



L.I.T.

**Leaders in Training
Class Descriptions**

|| BOOTCAMP: DAY ONE TOPICS

WHY YOU LEAD LIKE YOU DO:

Supervisors must understand the influences that have formed their leadership philosophy and style. They need to understand the underlying mindset and assumptions that propel their team interactions. Only they can make informed decisions about whether to continue those behaviors or expand or change their tactics. Most supervisors rely on what they have seen other supervisors do and what appears to have worked in the past. Using the construct of a “leadership coat of arms,” participants get to the root of their most fundamental beliefs about the employer-employee relationship, including what the actual role of a supervisor is. Participants learn how certain supervisory philosophies make one more likely to make common mistakes that even well-intentioned leaders make. Supervisors thus leave this opening session able to self-coach and teach others to avoid the most common errors supervisors make.

HOW TO AVOID 80% OF WORKPLACE PROBLEMS:

Participants learn that at least 80% of workplace inefficiencies and miscommunication come from two “curses” of the human condition, which must be constantly acknowledged and battled. The Curse of Me (thinking that everyone is like you) causes supervisors to teach, recognize, motivate, and persuade employees in the style that works best for the supervisor, oblivious to the preferences and abilities of the individual team members. The results of this error wreak havoc on employee engagement, the success of delegation, succession planning, workforce training, and leadership development.

The Curse of Knowledge (assuming others understand what to you seems obvious) closes the mouths of supervisors when they should speak, causing much of workplace communication to be short-handed phrases with multiple possible definitions and leaving the “why” out of instructions, thereby inhibiting proper problem-solving on the part of the employee. Supervisors dissect where they have seen these “curses” and learn simple strategies for overcoming those common limitations.

COACHING FOR SUCCESS REQUIRES KNOWING YOUR TEAM:

Using the foundation that an effective leader is a good coach, participants master the fundamental skills inherent in good coaching. A Family Feud-style game identifies the top seven things employees want most out of their jobs. This prompts a discussion of how successful leaders are now motivators and coaches (developers of talent) instead of command-and-obey micromanagers. Through various interactive activities, participants practice strategies for incorporating each of the seven motivators into every workday, thereby significantly increasing engagement and improving company culture. Based on the book *Instant Insight: 15 Questions to Great Relationships*, participants learn specific questions they need to ask their teams for them to be able to coach them effectively. Questions include recognition preference, prime working time, pet peeves, and how they want to be perceived. The top seven motivators become a to-do list and a report card for supervisors to hold themselves accountable for creating a motivating and engaging workplace.

|| BOOTCAMP: DAY TWO TOPICS

ESTABLISHING TRUST AND CLARITY FOR EFFECTIVE COMMUNICATION:

Employees hear everything a supervisor says to them through the ears of their eyes – in other words, the way they perceive their supervisor will color how they react to even the most articulate communication.

Participants learn that there are “picture days,” specific events when they should know their employees are taking a mental photo of them. Participants discover why certain employees’ perceptions of them differ, and thus they react differently to the supervisor. Using a variety of optical illusions, participants unlock how they can better create trusting environments and transparent discussions.

Supervisors learn how to engage the employee in a two-way discussion to elucidate understanding and gain buy-in. Participants practice using a five-phase discussion plan that can be used in any context. They learn how to begin a conversation in a way that will make employees want to listen. The importance of emotional intelligence is stressed as well as active listening. Participants learn what behaviors establish trust, what behaviors destroy trust, and how to re-establish trust, including a five-part way to apologize when such is appropriate. The jewel in the crown of this segment is Color Me Communication, in which participants take a brief self-assessment that categorizes them as one of four primary communication styles. Participants then divide into their communication styles and create a presentation of their design to explain to others how to interact with those of their communication style. This will be fun while simultaneously explaining essential aspects of communication differences.

MIND THE MEETINGS:

The number one pet peeve in the American workplace is meetings that are perceived as unnecessary and poorly run. Therefore, managers learn simple strategies for creating efficient and engaging meetings literally overnight.

SETTING EXPECTATIONS FOR BEHAVIORS AND RESULTS:

It is imperative that leaders be able to communicate clear expectations. In the workplace, expectations are set regarding *behaviors and results*. These are two different things, so they need different methods of clarity. Supervisors use the BARS method (behaviorally anchored rating scale) to provide specific examples of excellent and deficient performance behaviors rather than relying on vague terms. Participants practice creating specific “anchors” for common evaluation factors such as teamwork, initiative, punctuality, etc. Participants brainstorm on tools and resources that can be provided for employees to hit the ground running, not waste time, and feel successful. Next, participants play games identifying the flaws in goals to master the concept of SMART goals (specific, measurable, attainable, realistic, time-based) method. Participants practice using a simple template that ensures that all their goals are SMART, clear, and enforceable.

EFFECTIVE FEEDBACK:

Feedback is essential in any working environment, yet most feedback given in today's organizations is ineffective. Participants learn the CAR (context, action, result) method for providing specific, timely, and legally defensible positive and constructive feedback and evaluations. They also learn how to engage team members in the discussion to enhance their critical thinking skills. In addition, they learn to model good receipt of feedback. Participants then have the opportunity to practice in four exercises:

- Participants correct positive feedback examples that are poorly done.
- Participants correct constructive feedback examples that are poorly done.
- Participants identify two things about specific employees worthy of praise and practice verbal feedback.
- Participants then identify a real-life performance issue and practice providing constructive feedback and receiving feedback.

PERFORMANCE EVALUATIONS:

There are three components of effective performance management: setting expectations, feedback, and the appraisal document and corresponding evaluation discussion. Even if a manager does well with the first two parts of the process, they can fall down on the appraisal component. Participants learn how to ensure that evaluations are honest, complete representations of employees' performance. They also learn to discipline and terminate without fear of legal repercussions.

FSU TRAINING, CURATED DISCUSSION BOARD, VIDEO ENGAGEMENT, AND IMPLEMENTATION LAB

FSU-specific training will be delivered both in-person and asynchronously. This information will be provided alongside the discussion board and video prompts over six weeks.

FSU DAYS: IN-PERSON TRAINING

- **Anti-Sexual Misconduct & Prevention Training for Supervisors (3 hours)**
 - This course is geared toward supervisors and reviews: FSU's stance on sexual misconduct; the University's applicable policies, including what constitutes sexual misconduct; available reporting options and resources; mandatory reporting requirements for responsible employees; and other supervisory prevention and response responsibilities.

- **ADA Understanding the Americans with Disabilities Act (2 hours)**
 - This course examines Disability Law at the Federal, State, and University Policy level. Participants will understand the requirements of the Americans with Disabilities Act, including what is a disability, what is a reasonable accommodation, and what constitutes discrimination against a person with a disability. Also covered are State Law and University Policy regarding individuals with disabilities, disability etiquette; case studies; and campus contacts for assistance in handling ADA issues with employees, students, and visitors to campus.

- **EEO: Equal Opportunity & Compliance (2 hours)**
 - This course examines Equal Employment Opportunity Law at the Federal, State, and University Policy level. Participants will gain an understanding of anti-discrimination law, including what is a protected group, what aspects of employment are protected, and what constitutes discrimination. Also discussed are guidelines on recognizing and avoiding discriminatory behaviors at work, case studies relating to discrimination in the employment context, and whom to contact on campus for assistance with discrimination issues.

- **EAP for Supervisors (1 hour)**
 - In this class, you will learn how to recognize early signs of trouble in an employee's performance; how to have a constructive interview with a troubled employee; how to work with the employee on performance issues while encouraging them to get help with personal problems; how the EAP protects client confidentiality

- **Fundamentals of Discipline & Collective Bargaining Contract Administration (2 hours)**
 - Examines the supervisor's role in the University's progressive and cumulative disciplinary process and an overview of Collective Bargaining Agreements.

- **Performance Management Training (2 hours)**

- Provides supervisors with an overview of the performance management process; this includes a review of University performance evaluation policies and procedures, and addresses dealing with employee performance issues

- **Family Medical Leave Act of 1993 (2 hours)**

- An overview of the Family Medical Leave Act (FMLA) of 1993, including strategies for managing employees on FMLA leave.

ASYNCHRONOUS (Made available for a specified time for each cohort.)

CHOICE OF PROGRAM DEPENDING UPON JOB ROLE

- Staff Search Committee Training OR Faculty Search Committee Training

DISCUSSION BOARD QUESTIONS & VIDEOS:

Follow-up discussion board questions would be questions that require the participants to give actual examples of how they have put into practice the various strategies they have learned. Here are some examples:

Short videos will be emailed to participants during this six-week timeframe to provide reminders and tips for implementing learned strategies.

IMPLEMENTATION LAB

In week eight, the facilitator will lead a discussion about how participants have been implementing what they learned. Various thought-provoking exercises, including multiple break-out sessions, will allow participants to share and brainstorm with their colleagues.