

E-LEARNING

CLASSROOM  
TRAINING

COACHING

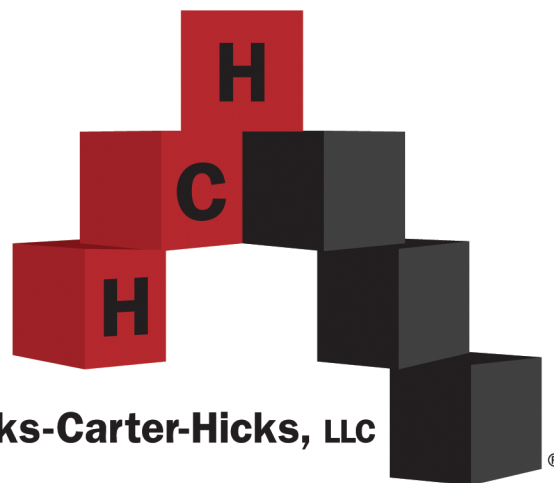
ASSESSMENTS

HELPING CLIENTS

**Build Better  
Workplaces™**



# Learning & Development Resource Guide



**Hicks-Carter-Hicks, LLC**

*An award-winning performance improvement company.*



## Letter from our President & CEO



Dear Learners,

The Hicks-Carter-Hicks Learning & Development Resource Guide is designed for the continuous learner. The Guide provides learners with the resources they need to expand their competencies (knowledge, skills, abilities and behaviors) on the job.

Hicks-Carter-Hicks's learning & development resources (e.g., training, coaching and assessments) enhance performance by supplying new techniques and strategies to improve individual, team and organizational results. The interactive training courses include pre- and post-assessments, and skill practices. Each course can be customized to reflect your specific business or industry. Course delivery options, designed to fit your work environments and schedules, include traditional classroom, online, or blended formats. The Hicks-Carter-Hicks curricula are relevant, flexible, results-oriented and value-driven. Our coaching process focuses on helping learners redirect their behaviors to generate optimum outcomes on the job. In addition, our assessments provide the data necessary for designing, developing and delivering learning & development programs that are strategically focused on helping learners improve their on-the-job performance. Moreover, the assessments provide learners with insight into how their behaviors impact their performance and the perception coworkers have about them.

Through Hicks-Carter-Hicks's learning & development resources, individual contributors, team leaders, supervisors, managers and executives, working in any industry, learn how to use basic human relations skills to motivate, engage and lead employees with finesse and respect. By enhancing the skills of learners/leaders, organizations can improve productivity, increase employee engagement, and maximize employee performance and potential.

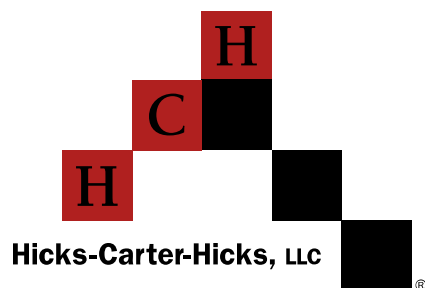
Brief descriptions and learning objectives for our core courses offered via the classroom, online and blended formats appear on the pages to follow. Additionally, we have included information about our training philosophy, coaching process, and organization and individual assessments.

If you have any questions regarding our learning & development resources or method of delivery, please call us at 800-396-2402 or send an email to [info@h-c-h.com](mailto:info@h-c-h.com).

Thank you.

Regards,

Gloria Carter-Hicks  
President and CEO

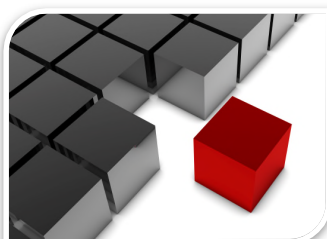


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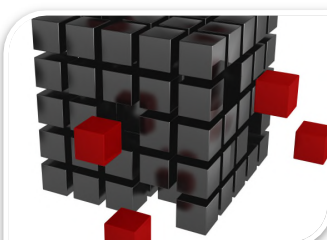
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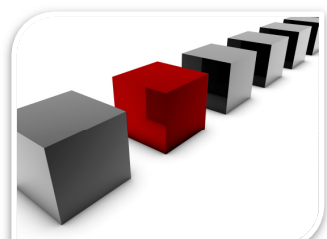
### **01** E-Learning



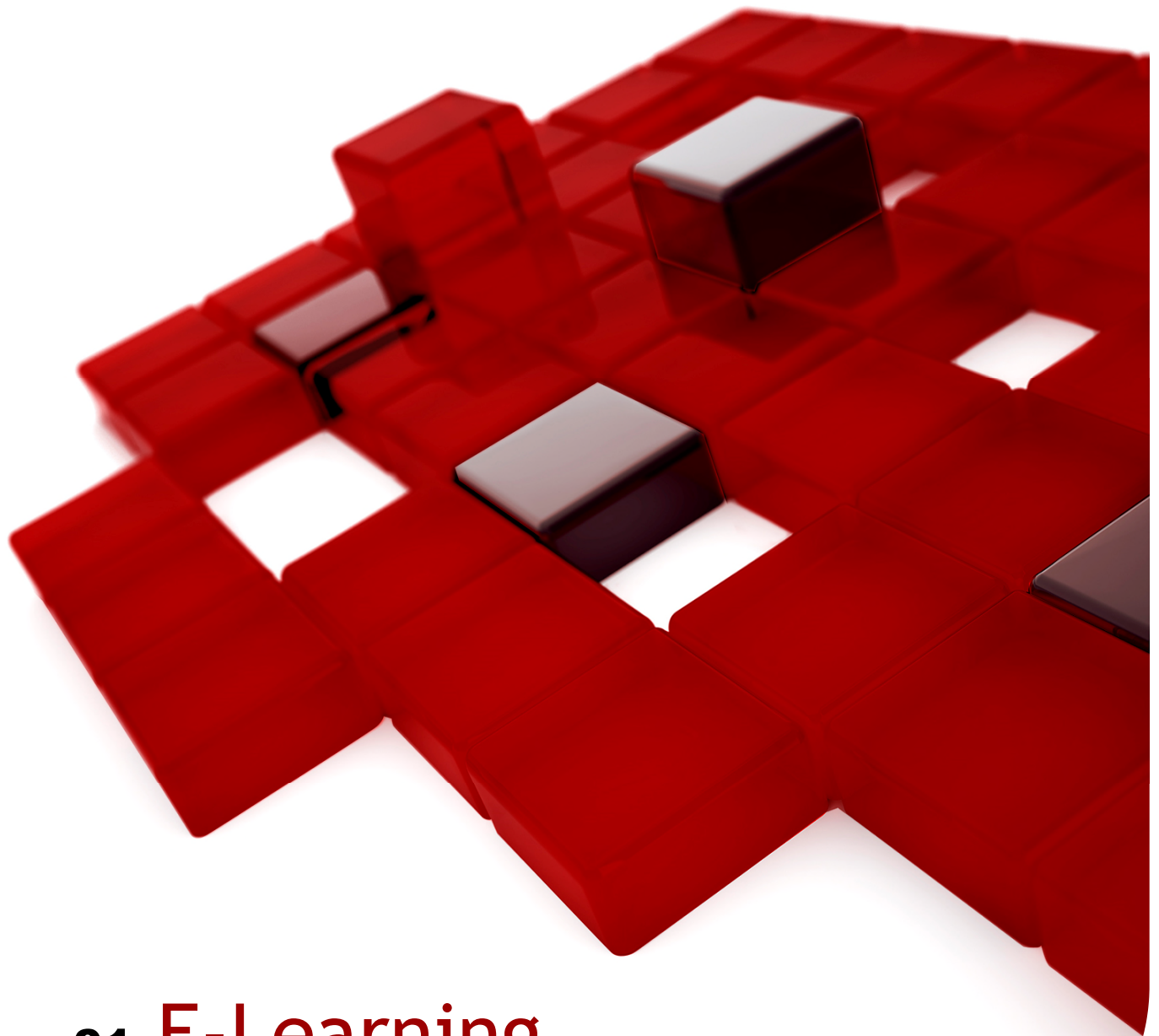
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## 01 E-Learning

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The Hicks-Carter-Hicks Interactive online campus offers an array of self-paced, on-demand courses. Online courses are offered 365 days a year and 24 hours a day. These are off-the-shelf courses; however, minor customization is available. The following courses are offered via online, traditional classroom or a blended combination.





## Essential Skills of Leadership

### Course Description

*Essential Skills of Leadership* is one of two foundation courses in the Leadership Series, which help to develop skills that are basic to all the other courses in the series. Learners acquire these skills through a variety of exercises and skill building techniques. The audience for this course consists of team leaders, supervisors, and first-line managers.

*Essential Skills of Leadership* is the first step to developing successful managers. By focusing on three critical management skills, the program establishes a methodology for productive interactions between team members and team leaders. *Essential Skills of Leadership* helps experienced managers, new managers, and aspiring managers refocus on the basics—the skills they will require to manage the individual while also leading the team.

### Course Objectives

Like the team leader in the video, when you have completed the *Essential Skills of Leadership* course, you will be able to:

- Deal with your team members on a day-to-day basis in such a way as to maintain and enhance their self-esteem.
- Base your discussions about performance and work habits on your team member's behaviors rather than on their personalities or attitudes.
- Involve your team members in setting goals, solving problems and making decisions.



## Essential Skills of Communicating

### Course Description

*Essential Skills of Communicating* is one of two foundation courses in the Leadership Series, which help to develop skills that are basic to all the other courses in the series. Learners acquire these skills through a variety of exercises and skill building techniques. The audience for this course consists of team leaders, supervisors, and first-line managers.

*Essential Skills of Communicating* provides the tools necessary to develop clear, concise messages. Focusing on communication as a two-way process, the program can help even experienced managers improve their messages by making them clear, well organized and aimed at the needs and interests of the listener. By developing the essential skills of communicating, managers improve relations with their team members and increase productivity.

### Course Objectives

Like the team leader in the video, when you have completed the *Essential Skills of Communicating* course, you will be able to:

- See that communication is a two-way process.
- Construct clear, concise messages in the interest of the receiver.
- Manage nonverbal behaviors to reinforce the intent of your message.
- Listen actively to improve communication.
- Create a climate of open communication that increases your team members' motivation and commitment.



## Coaching Job Skills

### Course Description

*Coaching Job Skills* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

*Coaching Job Skills* provides the tools necessary for successfully coaching individuals to perform a job, a task, or a skill. In order to achieve results, coaching must go beyond just showing how to do something. Coaching involves observing, analyzing demonstrating, and giving feedback. It's a process of developing relationships with team members, relationships that ultimately can build the trust and respect that are the foundation of successful organizations.

### Course Objectives

When you have completed the *Coaching Job Skills* course, you will be able to conduct a successful meeting with a team member to coach them on how to perform a job, task, or skill by:

- Understanding the special nature of coaching; a one-on-one activity that involves showing a team member how to perform a task.
- Distinguishing between performance problems that require coaching and those that can best be handled by clearer instructions or by other means.
- Understanding the importance of observation and analysis before coaching a team member, since coaching, like all effective training activities, must be well thought-out and carefully planned.
- Involving the team member in the coaching process by asking questions and encouraging feedback.





## Improving Work Habits

### Course Description

*Improving Work Habits* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

*Improving Work Habits* provides the tools necessary to recognize and to address poor work habits—even those of a team member who may be successful in his or her job. By focusing on the negative behavior and gaining the individual's acceptance and commitment to change, the manager effectively addresses the issue before it develops into a disciplinary problem for everyone on the team.

### Course Objectives

When you have completed this workshop on *Improving Work Habits*, you will be able to:

- Distinguish between job performance and work habits.
- Understand the importance of dealing with unsatisfactory work habits early, before they require disciplinary action.
- Explain clearly and specifically to a team member the nature of his/her unsatisfactory work habits, focusing on behavior rather than personality or attitude.
- Involve the team member in the process of correcting the unsatisfactory behavior through an interactive process that maintains the team member's self-esteem.
- Increase team member accountability by getting team member commitment to a clear plan of action and by reviewing progress regularly.





## Delegating

### Course Description

*Delegating* is one of the courses included in the Leadership Series. It focuses on interpersonal skills emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

*Delegating* provides the tools necessary to develop messages that communicate the "what" and the "why" of every delegated task. Focusing on ensuring that the individual understands what is required helps facilitate a successful result. This ensures the work is done correctly and the individual gains the benefits of a new experience that leads to increased confidence and responsibility.

### Course Objectives

When you have completed this workshop on *Delegating*, you will be able to:

- Understand the importance of effective delegation as well as the problems associated with the lack of delegating or delegating poorly.
- Communicate both the need for and the "why" of every delegated assignment and task.
- Use delegation as a powerful motivational tool. Use delegation to improve your team members' skills.
- Encourage team member participation and involvement through proper delegating methods.
- Establish a team member's responsibility and authority for a delegated task.
- Regularly monitor progress through feedback and review.



## Managing Complaints

### Course Description

*Managing Complaints* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

As the leaders on the front line, managers and team leaders are often the first to hear team member complaints. Though sometimes they may seem unimportant, each complaint should be addressed and resolved. This module shows how to resolve simple complaints and identify the hidden agendas that so often underlie the chronic grievances.

### Course Objectives

When you have completed the *Managing Complaints* course, you will be able to conduct a successful meeting with a team member to coach them on how to perform a job, task, or skill by:

- Understanding why all team member complaints must be dealt with rather than ignored or dismissed.
- Being more sensitive to all the problems major or trivial, real or imagined that can lie behind complaints.
- Understanding techniques used to determine underlying problems, which are not always the same as those the team member thinks are responsible for his/her difficulties.
- Using various techniques to solve such problems while maintaining a positive relationship with the team member.



## Resolving Conflicts

### Course Description

*Resolving Conflicts* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

*Resolving Conflicts* helps managers develop skills to identify the source of team member conflicts. Using effective communication and management techniques, managers can help individuals understand another point of view and move beyond the conflict.

### Course Objectives

When you have completed the *Resolving Conflicts* course, you will be able to conduct a successful meeting with a team member to coach them on how to perform a job, task, or skill by:

- Distinguishing between the two major sources of team member conflicts: personality clashes and work structure problems.
- Being aware of the positive and negative impacts of conflicts.
- Accepting conflict as an inevitable part of all work situations, one that must be dealt with—not ignored.
- Establishing a cooperative atmosphere to resolve conflicts when they arise.
- Helping individuals involved in conflicts understand each other's point of view.
- Leading them to agree on the facts and a solution.





## Developing Performance Goals and Standards

### Course Description

*Developing Performance Goals and Standards* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

Unless managers and team leaders are successful in spelling out the organization's specific goals, their team members are not going to know how to meet those objectives. This module shows learners how to establish specific, measurable, attainable, results-oriented, and time-framed performance goals. It then illustrates the steps that gain team member agreement and commitment to those performance goals.

### Course Objectives

When you have completed the *Developing Performance Goals and Standards* course, you will be able to conduct a successful meeting with a team member to coach them on how to perform a job, task, or skill by:

- Defining goals, objectives and performance standards.
- Identifying and setting performance standards that are specific, measurable, attainable, results-oriented, and time-framed, using concrete active language.
- Establishing time limits for all performance standards.
- Involving team members in creating their own individual performance standards.
- Negotiating with team members to develop effective S.M.A.R.T. performance standards.
- Monitoring team members' progress toward their goals by holding individual review meetings.





## Providing Performance Feedback

### Course Description

*Providing Performance Feedback* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

*Providing Performance Feedback* shows the way evaluation is done by the experts. First, relevant performance standards are established. Then the team member's own performance evaluation is solicited. This accomplished, the stage is set for a summary evaluation that will be clear and credible to the team member.

### Course Objectives

When you have completed the *Providing Performance Feedback* course, you will be able to conduct a successful meeting with a team member to coach them on how to perform a job, task, or skill by:

- Basing assessments on facts and behavior.
- Assessing performance.
- Using positive performance feedback to encourage self-motivation of team members.
- Gaining team member participation in assessment.
- Gaining team member agreement with the assessment.
- Gaining team member commitment to the change needed to improve the performance.



## Supporting Change

### Course Description

*Supporting Change* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

*Supporting Change* helps managers learn to understand and to interpret change. By understanding it, managers can more clearly communicate change to their team. This clear communication helps to reduce misunderstanding and anxiety. It also helps the change initiative gain acceptance more quickly, minimizing lost productivity and decreased performance.

### Course Objectives

When you have completed the *Supporting Change* course, you will be able to conduct a successful meeting with a team member to coach them on how to perform a job, task, or skill by:

- Understanding and interpreting change and the impact on your team members.
- Viewing change and the anxiety it can cause team members as natural and inevitable.
- Assisting your team members as they adjust to change.
- Involving team members in the process of change.
- Helping your team members make the change.
- Following up on the initial meeting to make sure adjustments to the change are going as planned.



## Effective Discipline

### Course Description

*Effective Discipline* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

*Effective Discipline* helps managers learn effective techniques for addressing problem behavior. Using communication skills, the manager works to preserve the individual's self-respect and encourage the best kind of discipline—self-discipline.

### Course Objectives

When you have completed the *Effective Discipline* course, you will be able to conduct a successful meeting with a team member to coach them on how to perform a job, task, or skill by:

- Using techniques of effective discipline to eliminate problem behavior.
- Communicating in terms of behavior rather than perception or opinions.
- Recognizing the importance of team member participation in defining the problems and their solutions.
- Managing the discussion to diminish defensiveness and focus on solutions.
- Issuing appropriate warning consistent with your organization's policies.
- Reviewing performance to make sure the problem is solved.





## Communicating Up

### Course Description

*Communicating Up* is one of the courses included in the Leadership Series. It focuses on interpersonal skills, emphasizing communication and improvement of management skills by using behavior modeling. For maximum benefit, it is recommended that learners first experience the two foundation modules, *Essential Skills of Leadership* and *Essential Skills of Communicating*, prior to taking this course. The audiences for this course are team leaders, supervisors, and first-line managers.

Most managers and team leaders realize the importance of upward communication, but few accept the responsibility for the quality and effectiveness of communicating with their own managers. Managers and team leaders will learn how to frame communication to achieve the desired result.

### Course Objectives

When you have completed the *Communicating Up* course, you will be able to conduct a successful meeting with a team member to coach them on how to perform a job, task, or skill by:

- Understanding the importance of framing all communication with your manager in terms of his/her self-interest.
- Entering meetings with your manager armed with a well-thought-out objective that is clearly stated.
- Clearly linking your objective with facts that support plans and goals.
- Working with your manager to uncover any questions or reservations he/she may have concerning your message.
- Moving conversations toward agreement using questions that focus on benefits to be gained when your objective is reached.
- Clearly and concisely restating the decisions that result from communicating with your manager and ensure that those decisions are mutually understood.





## Motivating Team Members

### Course Description

*Motivating Team Members* helps managers learn the four stages to influence a team member to perform a task, while creating a work environment that will motivate higher performance. Throughout the workshop, managers and team leaders will participate in *reading, discussion, assessments, diagnostics, small group exercises and rehearsal modeling with real life situations, and facilitator coaching*. Managers leave the workshop with implementation tools, troubleshooting guides and additional resources to help them apply the skills they have learned on the job.

### Course Objectives

After successful completion of this course, participants will be able to:

- Understand the factors that motivate team members to perform effectively.
- Understand how motivation varies from team member to team member.
- Distinguish between motivators and dissatisfiers.
- Learn how to create a work environment for each team member that will motivate higher performance.



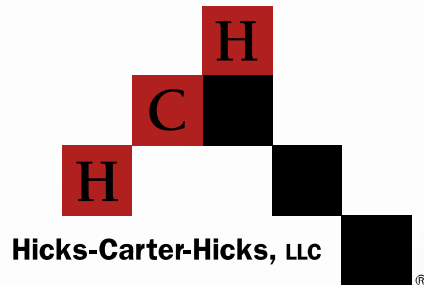
## Developing and Coaching Others

### Course Description

*Developing and Coaching Others* educates managers to effectively and successfully develop and coach their team leaders to become better and more consistent performers. The program will help your managers learn the specifics of how they can effectively impact the learning process and coaching moments of their teams to make the difference.

### Course Objectives

- **Ensure Training Changes Behavior** - Successfully motivate, direct, and coach your team members through a learning process to ensure they transfer learning into improved on-the-job performance.
- **Coach Effectively** - Effectively handle “coaching moments” to improve team members’ performance on the job.



## Hiring Winning Talent

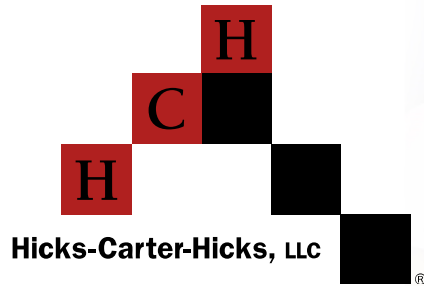
### Course Description

Successful hiring doesn't start with a job posting and end when a candidate has been selected. Successful hiring is a structured process that begins with a clear, **well-defined** and justified definition of what capabilities a good candidate must have to be successful, and it ends with ensuring the selected individual accepts the offer and joins the organization in a very positive way. ***Hiring Winning Talent (HWT)*** provides the processes and tools required to master the art and science of identifying and winning great new **employees**—those that will perform in the top 20%.

### Course Objectives

After successful completion of this course, participants will be able to:

- Establish an efficient process that will reduce the time it takes to interview and select a qualified candidate.
- Maximize new hires' productivity once they join your team by ensuring that candidates are a good fit for the job (both technical and organizational fit).
- Ensure team cohesion and support for new hires by involving team members in the process.
- Increase the retention of all new hires, and in particular reduce turnover during new hires' first year on the job.
- Conduct a hiring strategy meeting that helps clarify the roles and responsibilities of the interview team.
- Learn a structured interview process that will ensure consistency and fairness to all candidates.
- Utilize specific tools and techniques to evaluate candidates and make an informed hiring decision.



## *Productivity*

# Achieving Communication Effectiveness

## Course Description

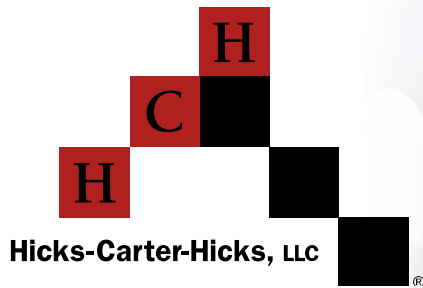
Administrative and support personnel will learn effective communication techniques thereby opening the door to dialogue, negotiation, and compromise. Participants will also be trained to function more productively through improved communication skills. More accomplished communicators will work well with others to get tasks done faster and with fewer mistakes. Support staff who are skilled communicators will be respected within the organization because they understand instruction, get their thoughts across, influence others, and stimulate new ideas. As a result, organizational productivity will increase.

## Course Objectives

After successful completion of this course, participants will be able to:

- Understand the elements of communication.
- Recognize and begin to overcome barriers to effective listening.
- Improve your ability to listen.
- Improve your ability to interpret messages.





## Professionalism in the Office

### Course Description

*Professionalism in the Office* is designed to teach the skills needed to be more professional on the job. This course will emphasize the positive results when an employee possesses courtesy, work organization, time management skills, effective interpersonal communication skills, knowledge of the organizational culture, and flexibility for change. This course gives the opportunity to assess personal performance, participate in learning experiences not available in the day-to-day work environment, and define and evaluate personal goals/objectives related to career growth.

### Course Objectives

After successful completion of this course, participants will be able to:

- Recognize the qualities that help you to be more professional on the job.
- Develop an awareness of the standards and abilities required for professional job performance.
- Learn how to develop an understanding of your organization's policies, procedures, and philosophy.
- Improve your outlook and motivation.
- Improve behavior related to interpersonal communication and courtesy.
- Stimulate teamwork through learning how to communicate with peers, supervisors, and other coworkers.
- Learn how to increase your productivity by organizing work, setting priorities, and managing your time effectively.
- Learn how to accept organizational changes and how to benefit from new opportunities.
- Understand that all professional skills and behaviors can be learned, perfected, and used successfully in both the business world and in your personal life.



## Diversity Awareness

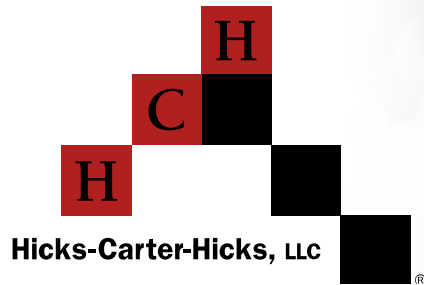
### Course Description

This interactive online skill builder will assist in understanding, recognizing and appreciating that cultural diversity means being different from others and learning how to celebrate those differences once they are identified. The opportunity will be provided to learn and then do something about personal understandings of other cultures. This course will show how to interact with different kinds of people and recognize the benefits that multiculturalism can bring to our lives. *Diversity Awareness* is a source of enrichment that can bring a wealth of benefits to every organization.

### Course Objectives

After successful completion of this course, participants will be able to:

- Create an environment in which individual differences are evident, valued and respected.
- Gain a clearer understanding of various terms and definitions directed to diversity.
- Create a culture where diversity is a driving force, making you more aware of others and your environment.
- Identify your own discomforts with the complex and diverse population that exists within the world.
- Increase your appreciation of differences and enhance your ability to utilize these differences to increase problem solving and innovation.
- Practice skills and principles that will allow you to position yourself proactively in a changing environment.

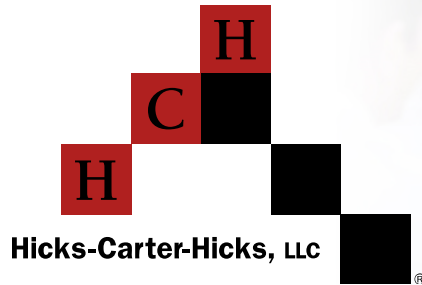
A banner image showing a group of four business professionals (three men and one woman) in business attire. They are smiling and shaking hands, suggesting a successful business deal or partnership. The text 'Sales Training' is overlaid in a white, italicized font.

## *Sales Training*

## Making Customer Recommendations

### Course Description

The recommendation begins where the discovery leaves off—with a clear consensus about the customer's objectives. Representatives are not selling products and services; they're selling "solutions" that can help the customer reach his or her objectives. The final "confirming question" to the customer, in which the representative and the customer agree that they have understood the customers' objectives correctly, is the foundation for their recommendation. In this course, your representatives will learn the four-step recommendation process that is an essential part of customer interactions.



## *Sales Training*

## The Incoming Sales Call

### Course Description

The relationship representatives establish in the first few seconds of the customer's call will dictate their chances of success. The first words out of their mouths are the most important part of the whole customer interaction. In the first few seconds, they'll establish whether they and the organization they work for are professional and responsive to their customers, or not. Representatives want to provide the customer with service, but they also want to look for opportunities to provide products or services to the customer. In this course, they will learn what they can do to help make sure the conversation and the relationship with the customer get off to a positive start. They will also learn how they can make the transition from taking an order or providing a service to a sales conversation.





## Dealing with Difficult Customer Situations

### Course Description

Customer service representatives are provided techniques for dealing with difficult customer situations. Their role as customer service representatives offers many rewards and satisfactions. However, there are many frustrations inherent in the job. During this training, they will learn the general guidelines for dealing with difficult customers in such situations: calming and focusing, and then practicing what they have learned.

### Course Objectives

After successful completion of this course, participants will be able to:

- Demonstrate professionalism on the job while building a proactive, problem-solving culture.
- Use essential communication skills in dealings with customers.
- Recognize characteristics of human behavioral style and opportunities to adapt to their personal style.
- Identify and utilize a structured process/model for conducting customer service transactions.



## Delivering Customer Focused Service

### Course Description

Learners analyze the skills and strategies they use every day in their jobs to identify the techniques that they do very well and to develop ways for them to do their jobs better. During this training, participants will learn guidelines for delivering customer-focused service, including understanding their role as a professional. Additionally, participants will learn the essential skills of communication, such as listening, questioning, verifying and explaining. A four-step customer service model is also demonstrated during the training.

### Course Objectives

Upon completing this training, you will be able to:

#### Your Role as a Professional

- Describe the importance of professionalism to a customer service professional.
- List characteristics associated with professionalism that you can exhibit on the job.
- Identify the professional characteristics you already exhibit on a regular basis, and the professional characteristics you need to develop or improve.
- List action items that if achieved will improve your professionalism.

#### The Essential Communication Skills

- Describe the importance of each of the essential communication skills (listening, questioning, verifying, and explaining) in customer service situations.
- List and describe the techniques involved in correct use of each of the essential communication skills.

*(continued on next page)*

### **The Four-Step Customer Service Process**

- Perform the four steps of the customer service process, including proper use of the essential communication skills.
- List the four steps of the customer service process.
- Describe what happens at each of the steps in the customer service process.
- Describe the use of the essential communication skills in each of the four steps of the customer service process.



## STAR Service

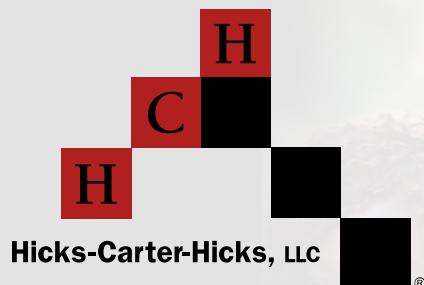
### Course Description

**STAR Service** is a powerful course designed to address the opportunity to improve customer experiences. Your service employees will learn the process and skills they need to provide customers with Positive Memorable Experiences. The clear, practical, four-step **STAR Service Process™**, coupled with the communication skills taught in the workshop, help your employees not only to transform negative and neutral customer experiences to positive and memorable transactions but also to reaffirm and enhance long-term relationships, the foundation of business success.

### Course Objectives

- **Effectively** integrate the expectations of your customers, organization, and yourself into your performance as a service professional.
- **Successfully** apply each of the essential communication skills in your role as a service professional: listening, questioning, paraphrasing, and explaining.
- **Consistently** employ the STAR Service Process with empathy to achieve Positive Memorable Experiences.



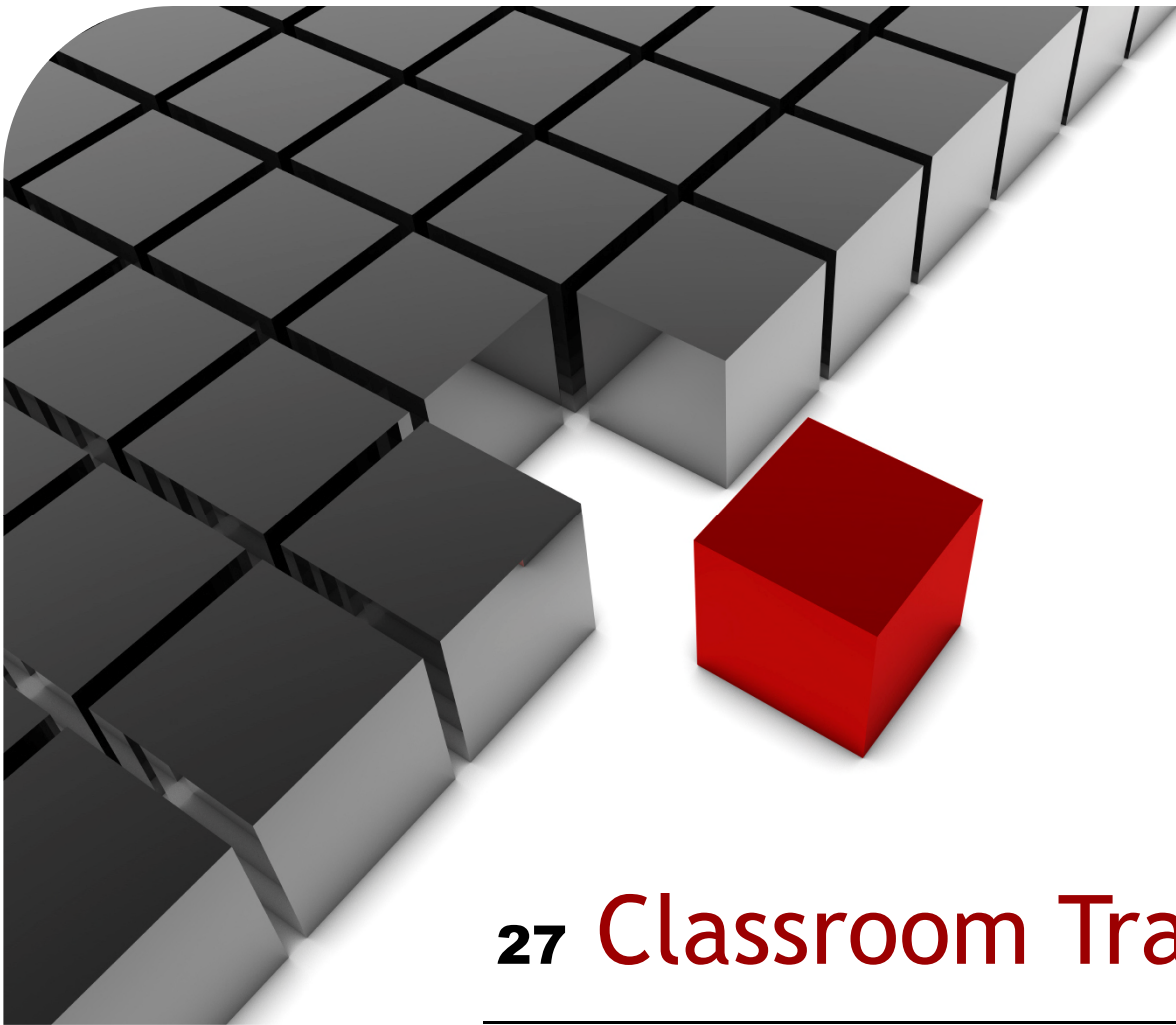


## Additional Courses

Below are the categories of additional online course that we offer:

California Anti-Harassment	Presentation Skills
Communication Styles	Professional Productivity
Communications	Safety
Customer Service	Selling Skills
Key Account Selling	Sexual Harassment
Leadership	Supervision
Microsoft Office Suite (Beginner, Intermediate and Advance)	Understanding the Media
Negotiating	Workplace Compliance

*If you would like more information about the courses within each category, please contact us at [info@h-c-h.com](mailto:info@h-c-h.com).*



## **27** Classroom Training

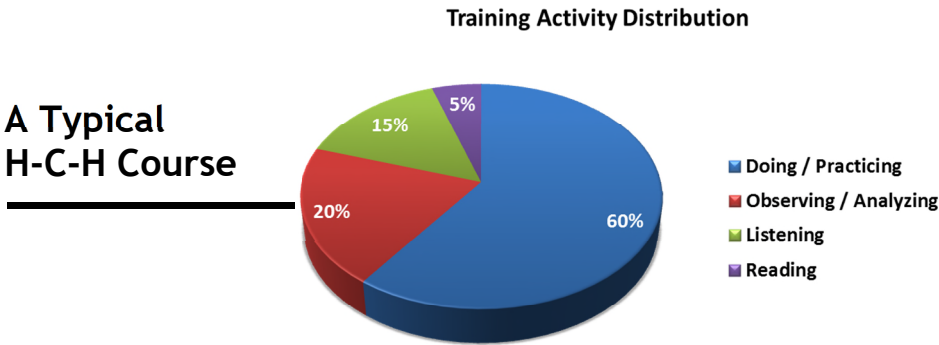
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As a complement to E-Learning, you can participate in interactive, hands-on training led by a facilitator. Abbreviated versions of our programs are also offered via webinars. In addition to the programs described on the following pages, we design customized programs for our clients and conduct Train-The-Trainer certification courses.



## Design, Development & Delivery

Hicks-Carter-Hicks (H-C-H) considers its approach to training as interactive. The philosophy that we espouse is that adult learners are actively involved throughout the entire training session. The design and development strategies, therefore, reflect an interactive, experiential approach to learning. This approach enables learners to discover ideas, principles, and concepts through well-planned and well-executed structured experiences. Because adults learn by doing, not by being told what to do, the design and development process includes very few didactic elements.



## Learning Methods

Learning takes place through four different methods: doing, observing, listening and reading. The learning process utilized by H-C-H combines each of these methods, which ensures an understanding of the materials presented during training and enhances the experiential learning process for the participants/learners. The most effective method of learning for adults is doing; therefore, the training programs we design, develop, and deliver/facilitate are

*(continued on next page)*

highly participative. Our programs are behavioral-based and include work-related skill practices, case studies, job-related learning exercises, developmental learning games, role-playing, assessments, etc. Additionally, the written materials are provided for reading, reference, and reinforcement of the training topics. The facilitator/trainer provides guided discussions and demonstrations to explain the concepts outlined in the written materials; however, the participants/learners are expected to practice the concepts during training.

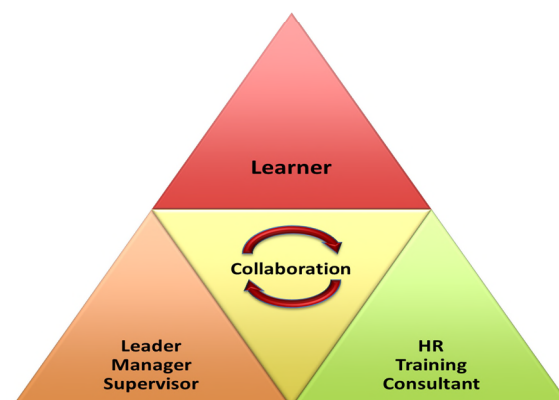
To ensure that program participants understand the concepts throughout the delivery of the training program, the facilitator/trainer will do the following:

- Facilitate the learning process and manage group dynamics.
- Use quiz techniques to ascertain whether participants understand the materials and the concepts presented, and further clarify as needed.
- Observe learning activities and provide feedback and coaching to the participants.
- Coach the participants on how to create a development plan during the program. The purpose of the plan is to help the participants develop an outline for improving performance on the job, using the techniques and concepts discussed, demonstrated and practiced in the program.

The development plan will aid in positive **behavior modification** and **learning reinforcement**. The program participants' managers must follow up with them after training and, on a routine basis, review the participants' post-training progress against their training plans. The purpose of this procedure is to improve performance and business results. This step will facilitate Donald Kirkpatrick's Levels of Learning (Changing Behavior—Level Three and Improving Business Results—Level Four).

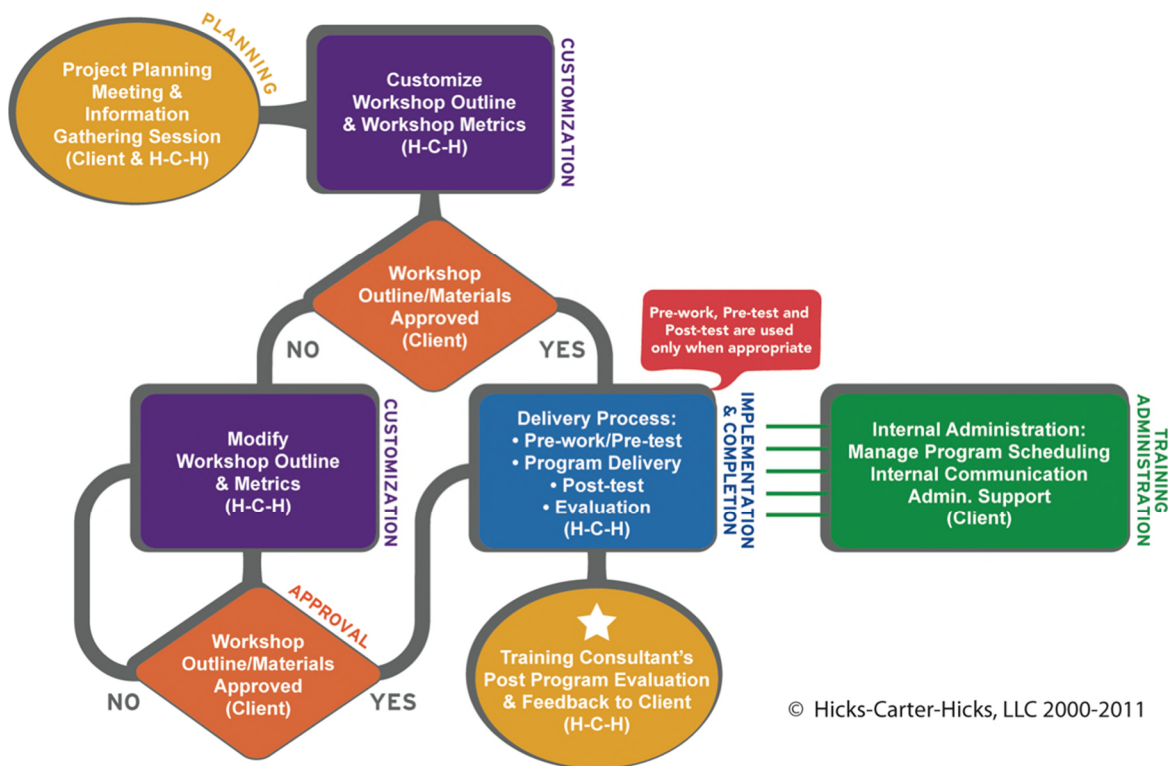
## Learning Partnership

To maximize the effort, resources and funds allocated toward training, H-C-H recommends establishing a learning partnership between all interested parties. This partnership identifies the areas of development that are to be addressed during training and the performance expectations after training. The Learning Partnership Model is designed to enhance performance after the delivery of the training program. The leader/manager/supervisor are responsible for providing the learner with the environment, tools and resources needed to do the job effectively; the learner is expected to take responsibility for changing behavior and enhancing his/her performance on the job by using his/her newly learned skills; the training consultant is responsible for creating an effective learning environment in the classroom; and HR oversees the learning process. This partnership is known as the “**Collaborative Development Model**” (see illustration below):





We also ensure that our off-the-shelf materials (or customized training programs) are properly validated via client collaboration using our **Training, Design, Development & Delivery Model**” (see “TD3” Model illustrated below):



## H-C-H Training Standards

Our curricula meet the following standards:

- Interactive and experiential
- Credible / believable
- Applicable to the job
  - Designed to enhance the learner’s competencies, knowledge, skills and abilities
  - Designed to change / improve the learner’s behavior
  - Designed to improve the learner’s on-the-job performance
- Relevant to the client’s business
  - Designed to improve departmental and organizational results

The following pages highlight our traditional classroom-delivered programs, i.e., facilitator-led.



## New Leadership Techniques for Today's Workforce

### Course Description

This program is designed to develop contemporary leaders within an organization's evolving culture. Leaders will learn new techniques and approaches for managing today's workforce in challenging and changing times, while producing positive bottom-line results.

### Learning Objectives

- Understand the key leadership competencies that lead to highly successful performance, and learn how to demonstrate these competencies on the job.
- Learn how to apply contemporary leadership and management techniques on the job.
- Identify and effectively respond to the needs of today's diverse workforce.
- Identify, analyze, and address the strengths and weakness of your leadership style and behaviors.
- Improve your understanding of effectively managing change for positive organizational outcomes.



## Creating a Motivating Work Environment

### Course Description

This program is designed to enable leaders to create a work environment that is conducive to high employee motivation. Leaders will learn to identify what motivates each team member/direct report. In addition, they will learn how to apply individualized motivation techniques that results in high performance and job satisfaction.

### Learning Objectives

- Understand how to create a work environment conducive to motivating employees to become high performers.
- Learn how to use individualized motivation techniques.
- Practice motivation skills and coaching techniques that are effective for the four types of work/behavior styles.
- Understand how the behaviors of leaders' negatively and/or positively affect employee motivation and morale.
- Comprehend the use of effective reward and recognition techniques proven to enhance employee productivity and improve motivation/morale.



## Building High-Performance Teams

### Course Description

This program is designed to help leaders develop the skills necessary to build, lead, and maintain high-performance teams. It will also help leaders become an effective team leader and/or team member.

### Learning Objectives

- Understand how to establish goals and objectives that foster teamwork and cooperation.
- Learn how to manage effectively the four stages of team development (forming, storming, norming, and high performing).
- Gain skills for managing group process and group dynamics.
- Learn how to enhance team performance and individual contributions.
- Recognize, appreciate, and leverage team diversity.
- Develop techniques for handling inappropriate team behavior and managing team conflict.
- Understand how to run effective team meetings.





## Leaders of Change

### Course Description

This program is designed to provide leaders with an overview of the processes and systems needed to lead organizational change. Leaders will also gain insight into managing the human side of change and overcoming resistance.

### Learning Objectives

- Define the two most common types of organizational change.
- Develop an understanding of the change management process and its impact on employees.
- Gain insight into how to take the high road to change. (Champion vs. Victim)
- Understand how to create team cohesiveness in the midst of organizational change.
- Identify and address issues and barriers to successful change.



## Effectively Managing Performance

### Course Description

This program will provide leaders with the skills necessary to effectively coach, motivate, guide employees toward achieving company/departmental goals and objectives, and handle employee performance issues. The program offers a systematic approach for developing the skills needed to effectively manage human performance, gain employee buy-in, and produce positive business results.

### Learning Objectives

- Learn how to develop Specific, Measurable, Attainable, Results-Oriented, and Timely (S.M.A.R.T.) business objectives.
- Use a systematic approach to managing employee performance: Performance Management Process (PMP).
- Accurately assess employee performance.
- Provide balanced feedback that is specific (behavior-based), timely, and effective.
- Learn how to avoid the pitfalls of evaluating employee performance and conducting performance appraisals.
- Learn the 10 basic tips for effectively coaching employees to improve or excel on the job.



## Leading Workplace Diversity and Practicing Inclusion

### Course Description

This program helps leaders understand how to lead a diverse workforce, leverage workplace diversity for optimum results, and manage organizational barriers that prevent inclusion. The program also focuses on respect in the workplace and the benefits of creating a diverse/inclusive work environment.

### Learning Objectives

- Understand the difference between diversity awareness, valuing diversity, and leveraging diversity.
- Learn the five components of diversity: workplace, workforce, marketplace, community, and global.
- Become familiar with the behavioral-based diversity model.
- Identify personal issues and barriers preventing one from valuing and leveraging diversity.
- Identify organizational roadblocks to effectively leveraging diversity.
- Learn how to handle stereotyping and prejudices in the workplace.

*Note: This program can be customized for all levels of employees (entry level to executive management).*





## Conflict Management

### Course Description

This program will enable leaders to improve their conflict management skills by recognizing the three most common types of conflict and using the appropriate responses for each type. In addition, leaders will learn the five common responses to conflict and the outcomes of each response. Leaders will be able to use their new conflict management skills to address team/workplace conflict.

### Learning Objectives

- Identify situations of conflict on the team and in the workplace.
- Learn methods for preventing, dealing with, and responding to conflict.
- Learn open communication methods to improve progress and productivity.
- Identify work/behavior styles and effective responses for interacting with different styles.
- Understand how to execute conflict resolution techniques.

*Note: This program can be customized for all levels of employees (entry level to executive management).*





## Developing Effective Communication Skills

### Course Description

This program is designed to help leaders understand and practice the fundamentals of effective interpersonal communication. Leaders will also gain insight into communication barriers and identify ways to eliminate and/or manage these barriers.

### Learning Objectives

- Learn the skills for enhancing interpersonal communication effectiveness on the job, with team members, co-workers, direct reports, and management.
- Understand the model for effective communication.
- Learn the skills that facilitate and promote good communication.
- Identify and address barriers that prevent effective communication.

*Note: This program can be customized for all levels of employees (entry level to executive management).*



## Building Dynamic Work Relationships

### Course Description

This program provides leaders with the knowledge to build better work relationships with team members, direct reports, peers, their managers etc. Leaders will gain exposure to developing a power base, building a network, and demonstrating skills necessary to becoming relationship savvy.

### Learning Objectives

- Understand the steps to building effective work relationships.
- Develop relationship strategies for interacting effectively with others; strategies based on work/behavior styles.
- Understand the written and unwritten rules for being effective within the organization's culture.
- Develop a power base and networking model to establish effective relationships.
- Learn how to manage challenging relationships, conflict, and career sabotage.

*Note: This program can be customized for all levels of employees (entry level to executive management).*



## Meeting Management & Group Facilitation

### Course Description

This program will provide leaders with the tools, skills, and techniques necessary for planning and facilitating effective meetings. Leaders will also have an opportunity to practice their new facilitation skills in a mock setting.

### Learning Objectives

- Gain exposure to the pre-meeting planning process: determining the type of meeting, developing the agenda, inviting attendees, handling logistics, using technology, etc.
- Determine the meeting format based on the meeting goals and objectives.
- Understand how to lead, manage, and facilitate meetings.
- Learn various meeting management tools and techniques.
- Learn how to manage group dynamics, group participation, and group process.
- Learn how to evaluate and debrief a meeting.
- Practice facilitation skills in a mock setting.





## Planning, Organizing, and Time Management

### Course Description

This program will teach leaders that planning, organizing, and time management are key ingredients for leadership—which require self-discipline. Leaders will learn integrated planning, organizing, and time management techniques. These techniques will help leaders better plan their workload, meet deadlines, and manage their time effectively.

### Learning Objectives

- Learn self-management skills and discipline techniques for effectively managing time.
- Become familiar with manual and electronic resources for planning, organizing, and managing one's time.
- Understand how to set priorities, meet deadlines, and manage workloads.
- Learn delegation techniques that enable leaders to be productive, gain time, and minimize being overwhelmed.

*Note: This program can be customized for all levels of employees (entry level to executive management).*





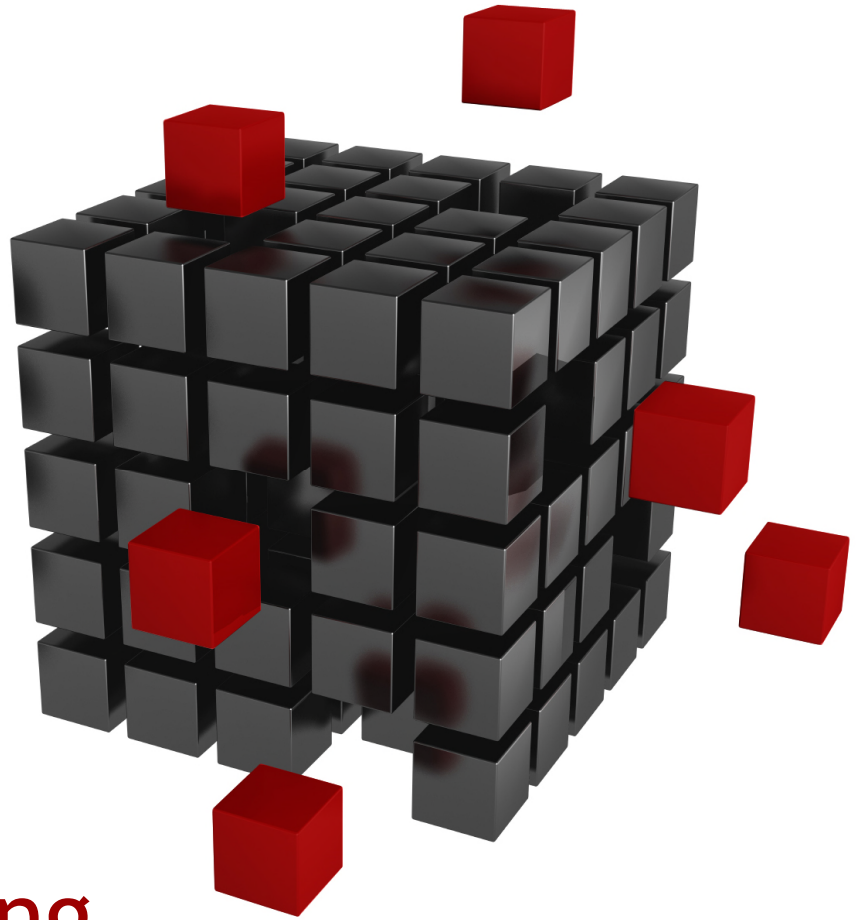
## Mastering Behavioral Interviewing & Selecting Quality Employees

### Course Description

This program is designed to help leaders develop their behavioral-interviewing skills. Leaders will practice newly learned skills by participating in mock interviews. In addition, leaders will learn the principles of conducting a legally defensible interview and practicing prudent hiring practices.

### Learning Objectives

- Understand how to effectively and legally interview and select the best job candidates.
- Gain a general overview of the pre-employment hiring process.
- Learn recruiting tips and techniques.
- Practice developing behavioral-based interviewing questions.
- Conduct a behavioral-based mock interview.



## 43 Coaching

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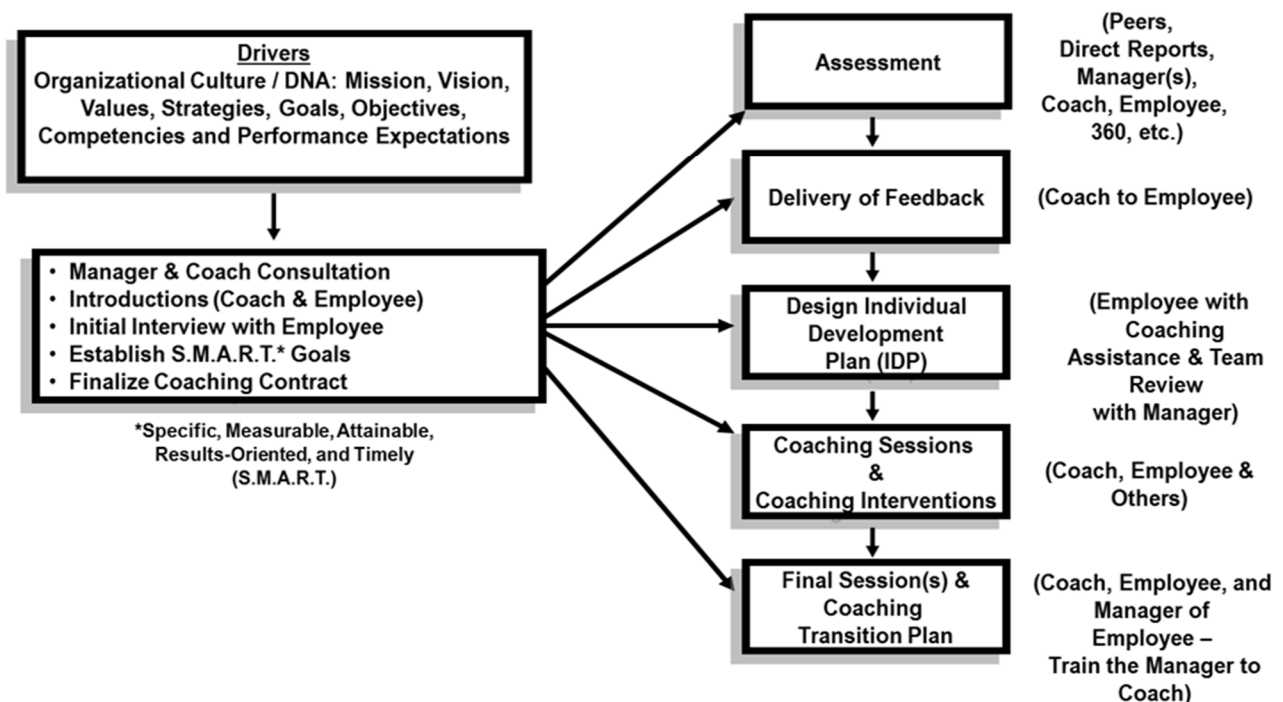
Our professional coaching offers thorough, relevant guidance with measurable, long-term results.



## Fundamentals of Coaching

The illustration below depicts H-C-H's standard coaching model. We are flexible and willing to modify our model to meet the needs of the client.

### INDIVIDUAL COACHING MODEL Designed by: HICKS-CARTER-HICKS, LLC





## 45 Assessments

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With our self- and organizational-assessments, accurate big-picture reporting can be generated to help individuals, teams, and the organization grow and develop.





## Understanding Self and Others

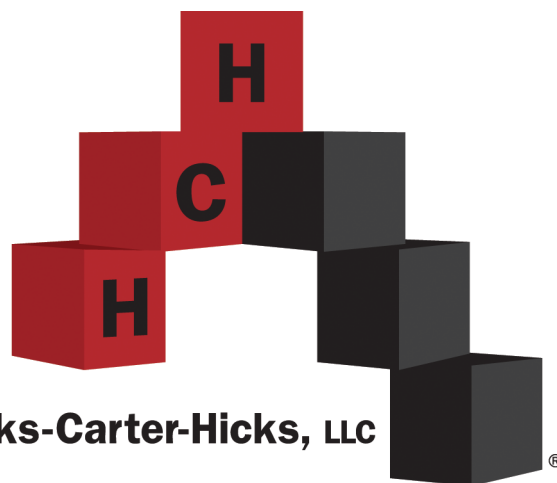
H-C-H is an Authorize Partner for Everything DiSC® and The Five Behaviors of a Cohesive Team™ (Wiley Products). These are exceptional assessment tools for gaining insight about your behaviors and work style preferences, as well as their effect on self and others.

Samples of our other self-assessment tools include, but are not limited, to the following:

- 360-degree Feedback Assessment (off-the-shelf and customized)
- Change Management Self-Assessment
- Personal Listening Profile
- Team Dimensions Profile
- Time Mastery Profile
- Thomas-Kilmann Conflict Mode Instrument (TKI)
- Others...

H-C-H has the ability to combine individual reports into a team report for the purpose of team coaching, training, and development.

**Consulting ■ Coaching ■ Learning & Development**  
**Surveys & Assessments ■ Interactive Online Solutions ■ Meeting & Program Facilitation**  
**Authorized Partner Everything DiSC® & The Five Behaviors of a Cohesive Team™**



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