

Professional Development/Leadership Instructor Led Training courses:

- Presentation Skills-

*Class Description (Two Day Class)*

This class provides multiple opportunities to present, be taped and receive feedback. The content also includes modules on organization and visual aids. The end result is a boost in your confidence and credibility.

*Class Objectives*

Please refer to course impact map included below

*Requirements for Successful Completion*

Completion of a course feedback form following course completion, observation of new skills learned from the course by sports residency program faculty

*Instructional Method*

Instructor lead class

Presentation Skills–Course Impact Map		
KNOW Key Skills and Knowledge (What will I learn?)	DO On the Job Behaviors (What will I apply/do differently?)	IMPACT Service Line/Service/Dept. (What results will I see?)
<ul style="list-style-type: none"> <li>• Analyze the audience and tailor your presentation appropriately.</li> <li>• Appear confident and credible, even in high pressure situations.</li> <li>• Use strategies for organizing both informative and persuasive presentations.</li> <li>• Develop and use effective visuals.</li> <li>• Get your message across.</li> <li>• Capitalize on speaking opportunities to benefit Children's.</li> <li>• Anticipate difficult questions and formulate appropriate responses before a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the needs, objections , and mind frame of my audience before making my next presentation.</li> <li>• Reorganize my presentation to keep my audience engaged.</li> <li>• Create and use stories and visuals to help the audience understand my message.</li> <li>• Maintain eye contact and avoid distracting words when facilitating our team meeting.</li> <li>• Incorporate a Q &amp; A section at the end of my training session and follow the suggested set up, beginning, and conclusion format.</li> <li>• Add two speaking opportunities to my calendar within the next three months so I can practice my new skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposed process will be approved after the presentation by key stakeholders</li> <li>• Performance measure of employees will increase because they better understand the reason for the change and what is expected</li> <li>• After making my customer service presentation and facilitating the problem solving section, the team identifies a solution that decreases staffing expenses</li> <li>• Half the staff use the new software by months end because I will resolve their questions and concerns during the next meeting</li> </ul>

- Situational Self-Leadership-

*Class Description (One Day Class)*

In this course you will learn to identify the four levels of development based on personal competence and commitment. This class will help you determine methods for reaching peak performance, examine five types of power and how they help to achieve goals. You will also learn how to discuss your competence and commitment level for a goal task and the amount of direction or support that would be helpful to make progress on a goal or task.

*Class Objectives*

Please refer to course impact map included below

*Requirements for Successful Completion*

Completion of a course feedback form following course completion, observation of new skills learned from the course by sports residency program faculty

*Instructional Method*

Instructor lead class

## Situational Self Leadership — Course Impact Map

KNOW Key Skills and Knowledge (What will I learn?)	DO On the Job Behaviors (What will I apply/do differently?)	IMPACT Service Line/Service/Dept. (What results will I see?)
<ul style="list-style-type: none"> <li>• Understand assumed constraints and how they limit my performance</li> <li>• Gain insights into my motivators and the need to discuss those with my leader</li> <li>• Diagnose my development needs</li> <li>• Ask for the level of direction and support from my leader which match my development level</li> <li>• Know how to discuss my development level and my leader's style and reach an agreement about both</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with my leader the development level and leadership style for each of my goals/responsibilities</li> <li>• Use the One on One Conversations document during folder meetings</li> <li>• Avoid using assumed constraints about a challenging project</li> <li>• Identify my top motivators and share those with my leader</li> <li>• Help my team understand our competence and commitment for a project and what we need to succeed</li> <li>• Manage up by asking for more direction or support</li> <li>• Provide more direction to new employees and ask them how they are doing at least twice a week.</li> <li>• Stop asking for direction on one task because I have the skills</li> </ul>	<ul style="list-style-type: none"> <li>• I will contribute to continuous improvements in our department productivity measures</li> <li>• With the right amount of direction and support, I will move quickly through Development Level 2</li> <li>• My leader will be aware of what engages me and will flex to meet my needs</li> <li>• I will be recognized as a leader by team members</li> <li>• I will achieve results with my project because I received the right amount of direction and support</li> <li>• The time it takes for new hires to get up to speed will be reduced.</li> </ul>

- Coaching and Feedback-

*Class Description (One Day Class)*

This class helps managers and supervisors define clear mutual expectations for performance from employees as well as deliver positive and constructive feedback. Learn how to hold coaching conversations to tackle new challenges, remove obstacles, and improve performance.

*Class Objectives*

Please refer to course impact map included below

*Requirements for Successful Completion*

Completion of a course feedback form following course completion, observation of new skills learned from the course by sports residency program faculty

*Instructional Method*

Instructor lead class

## Coaching & Feedback – Course Impact Map

<b>KNOW</b> Key Skills and Knowledge (What will I learn?)	<b>DO</b> On the Job Behaviors (What will I apply/do differently?)	<b>IMPACT</b> Service Line/Service/Dept. (What results will I see?)
<ul style="list-style-type: none"> <li>• Build shared understanding and commitment to expectations while providing direction and support</li> <li>• Clarify expectations through pinpointing</li> <li>• Give positive and constructive feedback using the model</li> <li>• Conduct a coaching conversation to inspire performance and development</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the specific people and situations that need clearer expectations, feedback and coaching to improve performance</li> <li>• Deliver at least one positive feedback daily</li> <li>• Facilitate a coaching conversation with the team about why specific productivity measures are not being met and how they can be improved</li> <li>• Work with the team to set expectations about the different performance evaluation measures (i.e., NI, M, FE, E)</li> <li>• Hold staff accountable for hitting goals</li> </ul>	<ul style="list-style-type: none"> <li>• Team identifies solution to missed productivity measures</li> <li>• Demonstrated continuous improvements in our department's productivity measure</li> <li>• Team rates my ability to provide positive feedback an average of 4/5 on survey</li> <li>• New employees reach the new expectations I set within three months</li> </ul>

- Crucial Conversations-

*Class Description (Two Day Class)*

When we find ourselves stuck, not accomplishing what we need to accomplish, it is often because of a Crucial Conversation we are not holding - or not holding well. This course will provide skill-building opportunities on how to effectively handle conversations with strong emotions, high stakes, and opposing opinions.

*Class Objectives*

Please refer to course impact map included below

*Requirements for Successful Completion*

Completion of a course feedback form following course completion, observation of new skills learned from the course by sports residency program faculty

*Instructional Method*

Instructor lead class

## Crucial Conversations – Course Impact Map

<b>KNOW</b> Key Skills and Knowledge (What will I learn?)	<b>DO</b> On the Job Behaviors (What will I apply/do differently?)	<b>IMPACT</b> Service Line/Service/Dept. (What results will I see?)
<ul style="list-style-type: none"> <li>• Spot the conversations that are keeping you from what you really want</li> <li>• Stay focused on what you really want to achieve</li> <li>• Notice when safety is at risk and you are no longer in dialogue</li> <li>• Create conditions that make it safe to talk about almost anything</li> <li>• Create mutual purpose</li> <li>• Stay in dialogue when you're angry, scared, or hurt</li> <li>• Master emotions and return to dialogue</li> <li>• Speak persuasively, not abrasively</li> <li>• Listen when others blow up or clam up</li> <li>• Turn Crucial Conversations into movement towards action and results</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the specific conversation to facilitate with the team about team behaviors that are hurting our productivity measure</li> <li>• Before the conversation, determine what a win-win would look like and remember it when disagreements arise</li> <li>• Avoid my tendency to push forward my ideas - instead create a mutual purpose with team input and look for signs of silence and violence from others and myself.</li> <li>• Use contrasting to correct misperceptions if I am misunderstood</li> <li>• If I feel frustration with Sue's negative comments, ask myself why she may be acting that way, and if necessary, ask questions to understand the story she is telling and the facts behind it.</li> <li>• Start the conversation by sharing 1) the facts, 2) the story, and 3) ask questions</li> <li>• Try mirroring if people are not speaking honestly</li> </ul>	<ul style="list-style-type: none"> <li>• Customer wait times decrease because both teams are working through differences</li> <li>• Team identifies at least three ideas they think will accomplish the mutual purpose</li> <li>• Demonstrated continuous improvements in our department productivity measure.</li> <li>• Team rates the desired meeting behaviors at least an average of 4/5 on survey</li> </ul>

- Critical Thinking-

*Class Description (Half Day Class)*

Learn to assess your own thinking styles, recognize the importance of different perspectives, trace problems to their origin using root cause analysis, and explain what is needed to make informed and sound decisions. You will leave class with a road map for building stronger critical thinking skills.

*Class Objectives*

Please refer to course impact map included below

*Requirements for Successful Completion*

Completion of a course feedback form following course completion, observation of new skills learned from the course by sports residency program faculty

*Instructional Method*

Instructor lead class

## Critical Thinking Means Business— Course Impact Map

KNOW Key Skills and Knowledge (What will I learn?)	DO On the Job Behaviors (What will I apply/do differently?)	IMPACT Service Line/Service/Dept. (What results will I see?)
<ul style="list-style-type: none"> <li>• Define Critical Thinking and explain the role of critical thinking in meeting business challenges.</li> <li>• Assess your own thinking style and recognize the importance of different perspectives.</li> <li>• Trace problems to their origin using root cause analysis.</li> <li>• Explain what is needed to make informed and sound decisions.</li> <li>• Create a roadmap for developing your critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• My least utilized thinking styles are insightful and analytical. To develop these styles and strengthen my daily critical thinking skills, I will:               <ul style="list-style-type: none"> <li>○ Practice using “stop and think” by clarifying my goal and purpose before and during information gathering or problem solving.</li> <li>○ Look for fallacies in the arguments/reasons that team members present.</li> </ul> </li> <li>• Use a root cause analysis (RCA) technique to help me uncover the apparent reason for a problem.</li> <li>• Use the Six Thinking Hats in my evaluation strategy meeting to encourage everyone to look in the same direction.</li> <li>• Take five minutes each day to reflect on my decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• More support for my decisions as my reputation for strong decision-making improves.</li> <li>• Decision-making of those around me will improve as I introduce the concepts of problem-solving, data-driven decision making, asking good questions and 6 thinking hats (multiple perspectives).</li> <li>• Fewer errors/less downtime and backtracking associated with my decisions and improvements.</li> <li>• Better hiring decisions as I suspend judgment, seek multiple perspectives and ask better questions.</li> </ul>

- 7 Habits of Highly Effective People-

*Class Description (Full Day Class)*

In this class you will learn a step-by-step approach to living with integrity, service, fairness, and human dignity. These principles will give you the security to adapt to change and the wisdom and power to take advantage of the opportunities that change creates. When you practice the 7 Habits of Highly Effective people, you will be able to lead your life in a truly effective way. The habits build upon one another, creating a process of self-awareness, growth and development. In this workshop you will:

1. Recognize your personal responsibility and how to be proactive.
2. Create your own personal purpose and vision.
3. Learn to prioritize and focus on what is most important to you.
4. Find how to create “wins” for yourself and others through cooperation and mutual respect.
5. Practice empathetic listening techniques to understand others better and seek to be understood by them.
6. Appreciate others differences and think about how to work with them to find creative solutions.
7. Discover methods for self-renewal.

*Class Objectives*

Please refer to course impact map included below

*Requirements for Successful Completion*

Completion of a course feedback form following course completion, observation of new skills learned from the course by sports residency program faculty

*Instructional Method*

Instructor lead class

Professional Development/Leadership Computer Based Training courses:

- Creating Your Own Leadership Development Plan-

*Course Description*

This course explores ways to assess yourself as a leader, establish a vision for the future, and identify obstacles to that vision. It also teaches practical approaches for setting development goals, objectives, and actions designed to move you toward your vision. Lastly, it provides useful criteria for evaluating a personal leadership development plan.

*Class Objectives*

Develop a Personal Leadership Development Plan

- identify the key results of a leader's self-assessment process
- recognize strategies for formulating your leadership vision and approaching potential obstacles to that vision
- choose appropriate objectives and actions for a leadership development plan, in a given scenario
- recognize strategies designed to help sustain leadership development
- determine whether a leadership development plan exhibits key characteristics

*Requirements for Successful Completion*

Completion of a knowledge assessment with a required minimum score of 80% following course completion, observation of new skills learned from the course by sports residency program faculty

*Delivery Method:* Computer Based Training – Content

- Time Management: Planning and Prioritizing your Time-

*Course Description*

Learn to manage time effectively by analyzing your goals, breaking goals into tasks, and prioritizing those tasks. After completing this course, you will be able to better prioritize your workload, prepare a useful to-do list, and sequence tasks.

*Class Objectives*

- prioritize tasks from a given to-do list
- identify which criteria have been applied in a given to-do list
- recognize the type of things that should be considered when sequencing tasks
- identify when to use different queuing methods
- use the time frames equation to estimate the shortest possible completion time for a given task

*Requirements for Successful Completion*

Completion of a knowledge assessment with a required minimum score of 80% following course completion, observation of new skills learned from the course by sports residency program faculty

*Delivery Method:* Computer Based Training – Content

- Interpersonal Communication: Communicating with Confidence-

*Course Description*

Are you reluctant to voice your opinions to your colleagues for fear they'll be judged negatively? Do you find yourself avoiding awkward communication situations? Confident interpersonal communication skills are essential for healthy and successful relationships, whether personal or professional. Once you've learned how to apply them, these skills enhance your influence and help you achieve your goals. Communicators have an enormous advantage if their relationships are based on rapport-building trust and credibility. But trust and credibility are not the only essentials. You also need to use specific communication behaviors to project confidence in all your verbal and nonverbal interactions. The course shows you how the essential elements of trust, credibility, and specific confident communication behaviors bring about confident communication and enhance your influence. It highlights the advantages of communicating with confidence, explores the construction of trust and credibility, and clarifies how trust and credibility result in confident communications.

*Class Objectives*

- identify expressions of the essential elements of confident communication
- recognize how trust and credibility enhance confidence in interpersonal communication
- recognize the use and impact of confident communication behaviors in a given communication scenario

*Requirements for Successful Completion*

Completion of a knowledge assessment with a required minimum score of 80% following course completion, observation of new skills learned from the course by sports residency program faculty

*Delivery Method:* Computer Based Training – Content

- Customer Advocacy: Enhancing the Customer Experience-

*Course Description*

This course outlines the importance of understanding the customer experience holistically and how every point of contact plays an important role in supporting a customer advocacy service model.

*Class Objectives*

- create a customer experience map for a given scenario
- recognize how to create the conditions for exceeding customer expectations
- recognize techniques for creating an emotional connection with your customers
- use techniques for creating an emotional connection with customers

*Requirements for Successful Completion*

Completion of a knowledge assessment with a required minimum score of 80% following course completion, observation of new skills learned from the course by sports residency program faculty

*Delivery Method:* Computer Based Training – Content

- Workplace Conflicts: Strategies for Resolving Conflicts-

*Course Description*

Whether you like it or not, conflict is an inevitable part of life. So learning to deal with it quickly and effectively is key so that you can get on with more productive activities in your day. This course describes techniques you can use to deal effectively with a conflict situation.

*Class Objectives*

- recognize how to clarify the issues in a conflict
- recognize how to collaborate effectively in a conflict situation
- talk constructively in a given conflict situation

*Requirements for Successful Completion*

Completion of a knowledge assessment with a required minimum score of 80% following course completion, observation of new skills learned from the course by sports residency program faculty

*Delivery Method:* Computer Based Training – Content

- Professionalism, Business Etiquette, and Personal Accountability-

*Course Description*

Taking responsibility for meeting your work objectives and deadlines demonstrates good business etiquette and professionalism. This course introduces the importance of personal accountability and outlines strategies for developing your own personal accountability framework.

*Class Objectives*

- recognize an appropriate accountability goal for a given set of priorities, objectives, and passions
- recognize examples of SMART goals
- identify steps to take to develop an action plan
- organize activities and tasks in a given scenario
- identify methods to stay focused
- match each example to the type of energy it will help recharge

*Requirements for Successful Completion*



Completion of a knowledge assessment with a required minimum score of 80% following course completion, observation of new skills learned from the course by sports residency program faculty

*Delivery Method:* Computer Based Training – Content

- Getting Results without Direct Authority: Building Relationships and Credibility-

*Course Description*

This course will help you to develop relationships and build credibility so that you can get the results you need at work. You'll also find out how being able to influence others benefits you.

*Class Objectives*

- identify how being able to influence others can benefit you
- recognize how to cultivate relationships at work in order to increase your ability to get results when you don't have direct authority
- recognize how to build credibility at work so that you can get the results you need

*Requirements for Successful Completion*

Completion of a knowledge assessment with a required minimum score of 80% following course completion, observation of new skills learned from the course by sports residency program faculty

*Delivery Method:* Computer Based Training – Content

- Project Management Essentials-

*Course Description*

Course will enable individuals who are not professional project managers to learn the fundamentals of project management; they will be able to manage projects related to their area of responsibility within the organization.

*Class Objectives*

Basic Concepts of Project Management

- identify the importance of effective project management to an organization
- identify project management objectives and activities
- match project roles and interested parties to their responsibilities
- identify examples of the activities that take place during each phase of the project management process

The Role of the Project Manager

- match project manager roles with examples
- identify the value of the project manager in an organization
- determine the right amount of project management in given scenarios
- match "bad manager" types to examples of their behaviors
- identify examples of micromanagement
- identify the management challenges posed by small to medium projects in given scenarios

*Requirements for Successful Completion*

Completion of a knowledge assessment with a required minimum score of 80% following course completion, observation of new skills learned from the course by sports residency program faculty

*Delivery Method:* Computer Based Training – Content