Instructional Design and Learning Philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design
All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SMEs)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives provide effective tools for managing, monitoring, and evaluating training
- Meaningful connections between the topic and students’ past, present, and future
- Appropriate organization of essential ideas helps students to focus on what they need to know in order to learn
- Modeling techniques demonstrate useful behaviors and problem-solving skills
- Active application, the cornerstone to learning, helps students immediately apply what they have learned to a real-life situation
- Consistent instructions and design help students learn and retain new information
- Accelerated learning techniques create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles
Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course to appeal to all learning styles and ensure that the ideas and information will be retained.
Instructional Design and Learning Philosophy (cont.)

Customizing Your Program
There are two ways you can customize this program: 1) Customize the content and 2) Customize the format.

Customizing the content is easy. The Instructor Guide and Participant Guide are created in Word, so you can simply modify the content just as you would any Word document. Some common reasons for customizing content include:

- Changing examples to fit your industry or work environment
- Modifying content to match work rules and procedures
- Adding, deleting or rearranging content to meet training time constraints

The other way to customize the program is to change the formatting. Typically, organizations will do this to add their corporate logo and/or colors, or it may just be an issue of personal preference. Again, treat the Instructor Guide and/or Participant Guide as you would any Word document. The styles used in this document are labeled HRDQ in the Quick Styles tab. For additional help using Word, consult the Microsoft website.

Preparing for the Training
As you know, preparation is the key to conducting an effective training. Here are some issues to consider:

Logistics
- Advertise the training with enough advance notice that participants can block it out on their calendars. Consider contacting potential participants’ managers to encourage their attendance.
- Send a confirmation notice before the training reminding participants of the date, time and location.
- Room setup: Ideally, use round tables to facilitate partner and small group interaction.

Equipment and Supplies
In order for the training to go smoothly, have these supplies and equipment on hand:

- Name tags
- Water for yourself and the participants
- Flip chart and markers, tape
- Beverages and snacks (optional)
- Laptop with projector (for the PowerPoint)
- Blank paper and pens, sticky notes
- Timer or watch
- Flip chart paper with bulls-eyes drawn on it
# Course Activities

## Module One: Leadership Lessons

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<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
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<tbody>
<tr>
<td>Course Objectives</td>
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<tr>
<td>What Is Leadership and Why Is It Important?</td>
<td>Reading</td>
</tr>
<tr>
<td>What Can Your Favorite Teacher Teach You about Leadership?</td>
<td>Written Exercise</td>
</tr>
<tr>
<td>Have and Share a Vision</td>
<td>Facilitation</td>
</tr>
<tr>
<td>Pursue Excellence</td>
<td>Group Activity</td>
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<tr>
<td>Communicate Effectively</td>
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<tr>
<td>Be Trustworthy</td>
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<tr>
<td>Build Confidence</td>
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<td>Be Enthusiastic</td>
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<td>Serve Others</td>
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<td>Neglect</td>
<td>Reading</td>
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<tr>
<td>Unwillingness to Change and Innovate</td>
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<tr>
<td>What Do You Do Under Stress?</td>
<td>Group Activity</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
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<tbody>
<tr>
<td>Influence Others</td>
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<td>Act Decisively</td>
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Module One

Leadership Lessons
Course Objectives

Successful completion of this course will increase your knowledge and ability to:

◊ Identify key characteristics of leaders
◊ Build trust and confidence with employees
◊ Avoid behaviors that undermine leadership
◊ Promote teamwork and *esprit de corps*
◊ Act decisively
◊ Demonstrate leadership in a crisis

Trainer Notes

5 minutes

Introduce yourself and provide a brief background if participants don’t know you. Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include: no electronics in use, show respect for every participant, participate fully, no dominating or interrupting, etc.

Review the course objectives with participants.
What Is Leadership and Why Is It Important?

◊ List some examples when leadership is important in an organization (at any level, not just the executive level):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

◊ What typically happens if leadership is lacking or ineffective?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

◊ When have you personally experienced effective leadership (in any aspect of your life—past, present, work, school, personal, etc.)?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

◊ What did you admire about the leader(s)?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

◊ What are some situations you face currently where developing your leadership skills would be a great benefit?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

John Quincy Adams
6th U.S. President
(1825-1829)
What Can Your Favorite Teacher Teach You about Leadership?

Describe your favorite teacher:

___________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

How these translate to the work world

◊ Have and share a vision
◊ Pursue excellence
◊ Communicate effectively
◊ Be trustworthy
◊ Build confidence in your employees
◊ Be enthusiastic
◊ Serve others

“Share the work.
Share the credit.
Share the enthusiasm.
Share the information.
Share the love, care and concern.”

UCLA Coach John Wooden
Have and Share a Vision

Vision is the ability to imagine the organization’s future—and inspire others to work toward achieving that future.

Examples

◊ **Girl Scouts**: “Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.”

◊ **Cirque du Soleil**: “Invoke the imagination, provoke the senses and evoke the emotions of people around the world.”

◊ **Local grocer**: “We help families live happier and healthier lives by providing the freshest, tastiest and most nutritious local produce: From local farms to your table in under 24 hours.”

Create your vision

◊ What is your “winning idea”?

◊ What do customers and other stakeholders value most about how your organization will achieve your winning idea?

◊ Refine these ideas into a succinct, inspiring statement.
Have and Share a Vision (cont.)

Make vision matter
◊ Continually look for new ideas and opportunities
◊ Filter and evaluate those ideas based on the vision
◊ Jump at opportunities that advance the vision
◊ Periodically assess ongoing tasks and responsibilities
◊ Stay focused on the goal; don’t get distracted by irrelevant or trivial tasks
◊ Don’t react to day-to-day “noise”; instead, seek solutions that resolve current problems and prevent future ones from occurring

Translate big visions into everyday activities
◊ Where should we be?
◊ When should we be there?
◊ Where will we concentrate our efforts?
◊ How will we allocate our resources?

Examples
Instructions: Write a press release describing your answers to the questions above. This should result in a practical vision that guides daily actions and decisions.

_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
Pursue Excellence

Set high expectations for yourself and identify ways to go the extra mile for employees and customers.

◊ Do it right the first time
◊ Look for opportunities for improvement, however small
◊ Seek new ways of doing things
◊ Be open to other suggestions
◊ Be willing to take risks
◊ Solicit feedback from employees, peers, customers/clients

Set expectations

◊ Employees respond to the challenge of reaching targets
◊ People are motivated by challenges when they believe they can succeed; they remain motivated when they can see the results of their efforts
◊ Make targets clear, specific and understood by all
◊ Targets must be directly related to employees’ daily tasks and activities. To determine appropriate targets, look to these typical categories:
  - Time: How long does it take to make a product or provide a service?
  - Cost: How much does it take to make the product or provide the service?
  - Satisfaction: What will customers experience with the end product or service? Or: what employees will experience in producing or providing it?
  - Financial: What is the “bottom line” benefit generated by meeting the target?
Communicate Effectively

Ingredients to effective leadership communication:

◊ Show passion
◊ Voice ideas and opinions in a clear, logical, convincing manner
◊ Use plain language
◊ Make it memorable by sharing a story, personal anecdote or analogy
  ▪ Make others the hero
  ▪ Take a risk; share a personal story
  ▪ Focus on something you have learned
  ▪ End with a call to action
◊ Check for understanding
◊ Use all available channels: presentations, meetings, email, company intranet, etc.

Activity: Develop a story or analogy

What is the point you want to convey?

____________________________________________________________________________________

Briefly describe your story or analogy:

____________________________________________________________________________________

____________________________________________________________________________________

What is your call to action?

____________________________________________________________________________________

____________________________________________________________________________________

Activity: Develop a story or analogy. Think of a message you want to share with your employees. It could be as simple as encouraging them to do their best, or work collaboratively as a team, or explain a recent difficult decision you made. Using the tips provided, think of a brief story you could tell or an analogy you could use to illustrate your point. Have them share it with a partner, and ask for a few volunteers to share with the entire group. It will be rough at this point, but encourage participants to polish it up and try it out back in their workplace.
Be Trustworthy

The origins of trust
◊ Consistency
◊ Competence
◊ Compassion

Trust bank account
Instructions: In your group, brainstorm behaviors that build trust in an organization (deposits), and behaviors that erode trust (withdrawals).

<table>
<thead>
<tr>
<th>Deposits</th>
<th>Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Trainer Notes
10 minutes

Trust is a fuzzy term, but an essential foundation for being an effective leader.

Activity: Ask participants to share their descriptions or definitions of trust.

Some ways of describing trust: To have or place confidence in; depend on, firm reliance on the integrity, ability, or character of a person or thing.

The origins of trust can be distilled into three elements: Consistency, competence, and compassion. Consistency is being able to predict how a leader will behave, and also being able to deliver expected results (through his or her followers).

Competence is being able to do the job you are asked to do. Compassion is identifying with another’s experience: being able to put yourself in someone else’s shoes and view the situation from his or her perspective. Again, effective teachers demonstrate these three elements.

Activity: Trust bank account. Divide participants into small groups. Provide flip chart paper to each group. Ask each group to brainstorm behaviors that build trust in an organization. List those in the Deposit column. Also, list behaviors that erode trust and put those in the Withdrawal column.

Debrief by comparing lists. Participants can record observations in the space provided in their workbooks.
Be Trustworthy (cont.)

How to build trust
◊ Keep your promises
◊ Communicate directly and openly
◊ Be honest about problems
◊ Don’t circulate rumors
◊ Praise more than you criticize (at least 3 times more)
◊ Practice what you preach

How to trash trust
◊ Blame others
◊ Shoot the messenger
◊ Equate mistakes with failure
◊ Overextend yourself and your followers so you can’t meet commitments

Make it real
You have to implement an action or policy that you know is going to be unpopular, such as cutting the budget or reducing staff size. How might you do it in a way to minimize erosion (withdrawal) of trust?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Training Notes
10 minutes
Review the tips for building trust and “trashing” trust. These should reflect the ideas and comments discussed in the previous activity.

Practice what you preach: Your words and actions should match each other, and you should never ask followers to do something you yourself wouldn’t do.

“Shooting the messenger” will immediately shut down open and honest communication and eliminate candid interactions.

Activity: Making it real. Have participants work in small groups or discuss with the entire group. Obviously, you would want to give as much advance notice as possible, share as much information as possible, explain the reasons behind the decisions—the benefits to the organization (such as staying afloat), and show how you and other leaders are sharing in the suffering.
Trust assessment

*Instructions: Read each pair of statements and place an X on the line at the place that best reflects your team or organization’s current level of trust.*

- **Power and control are in the hands of a few individuals.**
- **Employees at all levels feel they have ownership in the organization.**

- **“Turf wars” among teams or departments are common.**
- **Teams and departments across the organization work collaboratively.**

- **Employees hold back their thoughts and feelings.**
- **Employees express their views openly, even when they are not in agreement with the boss or leader.**

- **Employees and leaders blame others and don’t take responsibility for their mistakes.**
- **Employees, and especially leaders, are open about their mistakes and learn from them.**

- **Employees feel micromanaged.**
- **Employees are given freedom and flexibility to do their jobs.**

- **Employees don’t feel valued or appreciated or understood in the organization.**
- **Employees feel valued, appreciated and cared for in the organization.**

- **Overall, employees don’t trust each other in the organization.**
- **Overall, employees do trust each other in the organization.**

---

*Trainer Notes*

5 minutes

Allow several minutes for participants to complete this assessment on their own. For areas where trust is lacking, encourage them to make a commitment to take at least one action to improve trust in that area.
Build Confidence in Your Employees

Be dedicated to supporting, encouraging, and mentoring employees to help them reach their full potential.

◊ Pay attention
  ▪ Provide lots of opportunities for employees to succeed
  ▪ Include a variety of challenges, not just a single focus

◊ Build on success
  ▪ Once they have mastered/achieved that challenge, build on it and create a new one
  ▪ Involve the employee as much as possible in choosing the challenge, and allow control over how the challenge/task/project is carried out

◊ Celebrate victories, no matter how small
  ▪ Don't assume people know how good they are
  ▪ Encourage employees to toot their own horns

◊ Make it safe to fail
  ▪ Treat mistakes and failures as learning opportunities
  ▪ Use encouraging words, even when correcting or pointing out mistakes

◊ Don't compare employees
  ▪ Find each employee's strengths and weaknesses; build on strengths, minimize weaknesses

Make it real

Instructions: List one of your employees:

Name: _____________________________________________________

List several of this employee’s strengths:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

List one or more ways you can build on that strength and take on a new challenge:
______________________________________________________________________________
______________________________________________________________________________
Be Enthusiastic

Benefits of being enthusiastic

◊ Others naturally follow
  - People don’t want to follow an apathetic sourpuss; people will follow a passionate and optimistic person.

◊ People deliver more
  - Employees are more likely to go the extra step when they are working for someone who is enthusiastic.

◊ You create energy, both physical and emotional
  - Your enthusiasm creates internal energy that will fuel you to accomplish your vision, and spill over to your followers.

◊ You become “contagious”
  - People who want to achieve success look to people who they already view as successful leaders to learn from. Enthusiastic leaders become role models and people to learn from.

◊ You build a reputation
  - When the going gets tough, people will turn to you to lead them and inspire them to overcome challenges and succeed.

◊ You achieve personal success
  - If you are enthusiastic, authentic, and inspirational to others and have a reputation for getting results, personal success will follow.

“Be enthusiastic as a leader. You can’t light a fire with a wet match.”

Source unknown
Be Enthusiastic (cont.)

How to be more enthusiastic

◊ Examine your attitude
  • Where are you positive?
  • Where are you negative?

◊ View problems as challenges: focus on what you can do, not what you can’t

◊ Create momentum

◊ Spend time with enthusiastic people

◊ Sometimes, attitude follows behavior—in other words, sometimes you have to act enthusiastic to feel enthusiastic

◊ Smile!

Make it real

Instructions: Think about the most recent time you were passionate and enthusiastic about work. Briefly describe the situation:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Now think about the most recent time you were negative or apathetic at work. Briefly describe the situation:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

What can you do to apply the conditions of the first situation to the second one?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Serve Others

Assumptions about servant leadership
◊ Sense of responsibility toward your employees
◊ Commitment to meet employees’ needs and help employees achieve and improve
◊ Willingness to make sacrifices to meet employees’ needs

Behaviors that signal you’re serving others
◊ Listen: We all know how, but how often do we really listen?
  ▪ Build trust, build relationships, learn information, gain perspective
  ▪ How well did you listen yesterday, and how will you improve on that today?
◊ Respond: That’s how people know they have been heard
  ▪ Be timely and be truthful; an answer that is not the one someone hoped for is better than no answer at all
◊ Ask: Find out what people are thinking and feeling
  ▪ Solicit employees’ ideas and input (but only if you are willing to act on it!)
◊ Engage: Take initiative to develop relationships with people
  ▪ Share meaningful conversations
  ▪ Get to know each person individually, and let them get to know you as a person
◊ Care: When we care about those we lead, we are serving them
  ▪ Find out people’s values, aspirations and concerns
  ▪ When it’s not going well, find a way to help
  ▪ Above all, treat every person with respect, compassion and kindness
Leadership Characteristics Self-Assessment

*Instructions: Read each statement and choose the number that most closely reflects your current level of performance using the following scale: 1=never; 2=seldom; 3=sometimes; 4=frequently*

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a clear vision for my department or organization and align my daily activities with it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I help my employees align their daily activities with our vision.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look for opportunities for improvement, however small.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I clearly state my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>My communication is clear, convincing, and memorable.</td>
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<tr>
<td>I actively work to build trust with my employees.</td>
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<tr>
<td>I treat others with respect at all times.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I support and encourage my employees and look for challenges to help them reach their potential.</td>
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<tr>
<td>I act enthusiastic, even when I don’t feel like it.</td>
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<tr>
<td>I show employees I care by getting to know them as individuals.</td>
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</table>

Trainer Notes
5 minutes

This self-assessment serves as a wrap-up of the first module. Allow several minutes for participants to complete it. Encourage them to share with a partner one or two areas where they scored themselves higher (frequently). Then ask them to choose an area where they marked themselves lower (never or seldom) and commit to improving in that area.
What our Clients Say about the Reproducible Training Library

I have used many of the HRDQ Reproducible Training programs and I can’t say enough good things about them. The content is easy to tailor—I’ve even combined programs to meet my clients’ specific needs. Not only am I able to provide my clients with a professionally developed, customized program at a reasonable price, but I’ve saved myself a lot of time and frustration, too. I plan to buy more programs in the future. I highly recommend them!

Rosemary C. Rulka, MS, SPHR
President
R.C. Rulka Consulting, LLC

We chose the Reproducible Training Library for the open-source format and customizable materials. The programs are well structured and rich with content. Preparation to delivery was less than 2 hours, and the addition of our company themes make the materials look like they were designed in house.

James T. Puett
Manager, Leadership and Organizational Development
Healthways Human Resources

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