

HIGH IMPACT EMPLOYEE DEVELOPMENT

Team Member Academy

According to Conference Board and Development Dimensions International (DDI) research, most companies have a weak supply of future leaders. And, those in manufacturing, healthcare, retail, pharmaceuticals, I.T., and energy have it worse: they have fewer leaders and poor development efforts. Most companies do not groom high-performers to take on leadership roles. Instead, talented employees are promoted and then, if they are lucky, receive minimal leadership development training. A proactive leadership pipeline needs to be established enabling individuals to be effective before they ever step into a supervisory role.



Employers Group's Team Member Academy creates a no-nonsense way to develop high-performing employees according to the results you need. While we recommend a core, six-module program; any custom mix of courses can be selected to meet the talent development objectives for the group of individuals.

- Core Program provides a baseline for any individual to develop core interpersonal skills.
- Electives may be added on to supplement core learning outcomes and critical thinking skills necessary for any high-performing employee to take on more responsibility.

The Team Member Academy has been designed to be delivered to any individual contributor, front-line employee, or team member. It is highly recommended for individuals who may be on track to assume leadership responsibilities within 2 or more years. Leader guides will be supplied for the managers / mentors of trainees so they can support training before, during, and after the training. A separate Leadership Academy is available for those who are already leaders and who may take on leadership responsibility in less than 2 years.

Available for On-Site Delivery Only

Details & Registration

www.ReadyNowLeaders.com

800.748.8484

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Core Program Coursework

Employers Group recommends delivery of topics **one half-day every other week**. The recommended core topics are listed below; however, can be altered given organizational and population needs. Approximately one month before the start of the training, Employers Group recommends that the leaders of trainees receive an executive overview session of the topics, content, and be provided with summaries so that training can be reinforced and trainees can be held accountable for the new skills / behaviors.

Communicating with Impact
Collaborating and Dealing with Conflict
Working as a High Performing Team
Embracing Change
Making High Quality Decisions
Strategies for Influencing Others

Sample Electives

ART of Interviewing
Accelerating Business Decisions
Building and Sustaining Trust
Customer Service: How to "Take the Heat"
Facilitating with Impact
High Impact Feedback and Listening
Making Meetings Work
Networking for Enhanced Collaboration
Strengthening Partnerships
Valuing Differences
MSOffice Applications

- Available for Delivery On-Site At Your Facility -

contact training@employersgroup.com for details

COMMUNICATING WITH IMPACT

LEARNING FORMAT: CLASSROOM (ONSITE ONLY), VIRTUAL, & WEB COURSE

Many organizations focus on technical skills as all-important to success in the workplace. Yet strong interpersonal skills are equally essential in transforming individual contributors into exceptional performers, who have a greater impact in their roles.

This foundational course provides individuals with a powerful set of interaction skills that enables them to communicate more effectively with colleagues and customers and, in the process, build trust, strengthen partnerships, and achieve desired results.

DO YOU FACE ANY OF THESE ISSUES?

- > Do individual contributors struggle to communicate with colleagues and customers in an effective way?
- > Is there a need for a higher level of trust? Greater cooperation? Stronger business relationships?
- > Is effective feedback lacking as an integral part of your culture?

PERFORMANCE OBJECTIVES

Helps individuals:

- > Recognize the impact they can have on their success and the success of others by enhancing interpersonal relationships in the workplace.
- > Relate to colleagues and customers in a way that meets their personal needs while also meeting the practical need of accomplishing objectives.
- > Use a set of interaction process skills that enable them to conduct more successful discussions that achieve results.
- > Use a technique for providing specific, meaningful feedback that helps people improve their performance and increase productivity.

PRIMARY COMPETENCIES DEVELOPED

- > Communication
- > Gaining Commitment
- > Building Customer Loyalty

SECONDARY COMPETENCY DEVELOPED

- > Building Strategic Work Relationships

COURSE OVERVIEW

- > **Every Interaction Matters:** In a video scenario, learners are introduced to team members who aren't having the impact they desire in their jobs or with their external customer. Learners discuss the importance of communicating effectively to enhance their impact in the workplace. They explore the personal and practical needs people bring to interactions and are introduced to the skills that will help them meet these needs.
- > **Key Principles:** Learners review five Key Principles that will help them meet others' personal needs. In a video-based activity, learners work in teams to determine how the Key Principles can help the video characters have more impact. Learners complete a self-evaluation to assess their tendencies for using Key Principles and identify development areas. Learners begin a Plan for Impact for utilizing the interaction skills in a specific workplace situation.
- > **Interaction Guidelines and Process Skills:** Learners review the Interaction Guidelines and process skills, which help meet the practical needs of an interaction. Returning to the video scenario, learners coach a character in preparing a Discussion Planner to use with an external customer. They then watch a positive model video of the character conducting an effective discussion. Learners determine how they might utilize these skills on their plan.
- > **Effective Feedback Using STAR:** Learners are introduced to the STAR technique for providing feedback that is specific, timely, and balanced. Various activities give learners practice with the STAR format. They consider the use of this technique in their plan.
- > **Plan for Impact:** Learners begin to complete a Discussion Planner for an upcoming workplace interaction. In pairs, they share their Plan for Impact and exchange STAR feedback.

VIDEO SEGMENT SUMMARIES

- > Team members share the trials of communicating effectively with one another as well as of meeting the needs of an external customer.
- > Three different scenes show the team members using Key Principles in their interactions, enhancing their impact on shared goals.
- > In a positive model, a member of the team uses the interaction process skills to conduct an effective discussion with an external customer.

COURSE DETAILS

- > **Target audience:** All populations.
- > **State-fundable:** Yes (onsite only).
- > **Course length:** 4 hours (onsite), 3 hours (virtual), 2 hour (web course).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** None.
- > **Optimal group size:** 8 to 16. 20 maximum.
- > **Course Prep:** None.
- > **Notes:** Suitable for all environments. We suggest providing this training after leaders have been trained in Communicating for Leadership Success. Onsite training available in Spanish.

OTHER COURSES TO CONSIDER

- > Embracing Change
- > High-Impact Feedback and Listening
- > Navigating Beyond Conflict
- > Taking the HEAT

COLLABORATING & DEALING WITH CONFLICT

LEARNING FORMAT: CLASSROOM
(onsite & public)

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

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

DO YOU FACE ANY OF THESE ISSUES?

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

PERFORMANCE OBJECTIVES

Helps leaders and employees:

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

PRIMARY COMPETENCY DEVELOPED

- > Communicating & Collaborating

SECONDARY COMPETENCIES DEVELOPED

- > Dealing with Conflict
- > Building Trust

COURSE OVERVIEW

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

COURSE DETAILS

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

OTHER COURSES TO CONSIDER

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

WORKING AS A HIGH-PERFORMING TEAM

LEARNING FORMAT: CLASSROOM (ONSITE ONLY)

For a team to achieve peak performance, its members must involve, support, and trust one another. And they must share information and commit to a process that will lead to success.

This course teaches employees how their team can transform itself into a top-performing unit that significantly enhances its impact on the organization. Participants learn the personal, interpersonal, and business advantages of working in teams.

DO YOU FACE ANY OF THESE ISSUES?

- > Are the teams in your organization struggling to meet their goals?
- > Do team members fail to take ownership for their particular role and responsibilities on the team?
- > Are team members operating under trial and error and wasting effort?
- > Do some team members lack the confidence that other team members will be there when needed?

PERFORMANCE OBJECTIVES

Helps individuals:

- > Realize the personal and organizational benefits of working in teams versus working individually.
- > Recognize the stages of development that teams typically experience as they grow and mature.
- > Use the Team Success Factors and best practices to help their team move from acceptable to high performance.
- > Diagnose what is limiting their team from moving to high performance and identify appropriate techniques to overcome such challenges.
- > Develop a strategy to help their team progress from one stage to the next.
- > Use a set of tips and techniques for working more effectively with virtual team members.

PRIMARY COMPETENCY DEVELOPED

- > Contributing to Team Success

SECONDARY COMPETENCIES DEVELOPED

- > Building Strategic Work Relationships
- > Collaboration

COURSE OVERVIEW

- > **Planet Soar—First and Second Encounters:** Participants begin the session with discussions that will help them define a team and determine what distinguishes a high-performing team from one performing at an average level. Working individually, learners design and create their own ultimate spaceship. After the debrief, individuals form teams and begin building another spaceship from scratch. After five minutes the facilitator swaps out at least one team member per team in order to “limit” the teams. A discussion follows.
- > **Stages of Team Development:** The facilitator introduces the four stages of team development. During a large-group discussion activity, learners explore what naturally happens at each stage. They also complete Step 1 of an action plan for a team of which they are currently a member.
- > **Case Study Consultant:** Learners watch a video in which two teams compete for the same business opportunity and identify the factors that enabled one team to win the business. They then take on the role of consultant to the losing team to help it improve its performance using the Team Success Factors. Learners complete Step 2 of an action plan, which includes taking a team survey to determine how well their real-life work team applies the Team Success Factors.
- > **Team Limiters:** The facilitator conducts a “debate” during which two teams argue the relative disruptive impact of various team limiters. Learners complete Step 3 of an action plan, identifying which team limiters currently have an impact on their team as well as strategies for overcoming the limiters.
- > **Planet Soar—Third Encounter:** Teams reconvene from earlier in the session to again construct a spacecraft from scratch—this time first discussing, then applying, specific best practices for using the Team Success Factors.
- > **Flight Tests and Close:** Learners finalize their action plans, and then create a wish list of those Team Success Factors and specific behaviors they would like to see their teams apply immediately in the workplace. The Planet Soar teams are asked to test-fly their spaceships so that a winner can be chosen.

VIDEO SEGMENT SUMMARY

- > Teams from two different organizations compete for the same web design contract. One team uses the Team Success Factors effectively and wins the contract as a result; the other team doesn't and falls prey to team limiters.

COURSE DETAILS

- > **Target audience:** All employees through frontline leaders.
- > **State-fundable:** Yes (onsite).
- > **Course length:** 4 hours.
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** None.
- > **Optimal Group Size:** 8 to 16. 20 maximum.
- > **Course Prep:** Yes. 15 minutes.

OTHER COURSES TO CONSIDER

- > Maximizing Team Performance (for leaders)
- > Building & Sustaining Trust

EMBRACING CHANGE

LEARNING FORMAT: CLASSROOM (ONSITE ONLY) & VIRTUAL

If there's one thing all organizations in today's economy have in common, it's that they are undergoing change. But change can only be effective if the employees impacting your bottom line embrace it. Their ability to adapt will determine the competitiveness and success of your organization.

This course focuses on the role of individual performers in implementing change in the workplace. Participants discover their Change IQ and learn about the phases of change that many people experience when undertaking a new initiative. Using the Embracing Change job aid, which includes best practices, individual performers will tackle and overcome the new business challenges of today and tomorrow.

DO YOU FACE ANY OF THESE ISSUES?

- > Are your employees unreceptive to change?
- > Does resistance to change decrease the productivity of individuals and teams?
- > Are changes in the workplace or economy affecting the morale of your workforce?
- > Are individual performers attempting to make changes in ineffective ways?

PERFORMANCE OBJECTIVES

Helps associates:

- > Commit to and take ownership of change.
- > Effectively recognize change, explore change, and overcome personal resistance to change.
- > Minimize the negative impact on individuals, work groups, and the organization of not adapting to change.
- > Demonstrate an embracing change mind-set that influences others to embrace workplace change.

PRIMARY COMPETENCY DEVELOPED

- > Adaptability

SECONDARY COMPETENCIES DEVELOPED

- > Initiating Action
- > Continuous Improvement

COURSE OVERVIEW

- > **Embracing Change Course Prep/Pre-work:** Learners complete the What's Your Change IQ? Indicator. They discuss their results with their leader and formulate ideas for effectively approaching change situations.
- > **Change, Change, Change:** In groups of three, participants take part in an activity that helps them recognize strategies needed to cope with an ever-changing work environment.
- > **What's Your Change IQ?:** Facilitator leads a discussion about recent workplace changes and their business results and describes the Change IQ Continuum.
- > **Phases of Change:** Learners watch a video about the phases of change and share personal examples of when they have experienced these phases.
- > **Embracing Change Best Practices:** Facilitator overviews the Embracing Change Best Practices. Learners complete the Embracing Change Personal Charter and discuss their plans with a partner.
- > **Case Study:** Participants assume roles to complete a Control Evaluator, acting as characters from a fictional company. Learners view a video portraying their recently-portrayed characters and discuss their findings as a group.
- > **Change Pursuit and Close:** Learners finalize their personal charters and discuss with a partner. They participate in a game of Change Pursuit, reviewing and applying their new skills and knowledge about embracing change.

VIDEO SEGMENT SUMMARIES

- > **Which Way Is Up?** Three colleagues encounter each other as they enter and exit the elevator. Each of these colleagues is experiencing a different phase of change and share best practices with each other as they struggle to respond to the demands of a change in organizational strategy.
- > **Influencing Change:** Four teammates have an impromptu discussion in the break room following a formal staff meeting. In this discussion, they begin to look for ways to embrace the changes and move ahead.

COURSE DETAILS

- > **Target audience:** All populations.
- > **State-Fundable:** Yes (onsite only).
- > **Course length:** 4 hours (onsite), 3 hours (virtual).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** Communicating with Impact or Communicating for Leadership Success.
- > **Optimal Group Size:** 8 to 16. 20 maximum.
- > **Course Prep:** Yes. 60 minutes.
- > **Notes:** Suitable for all environments.

OTHER COURSES TO CONSIDER

- > Communicating with Impact
- > Driving Change
- > Maximizing Team Performance
- > Working as a High-Performing Team

MAKING HIGH-QUALITY DECISIONS

LEARNING FORMAT: CLASSROOM (ONSITE ONLY), VIRTUAL, & WEB COURSE

Sound decision making in today's tough business environment demands much more than just coming up with or picking the best alternative or option. It requires analyzing potential problems or opportunities and making sound judgments based on analysis.

Using an engaging simulation, this course teaches a logical decision-making process that addresses the critical elements that result in high-quality business decisions. Participants will develop the skills and confidence to generate options and compare them to important decision criteria, and to select the best course of action. Utilizing this process will also help individuals avoid the pitfalls that often undermine high-quality decision making.

DO YOU FACE ANY OF THESE ISSUES?

- > Do individuals jump to evaluating alternatives instead of using creative-thinking approaches to identify all potential alternatives?
- > Is your business losing ground because associates miss the early signs of problems or opportunities?
- > Do associates fail to gauge the levels of risk and reward of the alternatives they are considering before they make the decision?

PERFORMANCE OBJECTIVES

Helps individuals:

- > Make business decisions more effectively and confidently.
- > Avoid obstacles to objective analysis and judgments.
- > Involve the right people at the right time in the decision-making process.
- > Gain the help and support needed to make high-quality decisions and to implement them.

PRIMARY COMPETENCIES DEVELOPED

- > Decision Making
- > Judgment
- > Problem/Opportunity Analysis

SECONDARY COMPETENCY DEVELOPED

- > Risk Taking

COURSE OVERVIEW

- > **Introduction:** Facilitator introduces the two parts of making high-quality decisions - analysis and judgment - and overviews the decision-making process. Working in pairs, participants share tips and lessons learned for making high-quality decisions.
- > **It Starts with Analysis:** Facilitator conducts Part I of the Sip-for-a-Spell simulation. Working in teams, learners apply the steps in the analysis portion of the decision-making process to determine the cause of declining sales. Facilitator explains the key points to cover in a problem/opportunity summary. Participants discuss challenges when gathering and interpreting information, as well as best practices to overcome common pitfalls. Participants identify a step or pitfall in which they would like to improve when analyzing problems or opportunities.
- > **The Business Impact of Decision Making:** Facilitator leads a discussion about key business initiatives and the connection to decisions made by the participants and their teams. Learners identify problems or opportunities tied to business objectives that require analysis and judgment and record them on the Decision-Making Planner.
- > **Good Judgment, Good Decisions:** Facilitator conducts Part II of the Sip-for-a-Spell simulation. Working in teams, learners apply the steps in the judgment portion of the decision-making process to determine a course of action to improve sales. Facilitator models techniques for generating alternatives as the group brainstorms ideas for improving sales. Teams use tools in their Resource Guide - Risk and Reward and Impact/Effort Grid - to evaluate options and choose an alternative. Participants identify a step or pitfall in which they would like to improve when making judgments.
- > **Final Application and Close:** Using the problems or opportunities they recorded earlier, learners identify the best practices and tools they will use to apply the decision-making process. Participants share their situation and insights with their team members. Facilitator encourages learners to use their job aid and Resource Guide - which includes the best practices, tips, and tools from the course - back in the workplace.

VIDEO SEGMENT SUMMARIES

- > No video segments are planned for this course.

COURSE DETAILS

- > **Target audience:** All employees through frontline leaders.
- > **State-fundable:** Yes (onsite only)
- > **Course length:** 4 hours (onsite), 3 hours (virtual), 2 hours (web course).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** None.
- > **Optimal Group Size:** 8 to 16. 20 maximum
- > **Course Prep:** Yes. 10 minutes.
- > **Notes:** Suitable for all environments. Onsite training available in Spanish.

OTHER COURSES TO CONSIDER

- > Accelerating Business Decisions
- > Strengthening Your Partnerships
- > Planning & Managing Resources

STRATEGIES FOR INFLUENCING OTHERS

LEARNING FORMATS: CLASSROOM (ONSITE ONLY) & VIRTUAL

Whether it's an innovative breakthrough or a simple process improvement, making it happen generally requires commitment from others in the organization. The best way to gain this commitment is to have a strategy for each stakeholder.

This course shows leaders and individual contributors how to package their ideas in a way that will win over even the most skeptical individuals. Participants learn strategies for effectively capturing people's attention, transforming their perspectives, and gaining their commitment to taking action.

DO YOU FACE ANY OF THESE ISSUES?

- > Are associates having trouble gaining commitment for ideas that will improve business products, procedures, and outcomes?
- > Are associates hesitant to act on their ideas because commitment is needed by others outside their team or at a higher-level within the organization?
- > Do good ideas not get implemented because others did not understand the benefit it will have to the organization?

PERFORMANCE OBJECTIVES

Helps associates:

- > Capture stakeholders' attention, gain their commitment, and make things happen.
- > Leverage their personal power to gain other's commitment to take action on promising ideas and alternatives that achieve business results.
- > Implement new ideas, improvements, and alternatives that will have the greatest impact on organizational objectives.

PRIMARY COMPETENCY DEVELOPED

- > Influence

SECONDARY COMPETENCY DEVELOPED

- > Building Strategic Work Relationships

COURSE OVERVIEW

- > **Influence to Achieve Results:** Facilitator reviews the context of influencing in today's business world. The three components of influencing are introduced.
- > **First Things First:** Learners discuss the levels of commitment. The Commitment Worksheet is introduced and learners list the names of their stakeholders. In pairs, they identify the current commitment level and what level is needed to move their ideas forward.
- > **Seven Strategies:** Seven strategies of influencing are introduced with learners discussing how to adapt strategies depending on the stakeholder. Learners participate in an activity based on one of the strategies, Consider Environmental Factors. Learners review the importance of gathering data and how it can be used when determining strategy. Through a video-based activity, learners gain a understanding of three other strategies they can use to gain commitment. Learners continue to work on their own opportunity on their Commitment Worksheet.
- > **Package Your Strategies:** Facilitator uses a demonstration to illustrate how the best packaging engages hearts and minds. Learners watch a video to see the three packaging techniques in action. The debrief overviews the packaging technique of The Unexpected. In small groups, learners use the Paint the Picture technique to present an idea. The last technique, The Power of Questions, is reviewed and learners work in teams to generate provocative questions. They report out their questions to the rest of the group. Learners determine which packaging techniques will work with their stakeholders and then discuss with a partner.
- > **Get Commitment to Act:** Facilitator reviews the final steps in gaining commitment—Gauging Readiness and Agree on Next Steps. Referring back to the video, learners determine what clues might facilitate these final steps. Learners answer reflection questions and discuss what they will do differently going forward.

VIDEO SEGMENT SUMMARY

- > An introduction to a frustrated stakeholder and someone trying to get his request moved up in a production schedule.
- > A positive model video of using strategies and packaging techniques to show a stakeholder how an idea will have a positive impact on the organization.

COURSE DETAILS

- > **Target audience:** All employees through frontline leaders.
- > **State-Fundable:** Yes (onsite).
- > **Course length:** 4 hours (onsite), 3 hours (virtual).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** None.
- > **Optimal group size:** 8 to 16. 20 maximum.
- > **Course Prep:** Yes. 20 minutes.
- > **Notes:** Suitable for all environments. Onsite training available in Spanish.

OTHER COURSES TO CONSIDER

- > Making Meetings Work
- > Making High-Quality Decisions
- > Networking for Enhanced Collaboration
- > Resolving Workplace Conflict
- > Strengthening Your Partnerships