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.
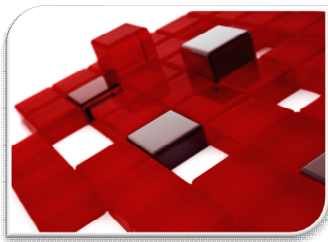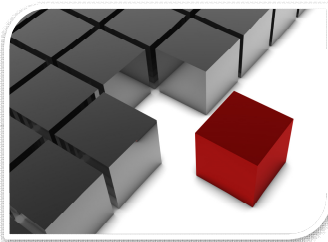
Thank you.

Regards,
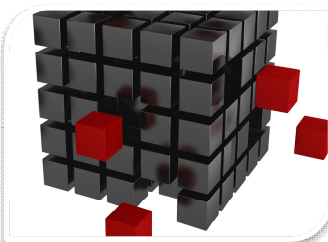
Gloria

Gloria Carter-Hicks
President and CEO

TABLE OF CONTENTS

01 Blended Learning

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. The following courses are offered via online, traditional classroom or a blended combination. Hicks-Carter-Hicks also offers over 100 online micro-learning courses that can be purchased as an annual subscription service.

Leadership Series

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.

Leadership Series

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.

Leadership Series

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 is 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.

Leadership Series

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 their 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 their 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.

Leadership Series

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.

Leadership Series

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 their difficulties.

- Using various techniques to solve such problems while maintaining a positive relationship with the team member.

Leadership Series

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.

Leadership Series

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.

Leadership Series

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.

Leadership Series

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.

Leadership Series

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.

Leadership Series

# 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 their 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 they 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.
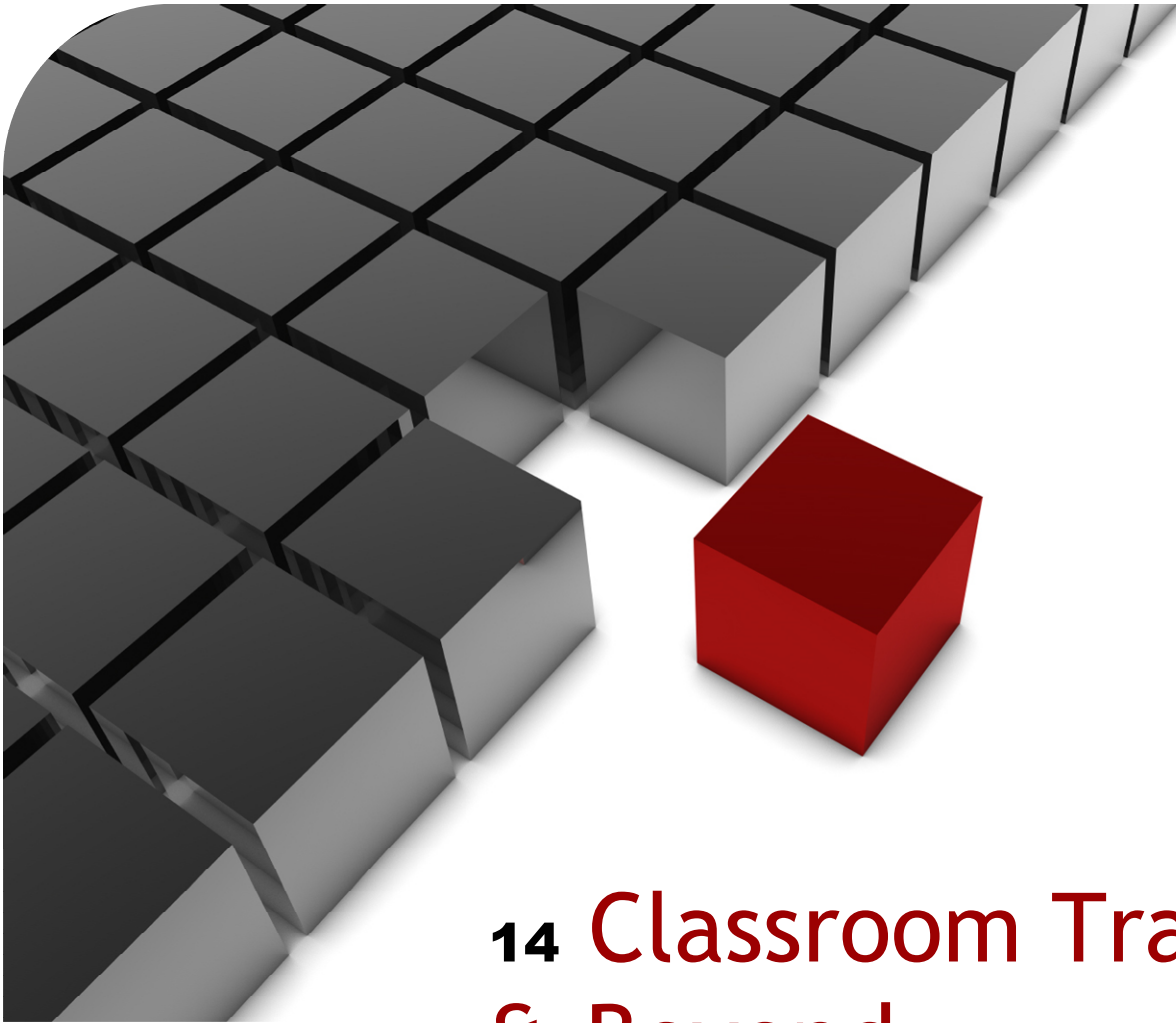
14 Classroom Training & Beyond

To complement our e-learning offerings, 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 that are suited for employees at all levels, conduct Train-The-Trainer certification courses, and provide over 100 online micro-learning courses for all levels of employees.

Design, Development & Delivery

Hicks-Carter-Hicks's (H-C-H) philosophy is to create training programs that are interactive and engage adult learners throughout the entire training session. The design and development strategies, therefore, reflect an experiential approach to learning. This approach enables learners to discover ideas, principles, and concepts through well-planned and well-executed structured experiences that are applicable to their work role.

Estimated Classroom Time Allocation

- Doing
- Observing
- Listening
- Reading

15%
5%
20%
60%
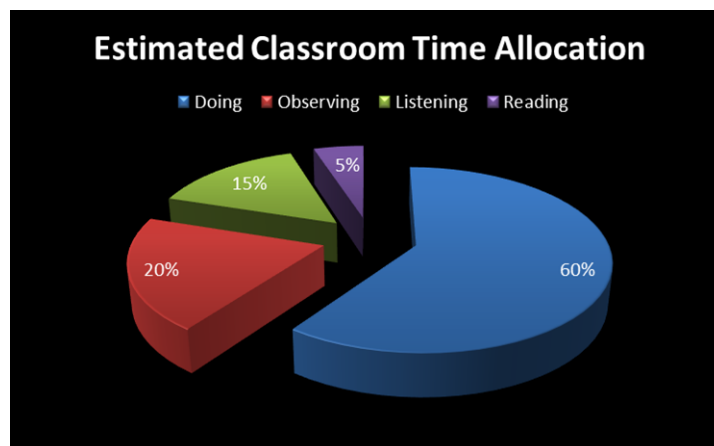
Learning Methods

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 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 need.

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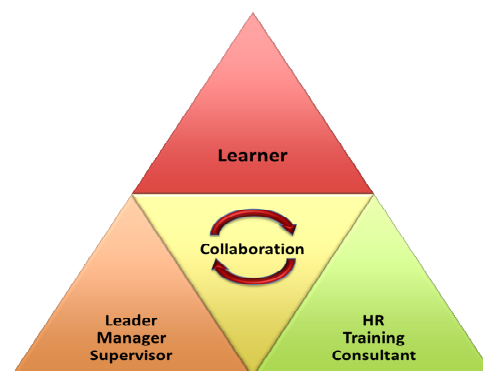
We also ensure that our off-the-shelf materials (or customized training programs) are properly validated via client collaboration using our **Training, Design, Development & Delivery Model**" (see "TD3" Model illustrated below):

© Hicks-Carter-Hicks, LLC 2000-2011
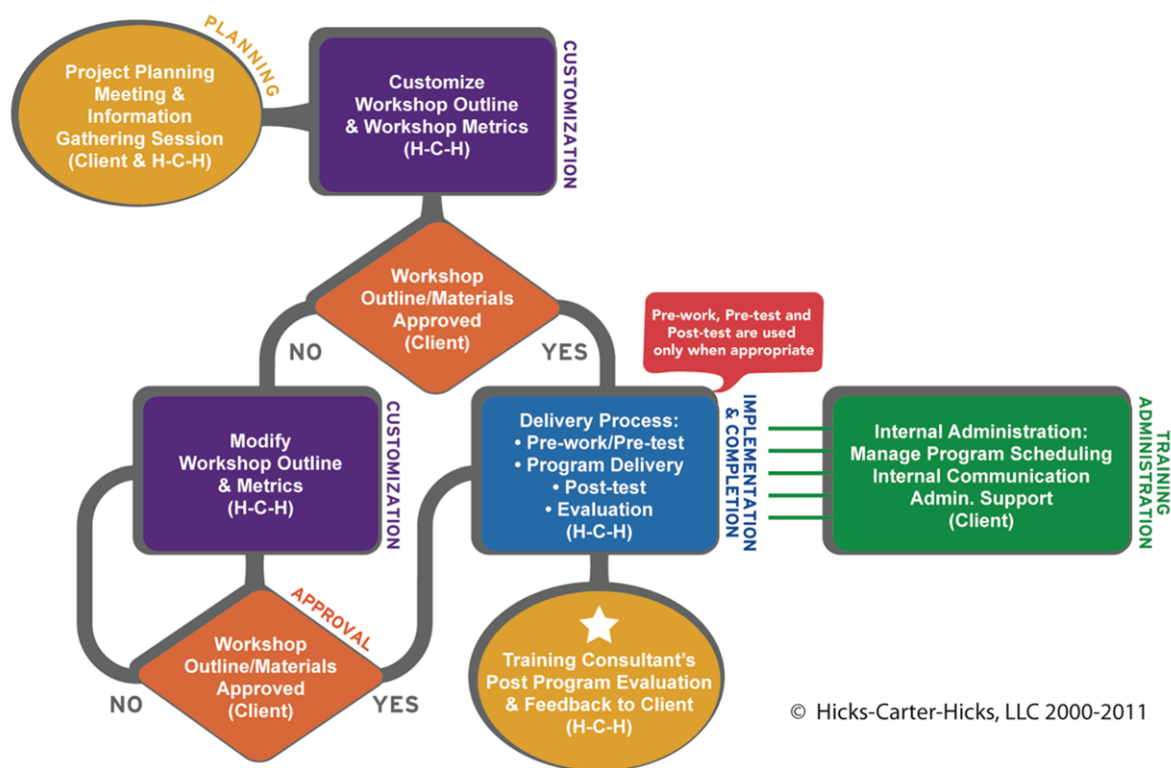
H-C-H Training Standards

Our curricula meet the following standards:

- Interactive and experiential

- Credible/believable

- Applicable to the job

  o Designed to enhance the learner's competencies, knowledge, skills, and abilities

  o Designed to change/improve the learner's behavior

  o Designed to improve the learner's on-the-job performance

- Relevant to the client's business

  o Designed to improve departmental and organizational results

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

Creating the Right Environment: Psychological Safety, Emotional Quotient, & Motivation

Course Description

This program is designed to enable leaders to create a work environment hallmarked by trust and motivation. Leaders will learn the importance of trust and psychological safety for individual and team performance as well as key principles for fostering these ideals. A key part of building trust involves developing healthy relationships and managing one's own emotions. Emotional quotient/emotional intelligence are key drivers and individuals will learn what these concepts entail and how leaders can leverage this skill to foster trust and motivation. Finally, participants will learn about different motivational needs that drive employees as well as individual characteristics and aspects of the job role that are key drivers of motivation. Participants will have the opportunity

Learning Objectives

- Understand the steps to fostering trust and psychological safety within work teams.

- Develop an understanding of participants' strengths in creating trust.

- Recognize how emotional quotient impacts trust and individual performance.

- Learn ways to increase emotional quotient to help improve individual and team performance.

- Understand how the behaviors of leaders' negatively and/or positively affect employee motivation and morale.

- Demonstrate the importance of meeting employee needs and shaping the work context in fostering motivation.

- Practice developing approaches to increase motivation in employees.

Leadership Training & Development

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.

Leadership Training & Development

Managing and Navigating Change

Course Description

This program is designed to provide leaders with an overview of the processes and systems needed to not only navigate but also lead organizational change. Leaders will also gain insight into managing the human side of change and overcoming resistance.

Learning Objectives

- Define the most common types of organizational change.

- Develop an understanding of the change management process and its impact on employees.

- Gain insight into how to navigate the change process while maintaining high performance.

- Understand how to create team cohesiveness amid organizational change.

- Learn how why resistance to change occurs and how to address it.

- Identify and address issues and barriers to successful change.

Leadership Training & Development

Effectively Managing Performance: Feedback, Goal-Setting, & Coaching

Course Description

This program offers a systematic approach for developing the skills needed to effectively manage human performance, gain employee buy-in, and produce positive business results. One of the most difficult transitions from individual contributor to manager or supervisor is dealing with employee performance. Participants will first learn the importance of feedback, why it can be so difficult, and how to effectively deliver it to employees. Once feedback is delivered, it is important that individuals are given goals to work towards. The process of setting goals and key components of effective goals are shared along with practice for setting these goals. Finally, participants will learn how to go about coaching and developing individuals who need a more hands-on approach to development via coaching

Learning Objectives

- Understand the importance and benefit of feedback conversations.

- Learn best practices in providing effective and useful feedback.

- Learn how to avoid the pitfalls of evaluating employee performance and conducting performance appraisals.

- Identify how feedback resistance manifests itself and how to address it.

- Learn how to develop **S.M.A.R.T.E.**R. goals

- Practice implementing aspects of goal setting theory

- Learn how to effectively engage in coaching for performance improvement

- Learn the 10 basic tips for effectively coaching employees to improve or excel on the job.

Conflict Management

Course Description

This program will enable leaders to improve their conflict management skills by recognizing the difference between productive and unproductive conflict along with their own personal tendencies. Individuals will learn about the 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

- Differentiate between productive and unproductive conflict along with personal tendencies.

- Recognize how to leverage productive conflict as a competitive advantage.

- Learn methods for preventing, dealing with, and responding to conflict.

- Understand how to execute conflict resolution techniques.

Note: This program can be customized for all levels of employees (entry level to executive management) and utilizes Wiley's DiSC Productive Conflict assessment.

Creating an Inclusive Workplace: Diversity, Equity, & Inclusion

Course Description

This program helps leaders understand what diversity, equity, and inclusion is as well as why they are important. Participants will learn how to lead a diverse workforce, leverage workplace diversity for optimum results, and manage organizational barriers that prevent inclusion. Unconscious bias and the negative impact it can have on decision-making for managers and supervisors will be covered. The program also focuses on respect in the workplace and the benefits of creating a diverse/inclusive work environment.

Learning Objectives

- Gain an understanding of various terms and definitions regarding diversity, and inclusion.

- Recognize the difference between equality and equity within organizational functioning and operation.

- Foster a culture where diversity is viewed as a driving force for organizational success.

- Understand the diversity competence continuum of behaviors ranging from diversity destructiveness to leveraging diversity.

- Identify how biases form and their impact on organizational functioning.

- Learn skills and principles that will positively impact individual's behaviors regarding diversity and inclusion.

- Promote a culture that values peoples' differences and which challenges any threat to an individual's dignity and well-being.

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

Leadership Training
& Development

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 various communication styles and how to adapt based on situational needs.

- Understand the concepts behind active listening and how to engage in it.

- Build awareness of barriers to communication and how to overcome them.

- Discover and practice how to create effective written communication.

- Learn concepts for developing effective public speaking skills.

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

Strategic Thinking in Organizations

Course Description

This program focuses on the importance of strategic thinking for leaders. Participants will learn concepts such as single- and double-loop learning and how these relate to long-term success. This program covers the process of strategic thinking, potential barriers that hinder strategic thinking, and tips for avoiding these barriers. Individuals will learn tools to help them think strategically as well as learn from experience.

Learning Objectives

- Define strategic thinking and its importance for managers and supervisors

- Understand the difference between single- and double-loop learning

- Identify the strategic thinking process

- Recognize roadblocks to critical thinking and how to combat them

- Learn how to make smart use of failure and get the most out of success

- Practice using tools to maximize strategic thinking and learning from experience

- Gain a basic understanding of design thinking and its implications for managers and supervisors

Leadership Training & Development

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.

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

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 interview and select the best job candidates effectively and legally.

- 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.
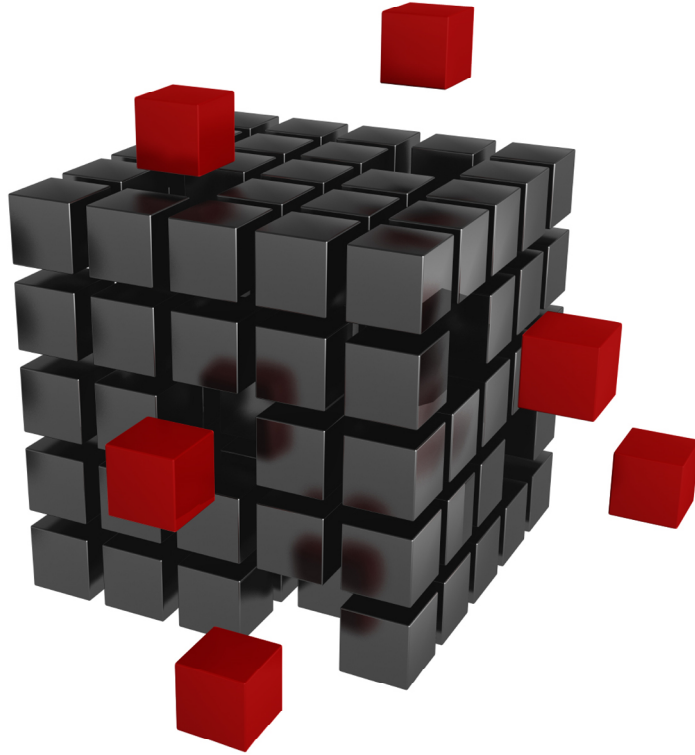
29 Coaching

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

The Fundamentals of Coaching

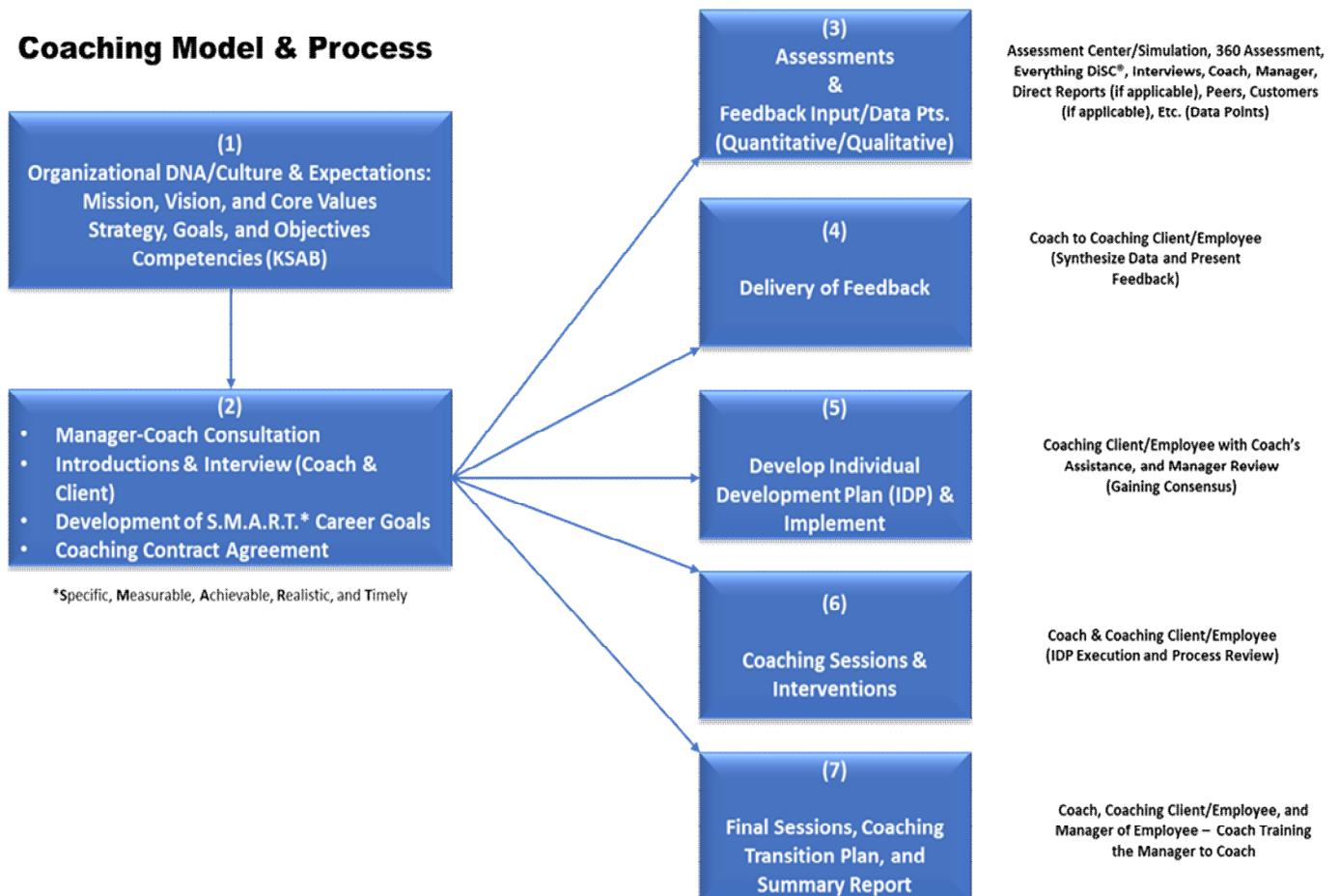The illustration below depicts H-C-H's standard coaching model and process. We will modify our model to meet the needs of the client.

Coaching Model & Process

(1)
Organizational DNA/Culture & Expectations:
Mission, Vision, and Core Values
Strategy, Goals, and Objectives
Competencies (KSAB)

(2)
- Manager-Coach Consultation
- Introductions & Interview (Coach & Client)
- Development of S.M.A.R.T.* Career Goals
- Coaching Contract Agreement

*Specific, Measurable, Achievable, Realistic, and Timely

(3)
Assessments
&
Feedback Input/Data Pts.
(Quantitative/Qualitative)

Assessment Center/Simulation, 360 Assessment, Everything DiSC®, Interviews, Coach, Manager, Direct Reports (if applicable), Peers, Customers (if applicable), Etc. (Data Points)

(4)
Delivery of Feedback

Coach to Coaching Client/Employee (Synthesize Data and Present Feedback)

(5)
Develop Individual Development Plan (IDP) & Implement

Coaching Client/Employee with Coach's Assistance, and Manager Review (Gaining Consensus)

(6)
Coaching Sessions & Interventions

Coach & Coaching Client/Employee (IDP Execution and Process Review)

(7)
Final Sessions, Coaching Transition Plan, and Summary Report

Coach, Coaching Client/Employee, and Manager of Employee – Coach Training the Manager to Coach

31 Assessments

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 Wiley Products who provide exceptional assessment tools for gaining insight about your behaviors and work style preferences, as well as their effect on others. Based on client needs, H-C-H is able to utilize these assessments in individual development, coaching, team building, or training situations. H-C-H is qualified to use the following assessments and provide training using Everything DiSC and The Five Behaviors of a Cohesive Team Wiley products:

- Five Behaviors of a Cohesive Team

- DiSC Workplace (Individual Contributor)

- DiSC Management (Manager, Supervisor, and Leader)

- DiSC Productive Conflict

- DiSC Agile EQ

- DiSC Work of Leaders

- DiSC Sales

In addition to these assessments, H-C-H also offers 360 assessments. Clients can select either our off-the-shelf assessments or our customized approach to ensure competencies and questions fit their needs. As a part of this assessment process, individuals will receive a report detailing their results, additional insight into their skills, and abilities, areas of strength, and areas for improvement. Information in this report can be utilized in coaching or other development efforts.

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

Hicks-Carter-Hicks, LLC

An award-winning performance improvement company.

314-260-7587 ■ 800-396-2402 ■ www.h-c-h.com

33