

YOUR POWER HOUR+ MICRO-TRAINING CLASSES



Building Skills, Spirit, and Community at Work and in Life
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What is Micro-Training

A PowerSkills Micro-Training is a 75-minute to 90-minute, live, interactive class that focuses on the practical application of information. Micro-training is great for professionals who have education, experience, and technical expertise but may have never received training in areas of 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 Class Topics

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CHANGE MANAGEMENT PRACTICES

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.

CONFLICT MANAGEMENT SKILLS

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 inter-personal conflicts at work and practices for mediating such conflicts.

Topic: **Project and 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**

Organization 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 Insights 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.

- **Session 1** This session includes a free Conflict Style assessment so that participants can determine their conflict styles. Participants then review and share scores while learning about each style's indicators, characteristics, benefits, and implications/detriments of overuse.
- **Session 2** This session focuses on applying conflict styles to specific situations so that participants determine which style is most appropriate under what circumstances and to achieve what ends. Participants also learn how to blend styles during situational encounters.

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.



LEADERSHIP DEVELOPMENT PRACTICES AND SKILLS

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.

- Session 1 This session focuses on eight specific techniques or tactics that can be used individually or in combination to influence others to consider one's perspective during a dialogue or presentation.
- Session 2 This session focuses on psychological principles of persuasion and four persuasion styles. Participants review specific psychological principles and how they may have been used in ethical or manipulative ways on them during consumer transactions in the past. Then, transfer learning to the workplace environment. Then participants learn about the characteristics of four persuasion styles and self-identify their style. Then, learn how to blend styles during persuasive situations.

Topic: **Leading and managing up: influential, conversational, and partnership practices**

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



- Session 1 This session focuses on reviewing the ethical, legitimate professional purpose of leading up and managing up as an employee/team developmental process, management practice, employee engagement practice, and leadership development process. Participants review the traits and habits of those who effectively and ethically manage up and who invite/allow others to lead and manage them (e.g., supervisors, managers, etc.). Participants also learn how to reposition themselves to be viewed as leaders in their own right.
- Session 2 This session reviews the nine steps in the *managing up* process. Participants review each step and brainstorm how they can adapt it or tailor it to their situation or current relationship with their boss.
- Session 3 This session examines the eight fundamental principles-in-practice for *leading up* and concludes with 20 ideas for putting principles into practice.

Topic: Leadership styles at work

Often, leaders get stuck in one style of leadership. However, every situation is unique and may require using a different style or blending styles to achieve a 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 which, 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 and 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 leverage them to influence others and achieve goals ethically. Review 10 sources of power, when each is applicable, and how to wield them appropriately.

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.

MANAGEMENT SKILLS DEVELOPMENT

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 project 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: **Communication styles at work**

Communication is key to effectively managing 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.

STRESS MANAGEMENT AND BURNOUT AT WORK

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 and intervention series**

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.

- Session #1: Differentiating burnout from compassion fatigue, stress overload, and depression
- Session #2: Employee prevention and intervention practices
- Session #3: Organization and leadership paradigm shifts, strategies, and practices
- Session #4: Supervisor and manager prevention and intervention practices and strategies
- Session #5: Team and peer prevention and intervention activities and practices

SUPERVISION AND PERFORMANCE MANAGEMENT

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.[™] – 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.[™] – 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. However, expectations must be managed within each person and between professionals. People feel let down when they aren't managed, 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 and 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. Correction is an act of servant leadership and support, sharing insights and knowledge, and determining 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 that are consistently applied, and when evaluation meetings are set up as objective views of work, 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 specific performance. Recognition is used to validate a person, their presence, efforts, and impact. Distinguish between recognition and rewards. Design and apply a reward and recognition menu 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 organization 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 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: Supervisory 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 supervisory behaviors, choices, and practices. There are certain behaviors and practices that supervisors should simply not be engaged in. Examine multiple supervisory no-go zones: unprofessional, unethical, unwise behaviors and practices that are off-limits to supervisors.

Title: Transition from peer to supervisor

When a 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.



TEAM BUILDING KNOWLEDGE, SKILLS, AND STRATEGIES

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.

- Session 1 This session focuses on individual impacts and contributions to team culture, specifically an individual's behaviors, attitudes, and practices. Participants learn about many aspects that factor into whether a team culture is helpful or unhelpful, healthy or unhealthy, and effective or less effective. Then, they are introduced to the B.A.S.K. model (**B**ehaviors/**B**eliefs, **A**ttitudes/**A**ssumptions, **S**kills/**S**trategies, **K**nowledge/**K**ey Information) and use it to identify baseline aspects of an individual's contribution to team culture.
- Session 2 This session focuses on team and group demonstrable values, clear agreements and expectations, and the dynamics or patterns that are helping or inhibiting team trust and team motivation.
- Session 3 This session focuses on the impacts of team structural or process issues and leadership practices that affect team culture, such as priority management, workload and workflow distribution, support, etc.

Topic: **Employee engagement**

A team is a group of inter-dependent 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.

Topic: High performance team practices

All high-performance teams have characteristics and practices in common. These characteristics impact team members' 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: 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.

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 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. On the other hand, someone with seasoned experience may want to dive deeper 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 are they 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.

As with all training, the benefits are realized when lessons are tried, taught to others, or applied in real-world situations. Therefore, it is important that participants act upon the lessons offered, utilize the tools, try or apply the suggested on-the-job activities, or contemplate the self-reflection questions included in each workbook.

Pricing and Scheduling

Each class is 75 minutes to 90 minutes in duration.

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 4.

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.

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