Training For Business

Purpose

The purpose of creating a "Training for Business" corporate culture is to:

· Establish a learning organization wherein associates at all levels strive to identify how their respective strengths and development needs relate directly to their own business issues and challenges.

· Allow managers and individual contributors to experience a series of growth opportunities that will help them refine their personal and interpersonal skills, to achieve greater on-the-job results.

· Develop "conscious competence" in the areas of human performance and organizational effectiveness.

· Stimulate thinking and discussion around a plethora of Professional Development models based on sound management theory and behavior change psychology.

· Improve Communication Effectiveness at all levels throughout the organization.

· Develop a highly engaging, participative approach to goal setting, decision making, problem solving and performance management.

· Improve morale and productivity, solve organizational change issues, and build a culture of accountability throughout the organization.

Process

From the list of courses below, a systematic plan can be developed to ensure that all targeted participants experience a series of professional and management development programs according to their needs and experience. "Buy in" and support from senior management will ensure that a "Training for Business" initiative is singular in focus, and that associates at all levels within the organization are appropriately engaged. Each audience group would be expected to participate in one or more of their required or recommended courses during the year.

Audience Groups

· **Individual Contributors –** all front line, field and corporate associates who desire to improve their personal and interpersonal effectiveness.

· **Emerging Leaders –** Company Associates who have been targeted to be future front-line supervisors or team leads, or who are already serving in that role.

· **Developing Leaders -** Middle managers in the field and at corporate, who are supervising the supervisors.

· **Executive Leaders –** Regional Managers, Directors and other Senior Leaders who desire to become more aware of their own strengths and growth opportunities, and who wish to be in alignment with their managers and supervisors by participating in a variety of Professional Development Programs.

Payoffs of Creating a "Training for Business" organization

· Fosters an environment where associates at all levels internalize rather than externalize the need for change

· Encourages all associates to tap into their discretionary performance areas by going above and beyond their "job description" as they focus on ways to help their organization achieve greater results

· Improves alignment and ownership around key business strategies

· Introduces a positive, engaging approach to professional development

· Instills a "can-do" mindset, heightens innovation and creativity

· Provides proven, pragmatic, and memorable tools to help all associates perform at their peak

· Equips associates at all levels with common language, models and tools, for staying results-driven

· Accelerates desired key shifts in the way employees think and act that will foster desired change

Course Curriculum

1. ***"Stepping Up to the Plate" — Getting Things Done with Positive Accountability***
   Empowers participants with an understanding of the relationship between Beliefs, Actions and Results; employs Proactive vs. Reactive attitudes and behaviors**;** utilizes 20 specific skillsets that help managers and associates be aware of, and avoid, unproductive "bench-warming" behaviors"; overcome obstacles, and stay focused on desired results by Knowing About It, Caring About It, Figuring It Out, and Making It Happen.

2. ***A 7 Habits Primer —*** An overview and application of Stephen Covey's seminal book *The 7 Seven Habits of Highly Effective People – a* necessary cornerstone for any associate or manager in his/her quest for Personal and Interpersonal Effectiveness.

3. ***Managing Multiple Priorities —*** Explores the nature of Time; the basic principles of Time Management, and ways to manage multiple priorities; identifies the effects of one's preferences and temperament on the way he/she manages time; examines the absolute need for weekly and daily planning and prioritizing; presents 12 steps to staying organized.

4. ***Managing Stress —*** Explores the nature of stress, the connection between one's "stress response" to external or internal "stressors," and one "stress reactivity." Assesses participants' own areas of stress, examines stress prevention techniques and strategies for personal intervention.

5. ***Communicating with Confidence —*** Covers the fundamentals of effective communication. Participants will learn the fundamentals of the communication process and the 12 communication principles applicable in face-to-face, telephone and written context. They will practice how to craft messages to match the visual, auditory, or tactile preferences of an intended audience.

6. ***Leading for Peak PERFORMance —*** Covers the basics of Supervision and Effective Leadership. (Two full-day sessions; can be back-to-back or modular.) Participants learn how to build into their work environment the success factors that will motivate their associates to achieve results:
   - · Why am I (Why are we) here?   **P**urpose
   - · What are my (our) roles and goals?   **E**xpectations
   - · How do I (we) best work with others?   **R**elationships
   - · How am I (How are we) doing?   **F**eedback
   - · Where do I (we) go for help?   **O**rientation
   - · What's in it for me (us)?   **R**ewards and **R**ecognition
   - · How do I (we) stay sharp?   **Morale**

7. ***The Manager as a Leader —*** Explores the respective roles of managers and leaders. Focuses on ways to strengthen the relationship with one's manager. Calls for the need to align and advocate for their group, and the need to "manage up." Identifies ways to deal with resistance to change. Provides strategic leadership skills and practices. Utilizes SWOT analysis to set group priorities, goals and action planning.

Course Curriculum (continued)

8. ***Communicating Assertively —*** Helps emerging managers recognize the basic "Assertive Rights" of all people. Differentiates between assertive, aggressive and passive behaviors. Identifies assertive and non-assertive behaviors. Shows how to handle aggressive behavior with greater confidence and how to adjust one's approach in a variety of different work situations.

9. ***Customer Satisfaction —*** Defines customer service as it relates to DBI. Describes three essential elements of customer satisfaction: How to manage the customer experience, how to create a work environment that supports customer service excellence, and how to resolve customer service issues.

10. ***Emotions at Work —*** Describes the importance of emotional intelligence and examines its five components. Allows for practice of the skills required for emotional intelligence and plans for enhancing it.

11. ***Conflict Resolution —*** Examines and minimizes the environmental conditions that contribute to conflict in the workplace. Creates understanding of one's reaction to conflict situations and one's own "conflict styles. Demonstrates how to turn negative conflict situations into positive problem-solving interactions, work through differences while building relationships and fostering teamwork, and use communication processes proven to be effective in working through conflict and creating win-win outcomes.

12. ***The Challenge of Change —*** Recognizes attitudes and behaviors associated with change. Identifies how change influences relationships and how aspects of change can and cannot be controlled. Develops strategies to help deal with the effects of change.

13. ***Creative Problem Solving —*** Stimulates "out-of-the-box" thinking and problem solving skills, to identify and solve (non-performance-based) on-the-job problems. Focuses on process improvement issues. Utilizes a four-step analytical problem-solving system for addressing operational efficiency challenges.

14. ***Influence and Collaboration —*** Examines the five elements of collaboration. Applies a model of building, using, and sustaining influence in work settings utilizing the fundamental consultative skills. Discusses four methods of contracting. Uses a collaborative decision-making process and tools to develop creative solutions.

15. ***Win/Win Negotiating Skills —*** Defines the characteristics of successful win/win negotiation. Emphasizes the planning and research required for effective negotiation. Examines the need for a favorable negotiating environment. Applies an "interest based" negotiations model. Develops strategies to use during negotiation.

16. ***Dealing with Difficult Behavior —*** Describes the individual and relationship tensions that cause interpersonal difficulty. Explains the dynamics of difficult situations and behaviors. Uses positive language, rational thinking, and constructive dialogue to deal with difficulty in relationships. Offers options for dealing with truly difficult people.

Course Curriculum (continued)

17. **Conducting Difficult Conversations —** Expands on participants' ability to use fundamental communication skills. Clarifies assumptions and misinformation. Demonstrates conversation skills that advance interpersonal communications. Applies strategies for effectively communicating in a variety of challenging work situations. Articulates and applies a set of "fierce conversation" principles.

18. **Presenting with Impact –** Presents a structured approach for presentation, preparation and organization. Applies the best practices for delivering impactful presentations. Provides practice time for delivering presentations with impact, confidence and enthusiasm. Examines skills for conducting effective question and answer sessions.

19. **Business Writing —** Empowers managers to give written expression to their best professional voice, learn and apply appropriate writing processes, and utilize proper grammar and word usage in all written work documents.

20. **Making Meetings Matter —** Identifies the purpose and preparation needs of effective meetings. Examines the skills for conducting an effective meeting. Addresses unproductive meeting behaviors, and how to evaluate the effectiveness of meetings.

21. **Selecting and Managing Talent —** Utilizes the Clifton Strengths Finder assessment and its interpretation. Examines methods for matching individuals' strengths with assignments. Promotes the value of a diverse team and practices for managing different talents. Identifies talents needed for the right work tasks, and methods for crafting the selection process to hire for strengths.

22. **Building a Productive Work Team —** Describes the four phases of team development and the key factors for building a successful team. Explains how to recognize the value of and respects the differences in team member skills, role preferences, and involvement styles. Explores effective team leadership behavior. Establishes effective team communication and work processes.

23. **Situational Leadership —** Provides an assessment of leadership styles in day-to-day management activities and the adaptability of the leader in applying the appropriate style. Explains the "Four Styles" of the Situational Leadership model, adaptability, and the diagnoses of an associate's maturity level.

24. **Coaching and Associate Development —** Discusses the role of the manager as a coach. Presents an effective Coaching model and process, and the "sidetracks" that associates may use in the process.

25. **Giving and Receiving Feedback —** Describes the two purposes for feedback. Uses a model to provide feedback that enhances the performance of others. Identifies typical reactions to feedback and how to handle them. Explains the importance of using feedback to manage your own development. Reveals ways to seek feedback using three key actions to obtain information about performance and enhance communication.

Course Curriculum (continued)

26. *Mentoring* **—** Identifies the benefits of mentoring to mentors, protégés and the organization. Examines key characteristics of an effective mentor, and the major roles fulfilled by the mentor. Establishes an action plan to develop a protégé's knowledge and skills in a manner consistent with the organization's mission and values.

27. *Client-Centered Selling Skills* **—** Develops customer-focused attitudes and beliefs. Discusses ways to create customer interest in the sales interaction. Applies "high gain" questioning skills. Proposes a consistent, customer-focused sales process designed to identify client needs, gaps and consequences. Develops options, presents solutions and handles buyer objections.

28. *Continuous Development* **—** (half-day session) A comprehensive and fast-moving review of the total curriculum, punctuated with team presentations and personal action plans. Encourages the identification of 3 personal development goals achievable over a 30-day period. Breaks down specific and measurable goals into behavior indicators and support systems. Follow-up with one's own supervisor after 30 days.