

# YOUR POWER HOUR+

## MICRO-TRAINING CLASSES



Building skills, spirit, and community  
at work and in life



**POWERSKILLS**  
INTERNATIONAL

## What is Micro-Training

A PowerSkills Micro-Training is a 90-minute, live, interactive class that focuses on the practical application of information. Micro-training is great for professionals with education, experience, and technical expertise, but may have never received training in leadership, management, or general professionalism in the workplace. If your people are so busy that taking a day or two for training is too much to bear, then a micro-training series may be just the ticket to their success...and yours!

- Target one knowledge or skill set for development
- Professional practices and proven methods that are easy to digest
- Pick and choose topics that are most relevant to immediate needs
- Ability to revisit topics with access to an audio recording of the class
- Saves your people time and your organization money

## Every micro-training class includes:

- Introduction to the topic and rationale for its relevance
- Overview of specific practices-models-methods
- Interactive Q&A
- Opportunities to begin to practice, plan, or problem-solve applications of the information.
- Supplemental materials:
  - on-the-job suggested practices so students can immediately apply learning
  - accountabilities and follow-up recommendations for senior leaders and supervisors
  - access to class audio recording to revisit topics on their own time

## Micro-Training Categories

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**Category: CHANGE MANAGEMENT**

**Topic: Forecasting and visioning change**

Take time to identify trends and use tools that help you forecast changes that may be on the horizon or necessary to make. Then engage in visioning exercises that help you see the change and identify action steps.

**Topic: Personal and functional aspects of change**

Understand why every change requires personal and functional adjustment. Identify the personal and functional adjustments that will be necessary for a planned change to succeed.

**Topic: The ANKAR model and its application to change**

ANKAR helps managers assess people's readiness and embracement of a desired or impending change. Take some time to walk through the model and apply it to a change that may be on the horizon at your place of work.

**Topic: Transitions theory in practice**

For any planned change to succeed there must be endings, adjustment time built in, and specific new beginnings of habits and practices. Learn how the Transitions Model can help you delineate specific endings, adjustments, and new beginnings associated with a planned change.

**Topic: Apply the 20-50-30 rule to strategize to get investment and buy-in**

When any significant change is initiated about 20% of people will go along, 50% will sit on the fence, and 30% will passively or actively resist. Use this rule to develop strategies for garnering investment and buy-in to a planned change.

**Category: CONDUCT MANAGEMENT**

**Topic: Identify and stop micro-aggressions on the job**

Micro-aggressions and micro-offenses are common behaviors that may not rise to the level of a policy or legal violation, but they disrupt relationships, trust, and cultures at work. Review common micro-aggressions and learn how to prevent them or stop them in their tracks.

**Topic: Identifying and mitigating disruptive behaviors**

Disruptive behaviors by an individual or group disrupt the climate and norms of a team. The behaviors may include acting out, humiliation of others, persistent gossip, collusion, and more. Review common disruptive behaviors and effective practices for prevention and intervention when they arise.

**Topic: Identify official misconduct**

Misconduct is serious. It is more than a minor infraction or a simple mistake. It can place an entire organization or person in legal jeopardy. Become aware of forms of misconduct that rise to the level of illegality and non-ethical actions in the workplace. Discuss how to communicate and reinforce messages that dissuade such conduct by employees and management personnel.

**Topic: Progressive discipline model and practices**

Inappropriate unprofessional behavior and misconduct must be addressed rapidly, effectively, and progressively. Yet, some leaders are weary of action or afraid of the consequences of enacting disciplinary measures. Review a typical model for progressive disciplinary measures to address inappropriate behaviors and misconduct. Explore informal and formal steps in the process. Discuss practices that help and hinder corrective behaviors.

**Category: CONFLICT MANAGEMENT**

**Topic: Intra-Personal Conflicts at Work**

Sometimes conflicts that develop between two or more people are born of tension and conflict within just one person. This intra-personal conflict is then projected onto others. Learn the signs and symptoms of intra-personal conflict and how to help oneself and others manage conflicts within.

**Topic: Inter-Personal Conflicts at Work**

At times, conflicts are interpersonal. They erupt because of disagreements, different styles, and a variety of misses: miscommunication, misunderstanding, mistakes, etc. Explore the nature of interpersonal conflicts at work and practices for mediating such conflicts.

**Topic: Program-related Conflicts at Work**

Conflicts might have nothing to do with people and everything to do with program and project factors that have not been adequately planned or managed. Examine four program and project factors that can trigger conflict and consider methods for resolving conflicts at work.

**Topic: Organizational Conflicts at Work**

Organizational processes, gaps in organization planning, and some senior leadership practices can trigger conflict among employees and between departments. Examine organization and leadership plans, policies, habits, and gaps that unintentionally trigger organizational culture conflicts.

**Topic: Community-Influenced Conflicts at Work**

Community and societal conflicts weave their way into organizations. They take the shape of cultural ideologies, stakeholder influences and pressures, and the ripple effects of societal events. Assess the influences and impacts of community conflicts on a work environment and discuss strategies for dealing with their effects.



**Topic: Conflict Style Discernment and Applications**

There are 5 conflict styles: accommodation, avoidance, collaboration, cooperation, and competition. The meaning of each is often misunderstood. Learn what each style really means. Assess the styles that you default to and learn how to blend styles in conflict situations.

**Category: DIVERSITY, EQUITY, AND INCLUSION****Topic: Ally blind spots**

There is a difference between intentions and impact. Allies, with the best of intentions, have blind spots that trip them in the process of advocacy and support. Examine common blind spots that allies may have, why they exist, and what can be done about them.

**Topic: The Diversity Wheel**

The *Diversity Wheel* displays myriad forms and characteristics of diversity represented at work and in life. Yet, many people do not understand the meaning or expanse of representation among them at work. Review the *Diversity Wheel*. Understand the depth and breadth of diversity within each person at work and assess your comfort levels with all forms of diversity.

**Topic: Diversity straight talk definitions**

Terms like bigotry, bias, historical trauma, and others are used so often. Yet, many people do not know what they mean. People can misapply the terms in situations and mislabel behaviors. Review 20 DEIA essential terms and examples and discuss how to use them in professional settings.

**Topic: Hidden human biases**

Before examining biases against marginalized groups, it is important to realize the hidden human biases that most people possess. Explore seven human biases that are endemic in human personalities.

**Topic: Inclusion factors essential to organizational culture change**

Inclusion practices are not simply for individuals or teams. For inclusion to be a cultural framework it must be organizationally driven. Use 10 organizational, structural, and systemic factors that promote inclusion to analyze strengths and gaps in your organization's initiatives and plans.



**Category: EMOTIONAL INTELLIGENCE SKILLS**

**Topic: Emotional self-awareness**

Emotional abilities begin with awareness. If one is not aware of actual emotions and merely defaults to general moods and limited expressions, then emotional control remains elusive. Engage in emotional self-awareness practices and become emotionally mindful.

**Topic: Emotional regulation**

Some people mistakenly think that emotions have a life of their own. However, everyone can manage and regulate their own emotions. Regulation is a skill. Learn five regulation techniques and seize the opportunity to practice them in real-time.

**Topic: Emotional motivation and triggers**

Emotions may seem to arise from nowhere at the most inappropriate times and in uncomfortable ways. Yet, there are internal and external factors that motivate and trigger emotions. Professionals do deep dives into personal understanding and empathize when emotions are triggered in others. Learn to discern the emotional motivations and triggers of oneself and others.

**Topic: Emotional social awareness**

Cultures, climates, and relationships are affected by emotional displays and emotional management. Learn how to increase awareness of the clues and cues of group emotions at work and in social settings.

**Topic: Emotional social skills**

Professionals who develop group skills, engage in group practices and manage group agreements enhance trust, build relationships, and improve group cultures and functioning. Learn 5 essential emotional group skills that create healthy, helpful cultures at work.

**Category: LEADERSHIP****Topic: Differentiate leading from managing**

Not all leaders can effectively manage and not all managers demonstrate leadership. A title does not make someone proficient in either leading or managing. Examine the difference in purpose, focus, and practices of leading and managing. Assess strengths and growth gaps.

**Topic: Influencing techniques**

Leaders are meant to influence performance, attitudes, behaviors, change, etc. Yet, many leaders don't know how to influence others. Review 8 fundamental influencing tactics and consider how to apply them to people, issues, and situations that matter.

**Topic: Leading and managing up: 8 essential steps**

Every leader has someone above them or someone from whom they receive direction, priorities, or objectives that must be fulfilled. Therefore, all leaders need skills in leading and managing upward. Build 8 essential steps for leading and managing up into your leadership toolbox.

**Topic: Leading and managing up: conversational practices**

During meetings managers and leaders want to open the minds of their bosses to new ideas, and possibilities, and make them aware of potential pitfalls that may be on the horizon. Learn 10 conversational practices to help a boss see you as a leader and open their minds to your ideas.

**Topic: Leadership styles**

Oftentimes, leaders get stuck in one style of leadership. However, every situation is unique and may require the use of a different style or the blending of styles to achieve the desired goal. Review 3 primary leadership styles – autocratic, democratic, and organic – and learn how to blend them for maximum impact in various situations.

**Topic: Negotiation practices and tactics**

Every leader must be able to negotiate effectively and ethically so that initiatives move forward, partnerships and agreements are equitable, and the leader is perceived to be fair. Examine a myriad of negotiation practices and tactics that, when used in combination, have maximum effect.

**Topic: Negotiation jiu-jitsu – beware of these maneuvers**

Ethical negotiations always strive for equity and fairness for each stakeholder. Imbalance and distrust occur when professionals, who seek advantage during a negotiation, engage in deceptive or manipulative maneuvers. Raise awareness so you can be on the lookout for common deceptive and manipulative practices.

**Topic: Dangers of positional negotiation**

During negotiations, people may dig in and remain unrelenting in their positions. They want others to bend to their needs, wants, and desires, without having to give in to others. Become adept during positional negotiations. Know the dangers, the signs, and what should be considered negotiable and non-negotiable.

**Topic: Persuasion styles and practices**

Leaders must be able to effectively persuade others to act, become engaged, change, consider new directions, etc. Sometimes leaders rely on their authority to force an action or change. People may act and change, but that doesn't mean the leader has persuaded an internal shift or long-term commitment. Explore and learn to blend multiple persuasive styles and practices.

**Topic: Power sources and responsibilities**

Power comes in many forms: legitimate power, expertise power, relational power, etc. Leaders must be aware of ten sources of power and be able to ethically leverage them to influence others and achieve goals. Review 10 sources of power, when each is applicable, and how to wield them in appropriate manners.



**Title: Servant Leadership**

Servant leadership is one of four dimensions of leadership. A servant leader embodies specific characteristics and traits and implements specific initiatives to create and cradle cultures of service at work. Review a menu of servant leadership character traits and behaviors and engage in a self-assessment. Consider employee, peer, and team initiatives that promote servant-leader cultures at work.

**Title: Situational Leadership**

Situational leadership is one of four dimensions of leadership. A situational leader can quickly analyze situations to determine issues and dynamics at play, needs, wants, and goals; then pivot their styles, solutions, and tactics to achieve desired outcomes. Assess your situational leadership abilities and receive 3 simple tools that support situational leadership efforts.

**Title: Spirited Leadership**

Spirited leadership is one of four dimensions of leadership. A spirited leader strengthens a team or organization's values, ethics, mission, and principles. A spirited leader models virtues of courage, compassion in action, and more. Delineate your spirited leadership principles, practices, purpose, and philosophy.

**Title: Strategic Leadership**

Strategic leadership is one of four dimensions of leadership. A strategic leader focuses on the future and is determined to develop strategies and initiatives for transforming visions and ideas into plans and actions. Assess the strategic leadership needs of your organization and learn fundamental practices for strategic initiative planning.

**Category: MANAGEMENT****Topic: Decision-Making**

Managers are constantly making decisions. Often on the spur of the moment, in reflexive mode. They hold so much information in their minds, calling it forth in an instant to decide. Yet, to others, their decisions seem random and based on personal preference. Learn to use criteria-driven tools to make and communicate informed decisions. Review and determine which decision-making styles are best suited for situations and circumstances.

**Topic: Delegation**

Managers often feel overloaded and overwhelmed. Employees often desire on-the-job leadership development opportunities and experience increased levels of authority. Delegation affords managers the chance to provide developmental opportunities and share meaningful projects or team tasks. However, some managers are afraid to delegate or simply don't know how. Receive tools that help managers delegate in thoughtful, organized, and developmental ways. Explore underlying causes for delegation hesitancy and generate solutions for overcoming hesitancy.

**Topic: Management styles at work**

Different circumstances call for different styles of management. A manager who gets stuck in a style will find it difficult to address situational needs and goals. Managers must be able to flex their styles based on situational dynamics and objectives. Review 6 management styles and consider their situational applicability.

**Topic: Manage and blend communication styles at work**

Communication is key to the effective management of people, projects, and teams. However, all professionals have different styles of communication, and a style difference can lead to misunderstanding, confusion, and upset. Use the communication styles self-assessment to learn about 4 styles of communication, when to use each style, and determine the styles of team members.

**Category: STRESS MANAGEMENT**

**Topic: Breathing and mindfulness practices**

Stress builds throughout the day. It would be nice to stop working and take a respite when stress builds up but that is not always possible. Professionals must be able to monitor the signs of stress build-up and engage in stress reduction self-regulation practices. Learn and practice engaging in stress-reducing breathing and progressive relaxation exercises that can be used throughout the day. Engage in mindfulness practices to monitor changes in body-emotions-mental states and calm oneself.

**Topic: Burnout prevention**

Burnout is progressive. It builds up over time. It results in a professional becoming apathetic or angry towards work, people at work, and life itself. It has many organizational and personal underlying causes. People who experience burnout can be pulled back from the edge. Review the stages, signs, and symptoms of burnout. Make necessary choices to avoid or alleviate burnout.

**Topic: Combatting compassion fatigue**

Self-care should be central to a professional's daily routine. Caring, concern, and support of others, though driven by personal purpose, philosophy, or role, can emotionally exhaust a professional. Supporting others does not mean that professionals let their wells run dry. Review the cues and clues of compassion fatigue – a state of emotional, empathetic, and physical exhaustion. Learn self-care practices that help professionals prevent and recover from compassion fatigue.

**Topic: Happiness – Personal factors at play each day**

Happiness is possible in every single moment. It comes in many forms: contentment, joy, comfortability, etc., and is engendered by personal choices, habits, and plans. It is also adversely affected by decisions, allowances, and patterns. Explore internal and external happiness factors for daily life. Create a plan for happiness to take center stage each day.

**Topic: Happiness – Workplace factors that affect happiness**

Workplace dynamics, pressures, and conditions can momentarily and progressively affect a person's happiness. Though each person has control over their levels of happiness, the work environment and workplace culture impact states of happiness. Consider a variety of workplace elements and practices that either promote or diminish happiness levels within a professional. Make plans to adjust or enhance elements at work.

**Category: SUPERVISION**

**Topic: Supervisor goals**

All supervisors, regardless of industry or title, have the same common goals to achieve. Project assignments may differ, expectations may change, and priorities may be inserted, but the same baseline goals exist. Review the 5 goals for every supervisor inclusive of personnel management, performance management, productivity management, and more.

**Topic: Supervisor roles and responsibilities**

Most employees, and indeed most supervisors, do not always recognize the depth and breadth of supervisory tasks, accountabilities, and activities. Supervisors must step into and fulfill so many unique roles and responsibilities expected by senior managers and employees alike. Use a list of 20 roles and responsibilities to assess strengths and gaps in a supervisor's competency, capabilities, and confidence.

**Topic: B.A.S.K.<sup>TM</sup> – a developmental tool for supervisors**

Most supervisors, managers, and employees are promoted into and expected to fulfill the duties of positions because of their subject matter expertise or technical abilities. Yet, once in a position, often feel overwhelmed by all the nuanced expectations of the position. They discover that they must develop very rapidly. Use the B.A.S.K.<sup>TM</sup> – behaviors, attitudes, skills, knowledge – tool to create a baseline developmental plan for professional growth.

**Topic: Establish supervisory authority and credibility**

Supervisors can wield a lot of power. But they can only persuade and influence others if they are perceived to be credible and their various authorities are recognized and reinforced. Consider ways in which supervisors develop leadership and programmatic credibility and have their authority respected and reinforced.



**Topic: Managing expectations**

All humans have expectations. It's natural. But expectations must be managed within each person and between professionals. When they aren't managed, people feel let down and conflicts ensue. Explore expectations and consider which are appropriate, dependent, and legitimately linked to a role. Examine personal expectations of oneself and others and assess the validity of one's expectations.

**Topic: Performance planning**

There are eight activities in the performance management cycle. Performance planning helps a supervisor and employee create an objective baseline for assignments, expectations, and appraisals. Review and generate a list of comprehensive performance planning elements to ensure that employee success is supported at the outset.

**Topic: Performance development**

There are eight activities in the performance management cycle. Performance development ensures that an employee can develop the requisite knowledge, skills, and abilities to accomplish assigned technical, programmatic, peer leadership, and personal management tasks. Use the *True Professional™* model to identify the competencies and capabilities an employee needs for success.

**Topic: Performance monitoring and accountability**

There are eight activities in the performance management cycle. Performance monitoring and accountability are essential to employee support as well as ensuring team performance and productivity. Monitoring does not necessarily mean micro-managing. Review the fundamental purpose of monitoring and share multiple practices for supporting accountability.

**Topic: Performance feedback dialogues and methods**

Feedback is not a monologue nor a transaction that should invoke fear or defensiveness. Effective feedback sessions are dialogues designed to support people. They are service-centered, trusting, developmental, and meant to help, not hinder. Review fundamental practices, promises, and methods for transforming hesitant feedback encounters into sought-after support mechanisms.

**Topic: Performance correction**

There are eight activities in the performance management cycle. Correction is essential for improvement. However, performance correction is never meant to be demeaning or demoralizing. A correction is an act of servant leadership and support, a sharing of insights and knowledge, and a determination of practices that will correct a course and lead to success. Consider informal and formal performance correction practices to support employee success.

**Topic: Performance evaluation and ratings**

There are eight activities in the performance management cycle. Evaluation meetings and rating mechanisms can stoke fear, and self-doubt, and stir emotions. But they don't have to. When ratings are based on objective criteria which is consistently applied, and when evaluations meetings are set up as objective views of work, then the meetings and ratings can be a form of service, not criticism. Learn methods, tools, and practices for evaluating and rating employees and setting up successful meetings.

**Topic: Performance rewards and recognition**

There are eight activities in the performance management cycle. Rewards are meant to reinforce and replicate the specific performance. Recognition is used to validate a person, their presence, efforts, and impact. Distinguish between recognition and rewards. Design a reward and recognition menu and apply it to employee performance and impact.

**Topic: Performance documentation and record-keeping**

There are eight activities in the performance management cycle. Under the law, there are certain things that supervisors should and should not be documenting in personal or organizational files. Certain records should be kept, but by whom, where, and how often? Review performance documentation and record-keeping guidelines and practices that all supervisors must follow.

**Topic: Rapid problem-solving methods for supervisors**

Persistent, unresolved problems are a perennial cause of grief, disillusionment, and consternation for supervisors and employees. Problems can dominate meetings. Supervisors try their best to be the problem-solvers and to throw solutions at an issue, but sometimes fail to get at underlying causes or enlist employees in solution generation. Practice using a rapid problem-solving tool that helps you uncover underlying issues to problems and generate menus of solutions within 25 minutes.

**Topic: Leadership no-go zones: inappropriate actions**

Say it isn't so. That is the thought going through the minds of so many managers when they hear of certain leadership behaviors, choices, and practices. There are certain behaviors and practices that leaders should simply not be engaged in. Examine multiple leadership no-go zones: unprofessional, unethical, unwise behaviors and practices that are off-limits to leaders.

**Topic: S.W.O.T. - Project and professional assessment**

Learn to use the S.W.O.T. model – Strengths, Weaknesses, Opportunities, and Threats – for more than just project and program plan analysis. Learn to apply S.W.O.T. to professional growth and development planning, interview practices, and partnership assessment.

**Title: Transition from peer to supervisor**

When professional transitions from a peer to a supervisor in short order some relationships may change, and the supervisor finds themselves in uncomfortable situations. Review 8 things that change during transition periods and how to reset norms, agreements, and relationships.

**Category: TEAM BUILDING****Topic: High-performance team practices**

All high-performance teams have characteristics and practices in common. These characteristics impact team member trust, participation, communication, problem-solving, and more. Use the 14 characteristics of high-performing teams to analyze the strengths, growth gaps, and planning for your team.

**Topic: Building blocks of team culture**

Team culture directly affects team member morale and motivation, and impacts employee retention and engagement. There are specific building blocks for developing and solidifying a team's culture. Review 7 building blocks. Determine which ones your team has in place, and which must be strengthened.

**Topic: Stages of team development**

Whether the team is newly formed or has been together for many years, all teams progress through stages of development. The full completion of each stage determines whether the team will be functional, cohesive, conflictual, welcoming, and high performing. Examine criteria for stages and brainstorm ideas and activities to help your team successfully move through all stages.

**Topic: Team morale and motivation**

Group morale is a group phenomenon and is directly related to a team's cohesion and climate. Team member motivation is individually generated and sustained. Explore factors that build and block morale and motivation. Develop personal action plans and determine team morale boosters.

**Topic: Team member engagement**

A team is a group of interdependent professionals who engage in mutuality. They are mutually supportive and develop mutual agreements for accountabilities and processes. Interdependence means that every team member must be fully engaged in team processes, meetings, and planning. Consider methods, initiatives, and opportunities for promoting team member engagement.



## Benefits of Micro-Training

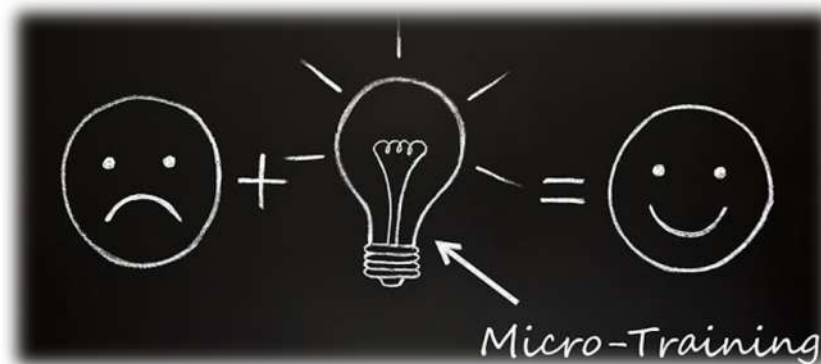


- Micro-training saves your company money and your people time.
- Micro-trainings offer professionals sources of professional practices and proven methods that are easy to digest.
- Professionals can pick and choose topics that are most relevant to their immediate needs.
- Micro-training is great for professionals who have education, experience, and technical expertise, but who may have never received training in areas of leadership, management, or general professionalism in the workplace.
- Micro-training libraries can be easily accessed so that professionals can revisit topics and listen to audio.



### Important considerations for PowerSkills Micro-Training Classes

- All topics focus on the practical application of information. A beginner in a field or a role may have to stretch to see how an advised practice or method applies to their situation. Whereas someone with seasoned experience may want a deeper dive into a particular topic. It's important to remember that micro-training events are crash courses on very specific topics.
- Classes are meant to offer baseline knowledge, suggested practices, relevant models, and methods. Micro-training is not a substitute for holistic development of people (e.g., comprehensive supervisor skill development) unless professionals are offered a micro-training series which, taken over time, will help a professional holistically grow.)
- Classes are not adjusted or customized. Classes provide fundamental knowledge, insights, and practices that apply to all types of work settings: business, government, non-profit, etc.
- Professionals may be dealing with different levels of need for the micro-training knowledge, practices, and models offered by the facilitator. Classes are not designed to include on-the-spot, individualized advising, nor meant to address every possible case scenario that professionals may pose. Some professionals may have very acute needs and want tailored advice. If this need arises, facilitators will recommend alternate services.



### **Micro-Training Recommendations**

- Managers are encouraged to participate in micro-trainings offered to employees so they can offer tailored support after the class concludes.
- Professionals are encouraged to participate in a class in its entirety to understand all aspects of a topic and avoid misconstruing content, which can occur when a participant arrives late or only tunes into sections of a class.

### **Pricing and Scheduling**

- All micro-training classes are billed at a rate of 90 minutes.
- All classes are scheduled live on Mondays or Fridays. We believe these are optimal days to support powering up at the beginning of the week and for attendees to reflect on what they've learned as they head out at the week's end.
- Micro-training classes can be purchased as individual classes or in packages of 6, 9, or 12 classes with discounts for larger packages.
- An audio recording of each class is offered for a nominal fee and can be shared with the roster of attendees. Recordings are not meant to be purchased for company-wide use after one micro-training event.

*Contact us today!*

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