

**Objective:** The overall Objective of the training is to **develop supervisors with all leadership and management competencies needed to be an effective supervisor for the benefit of the organization, their own work group and the individual employee.**

**Curriculum Outline**

**Session One – Leadership Styles**

- ✓ PRE-CLASS: 360 Degree (Minimum 3) Assessments; Bring to class copies of Organizational Mission, Values, Goals, Strategies, Chart, etc.
- ✓ Leadership Styles – overview of various leadership styles and application to individual participants, the people who report to them and their jobs
- ✓ Review Feedback from 360 Assessments
- ✓ Analyze alignment of personal and small workgroup goals with department/organizational goals
- ✓ Develop Learning Goal
- ✓ ASSIGNMENT: Schedule meeting with Supervisor re: Learning Goal

**Session Two – Setting Goals and Objectives, Coaching**

- ✓ Create improvement plans for leadership skills based on assessment feedback
- ✓ Review existing forms and policies used for setting expectations with employees, documenting performance, and conducting appraisals/evaluations
- ✓ Overview of the Performance Development model
- ✓ Presentation and skill practice on Setting Goals\*\* and Objectives, Getting Commitment; Coaching\*\*
- ✓ Analysis of existing processes and forms at participant's workplace in light of current Performance Development theories
- ✓ Develop effective ways of applying the first steps of performance management (Discussions between manager and employee regarding evaluation and skill development will be covered in later session)
- ✓ Develop plan to apply steps back at work.
- ✓ ASSIGNMENT: Hold some actual performance management discussions

**Section Three – Interpersonal Business Skills – Confrontation, Conflict Resolution, Negotiation**

- ✓ Listening and Confrontation Skills
- ✓ Review Assessment feedback for issues that apply to communication
- ✓ Learn skills of problem solving and conflict resolution
- ✓ Create Action Plan for applying skills
- ✓ ASSIGNMENT: Schedule and hold at least one conflict resolution situation. Document opportunities taken to provide positive feedback

#### **Session Four – Building your Team**

- ✓ Review model of High Performance Team. Identify how work group members are currently behaving as team.
- ✓ Hold a coaching session with boss or subordinate
- ✓ Practice Problem Solving
- ✓ Review and share learning from performance discussions held.
- ✓ Analyze job description(s) for effectiveness
- ✓ Team Building application exercise
- ✓ Stages of Team Formation (forming, norming, storming, performing)
- ✓ Practice Team Meeting
- ✓ Interactive exercise on applying concepts to present work situations
- ✓ ASSIGNMENT: Hold Team Meeting in which Ground Rules, Team Values, Roles and Responsibilities are defined; Keep a log of how team develops and moves among the different stages.
- ✓ ASSIGNMENT: Prepare a Performance Review/Appraisal session with unsatisfactory employee

#### **Section Five – Improving Poor performance, Progressive Discipline**

- ✓ Employee Law (recommend local guest lawyer for Q & A Session)
- ✓ Practice skills of conflict resolution and preparing for coaching or corrective session\*\*.
- ✓ Role-play coaching sessions.
- ✓ Develop Action Plan for observing, documenting and appropriately responding to employee improvement or continued poor performance
- ✓ ASSIGNMENT: Hold discussion sessions as rehearsed in class. Document sessions and personal reflections

#### **Section Six – Managing Change, Projects and Multiple Priorities**

- ✓ Managing change and multiple priorities
- ✓ Creation of Action Plans for Success: One for Me and One for My Team  
Interactive exercise with instructor as coach

#### **Leadership Curriculum for New Managers**

**Design:** The rationale behind the design of this training is transfer the learning in a way that participants *internalize* it. This will give them the ability to consistently apply the new skills and concepts back at work. This is accomplished by developing on-the-job Application Plans that can be implemented between sessions. The instructor and the participants jointly develop these activities at the end of each session.

**Structure:** The curriculum is designed to provide each participant an on-going learning experience throughout the approximately thirty six hours of instruction. A schedule of six full days with at least one week between sessions is recommended. Modules should be a minimum of two hours. Individual topics may be taught separately and are valuable refreshers.

**Learning Contract:** For managers sending employees to this training, it is recommended a [Learning Contract](#) be developed to identify specific learning objectives and monitor employee progress.

**Pre-class and between-class work:** The out-of-classroom work integrated into the curriculum will give participants information on the concepts to be learned, allow them to apply what they learned and record their progress. During the week prior to class, participants should apply increased awareness of how these concepts presently apply to their work. This assignment should take only 10-15 minutes each day.

### **General Class Structure**

9:00 - 10:00	Review of pre-class assignment
10:00 -12:00	Presentation of new material; discussion
12:00 - 1:00	Lunch
1:00 - 3:30	Application and interactive sessions
3:30 – 4:00	Wrap-up exercise

(Check for learning; post class assignment. Develop on-job application  
-how will learning be applied, who will check for new/improved performance and behaviors between now and the next class)

**Class learning activities** will be mixed media to meet the different adult learning styles. Such materials will include:

- Printed materials
  - Overhead projections
  - Student initiated content
  - Small and large group discussions/activities
  - PowerPoint presentations
  - Case Studies
  - Video
  - Audio tapes
- A Personal Learning Journal will allow participants to record notes on assignments; develop ways to apply new learning on the job; log successes, failures and roadblocks throughout the curriculum and reflect on the reaction of others as they apply their new skills. The blend of intellectual and emotional (cognitive and affective) responses will help internalize the learning.

#### ◆ **Participation:**

- ✓ It is recommended that participants attend the entire curriculum in sequence
- ✓ Each session focuses on a unique topic and is valuable to participant. However, a well-designed curriculum builds upon sequential learning experiences. Student who drops in and out of the curriculum will not derive as extensive a benefit as those who attend consistently.

#### ◆ **Make up sessions**

- ✓ Should a student miss one of the sessions, another student may take his/her materials to them. A telephone conversation can be arranged between the instructor and the student who missed the class to review the materials. This session takes approximately one hour. There is an additional \$100 fee for each hour.

#### ◆ **Facilities**

- ✓ Facilities are to be the responsibility of the client unless otherwise negotiated.

#### ◆ **Train-the-Trainer/Program Certification is available.**

#### ◆ **Training Guarantee**

#### ◆ **Other Seminars**