work
□ Aligning priorities with strategic goals □ Demonstrating the values that are important to the organization □ Communicating how team members' work contributes to the vision and values of the organization	Leading through Vision and Values

The leaders of this organization are having difficulty with or have a need for . . .	Appropriate Courses
□ Defining roles and responsibilities as a mentor or protégé in the mentoring process □ Understanding the phases of mentoring and the activities in each phase □ Applying components of successful mentoring □ Implementing mentor's and protégé's goals □ Working with agreed-upon interaction guidelines □ Setting and managing expectations for the mentoring relationship □ Listening with openness and understanding □ Coaching mistakes without telling or criticizing □ Providing supportive feedback	Mentoring: Building and Retaining Talent
□ Understanding employees' styles □ Communicating with all team members □ Describing others' behaviors as ineffective if it is different from theirs □ Relating to all team members □ Utilizing the strengths of all team members □ Practicing effective problem solving and decision making □ Working with all team members □ Building team cohesiveness □ Identifying team members' contributions □ Building team cohesiveness □ Creating synergy amongst team members □ Starting a new team □ Understanding the dynamics of a team	Myers-Briggs Type Indicator and Team Building
□ Understanding how to create variety, interest, and emphasis when presenting □ Developing a powerful presentation □ Handling tough questions and troublemakers □ Delivering a powerful presentation with confidence	Presentation Skills

The leaders of this organization are having difficulty with or have a need for . . .	Appropriate Courses
☐ Managing priorities and workload ☐ Reducing high turnover or absenteeism ☐ Decreasing health issues and high anxiety ☐ Decreased fun in the workplace	Stress Management
☐ Allocating resources ☐ Prioritizing workload for self and others ☐ Organizing paperwork or desk space ☐ Responding to unexpected interruptions ☐ Planning efficiently	Time Management and Workflow Organization