

TRAINING ORIENTATION

Executive Skills For a Global Workplace

Each year U.S. organizations in both the private and public sector spends approximately \$70 billion on training. A recent study and survey suggests that much of this training is deemed ineffective in improving performance.

The indications are that it is not the content or substance of the coursework or the intellectual capacity of the participants but rather the integration of the learning process and delivery that are key variables.

Workshops and seminars that really make a discernible difference to the work habits of participants tend to provide an experience that incorporates new learnings while validating individual past behavioral patterns that participants know have worked for them.



The HalenGroup, Inc. delivers high quality competency based programs that are anchored in "best behavioral practices." The challenge of global leadership skills is that they embody the "behavioral intelligence" necessary to navigate through diverse and difficult emotional and social situations. Every performance study ever conducted confirms that it is practice that makes skills better. Therefore the highlighted skills have to be complementary to past experience yet applicable to everyday life for observation and practice.

Your talented, bright, and technically competent employees probably didn't learn in business or graduate school what Aristotle referred to as "The hard work of the will." He said;

*"Anyone can become angry - that is easy. But to be angry with the right person, to the right degree at the right time, for right purpose, and in the right way, -this is not easy."
Aristotle*

The programs described on these pages are essential to selecting a judicious approach (whether it be anger or caring, questioning or conciliation) to decision making and influencing of people. It is this "behavioral intelligence" that is at the core of any effective interactional curriculum.

People who truly understand the bottom line recognize that time is our mostly costly and precious commodity. Good financials are only as good as the quality of the agreement devised.

That means that a successful relationship goes beyond a money mentality and fully appreciates all interests, is open to viable options, and continually seeks and provides clarity of intent. This saves crucial time, energy and ultimately money.



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Executive Negotiation:

Whenever people communicate in an attempt to reach agreement or gain cooperation, a form of negotiation takes place. In the broadest sense this is the "art of exploring possibilities for mutual gain."



Most people spend a significant portion of their day attempting to elicit information from others to meet their goals. Meeting your own self-interest and satisfying others means creating a constructive atmosphere where options can be crafted. This requires demonstrating facilitative skills and considerable powers of assessment in reading the other side.

The heuristics of effective negotiation can be experienced everyday through observation and analysis. Enhancing the skills and gaining knowledge of the principles that determine competency and power in negotiations can be learned and practiced. Every expert on negotiation recognizes that the most important aspect of any negotiation is the behavior of the other party.

Preparation and planning guidelines for negotiation are emphasized by real case simulation and videotape coaching. Personal feedback focuses on the behavioral elements one must observe and be responsive and adaptive to in order to be a more effective negotiator.

The objectives of the "Executive Negotiation Skills" seminar:

1. To provide the participant with heuristics in the application of the principles, and skill set, consistently identified in behavioral studies as contributing to high performance negotiating.
2. To provide the participant with video and live demonstrations to apply core skills and principles of effective negotiation as instructional modeling.
3. To provide an experience for participants to practice business relevant scenarios for analysis and constructive critique.
4. To provide the participant with a selection of specific tactics to improve their individual and collective range of options and contingencies in a negotiation.
5. To provide the participant with an individual assessment of their preference in thinking style and how it affects negotiation behavior.
6. To provide a state of the art multidisciplinary understanding of the human dynamics in the negotiation process.
7. To provide specific detailed information on structural elements that comprise the negotiation process from planning and preparation to closing.



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Dispute and Conflict Management:

The program on management of conflict and dispute resolution is designed to increase the participant's understanding of cooperative and collaborative processes and ways they are strengthened.

The participants learn to address typically troublesome situations and profiles of difficult people.

Each participant is led through a process of understanding their own personal disruptive triggers and plan for experimenting with alternative behaviors.

The universe of human behaviors narrows the range of possible responses to conflictual behavior. Effective framing of facilitative responses provides some degree of predictability in the positive direction of the dispute.

The focus is on employing strategically constructive ways to approach difficult people and uncomfortable situations.

Typologies of classically difficult people (hostile-aggressive, silent unresponsive, know it all etc.) are used to hone skills in dealing with patterns of conflict.

A model for analysis of conflict is presented as a game plan to practice the utility of alternative behaviors.

Resilience; Mastering change and Adversity:

Mastering Organizational Change

Once an organization has developed a new strategy or vision, the easiest part of changing the organization is complete. Easing employee resistance to change requires the implementation of both personal and organizational measures to gain commitment of the employee population.

Dealing with people in the best of times is draining of psychic energy. When people become frustrated they resort to less helpful methods of intervention.

Behavioral coping patterns and characteristics associated with resilience are presented to increase the capacity of participants to thrive under stress. Effective implementation of change is often based on providing a "readiness" through participant exploration of patterns of resilience versus patterns of helplessness.

The organizations attention to the implications of impending changes on work tasks, structure, policies, and leadership is assessed. Participants are given exercises to provide adaptive strategies to these defined organizational areas to gain a sense of input and control over changes.

The emphasis on leadership of change is explored for similarities in historical precedents and differences as a result of cultural and technological advances.

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Influence Management:

In business and in life, merit and good work is often not sufficient to accomplish your objectives. Sometimes you don't have the authority or clout to make things happen.



Power is defined as the ability to get things done. Influence is acting on the opportunity to affect the direction you favor. Even when you have formal authority, there is no guarantee you will get people to comply with your wishes.

This workshop is designed to provide the participant with an understanding of the factors necessary to effectively influence others in organizational settings. The participant learns to work within a framework that identifies, prepares, and evaluates "target sponsors." The basic human elements that are taken into account when influencing someone are explored.

Participants will have the opportunity to gain an increased awareness of their preferred influence styles and exposed to a variety of approaches to expand their repertoire.

Steps for preparation and execution of a personal influence plan are presented.

Emotional Intelligence/Behavioral Competencies:

A growing spate of recent studies suggests that the people who rise to the top of their professions aren't just good at their jobs, they are optimistic navigators who are resilient to change and adversity. They read people and themselves better than most. These people have a capacity to self regulate negative feelings such as anger and insecurity and reframe them in more positive ways. Their capacity to read "tells" about others motivations and increases the success in influence and negotiation situations.



While technical skills are a minimum standard, behavioral competence gets the job done when other have to be collaborated with or influenced. The good news is that these skills are enhanced by training and practice.

The Halengroup offers a variety of programs aimed at raising the "batting averages" of individuals and groups who seek to gain an edge to their actionable insights.

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Multicultural Collaboration:

In today's global workplace, employees from diverse cultures are being thrust together to perform as partners and teammates. Organizations are quickly learning that time and money are at stake without properly clarifying and facilitating cross-cultural perspectives.

Effective training designed to close potential communication gaps requires both preparation and orientation to a facilitative process. This includes an understanding of culture specific relationships.

For instance, to what extent is disclosure of feelings encouraged?

Or how does hierarchy limit the ability of the parties to make decisions?

Other standard cultural variables to consider include: views of competition and cooperation, dimensions for problem solving, views of time, variations in non-verbal communication, impact of larger social structures (religious and legal), the role of third parties, and use of physical space.

Task Oriented Team Development:

Team performance is most often predicated on effectively managing interdependent functions and needs in pursuit of identified strategic goals. The Task Oriented Team Development process involves the learning and application of competencies through group tasks that are discerned through an interview and assessment process.



The competencies for high performing teams require clarity on four assessed levels (mission and goal, role and responsibilities, information and procedures, and interpersonal styles). Practice of team behavioral competencies is highlighted as the team works on identified work products and strategic dialogue.

Each participant receives an individual assessment on their thinking style to be presented in aggregate data to the whole group as a stimulus for constructive appraisal. All programs include follow-up activities that are designed to evaluate progress on agreed upon improvement measures.

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Critical Incident and Trauma Training:

The HalenGroup has been at the forefront of critical incident debriefing and training of organizational personnel to prepare and deal with traumatic incidents. This includes the establishment of psychological services or employee assistance programs as well as direct intervention to a variety of public and private sector clients. These include consulting relationships with federal and local law enforcement, fire departments, international airlines, law firms, and hospitals.

The scope and purpose of this training is defined by organizational need. The basic curriculum covers the reasons that normalization and tools for recovery are vital to both human and organizational concerns. The nature of trauma is described in terms of the symptoms associated with the "normal response to the abnormal situation". These include physical, cognitive, emotional and behavioral signs. Victimization, organizational impact, and the healing process is addressed as indicated.

Violence in the Workplace:

FBI statistics indicate that the fastest growing form of murder in the U.S. is workplace homicide. In addition to the obvious safety concern there is the legal vulnerability for employers.

This workshop reviews the steps necessary for organizations to minimize violence.

A review of critical behavioral research on profiles of past incidents and perpetrators is presented along with supervisory guidance on techniques and protocol to deal with anger and impulse control issues. Security concerns, interventions, and resources are discussed.



Strategic Planning Facilitation:

Organizations often require the presence of a neutral party and/or facilitator to create and reinforce groundrules for effective group process and decisionmaking.

The facilitator provides a framework for making communications and interests between participants clear. The facilitator synthesizes group concerns and promotes dialogue necessary for stated objectives to be addressed.

The customized framework for strategic planning is often based on the developmental stage of the organizational group. Groups have different performance levels which call for different interventions.

The orientation insures the integrity of a process valuing open and honest inquiry, inclusion of all participants along with the dispatch necessary to moving issues forward.

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Strategic Interviewing Techniques:

This training emphasizes the rules of thumb that are known and proven to be effective in eliciting information from people. The principles focus on behaviorally based techniques of questioning and observable cues to evaluate individuals. These techniques have been customized for personnel selection decisions, threat assessment, and performance.

Sessions typically include techniques for effective feedback and coaching.

Leadership Skill Development:

The sine qua non of a leader is to gain follower-ship. This begins with two main strategic objectives. The first is to set a direction or map a trajectory of where you want to go. The second is to establish and gain support from relevant constituencies. The effective leader must have the skill set that promotes these objectives. In modern terms this is often referred to as "emotional intelligence." This concept focuses on two areas of competency.

Social competency involves reading people and situations with accuracy and navigating them adroitly. It means that the leader must adjust, adapt and anticipate emotional currents in people and the social and political dynamics of change.

The second area of competency involves personal competency in recognizing their assets and limitations. It suggests that the leader must be open to feedback and guard against the dangers of groupthink.

The qualities and traits of leaders vary widely from situation to situation. The modern leader must have the flexibility to execute a wide array of behaviors in response to differing circumstances.

Preparation for leaders requires they audit their skill set so they can decide how to find personnel to complement them and identify areas of self-development.

Women in the Workplace:

Does sexual stereotyping still hinder the upward mobility of women in today's workplace? It seems that despite clear gains in economic and employment status that women are still finding it difficult to associate "feminine" behavior with success in the upper echelons of the workplace.

Bias toward these behaviors begins in infancy and continues to persist even in the most enlightened of corporate cultures.

An exploration into the behavioral effects and influences of gender.



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Paths to Innovative Thinking:

This workshop is designed to catalyze groups who require a challenge to their behavioral templates. It first presents the latest and most comprehensive review of what we know stimulates alternative perspectives that lead to innovation. It then puts into motion selected and customized facilitated exercises that address the issues at hand. Whether it be a need for a new business strategy or thinking about a difficult criminal case, Paths to Innovative Thinking will shake the participants out of their traditional ways of perceiving and collaborating.



The workshop is offered in a variety of time increments.

High Performance Selling:

The primary stage of this process is organized around the diagnostic assessment and analysis of the target audience and its requirements to reach the desired performance standard. This includes a profile of both group and individual behavioral strengths and deficits.



The training objectives are to provide organizational development recommendations with specific attention to following areas:

- Management consensus and focus for achieving program objectives
- Modification of existing policy and practice to align management support with sales initiative
- Skill set curriculum necessary for target group to achieve sales goals
- Draft of benchmark criteria for measurement of program progress
- Other activities centers on the delivery of identified behavioral competencies for the group and individual skill development. This is launched through a strategic dialogue session in which previous findings are discussed and responded to. The customized workshops are typically organized to maximize skill transfer and complementarity to on the job cases. The initial workshops are followed up by individual coaching and feedback sessions, which optimize the personal development process.

The support linkages necessary for training support and reinforcement is also addressed. This includes the provision to strategically ally with branch personnel and other lead sponsors to increase target client acquisition. It also formalizes benchmark measurements that will insure program consistency and continuity with current or modified sales incentive programs. Finally this provides for the planning of on-going sales curriculum and support through evaluation and feedback on program.

This process is incremental in nature, drawing specificity from review of each phase to plan for the ensuing activities. It is possible to speculate on what the findings may yield and the core of any sound sales curriculum may look like. The "buy in" is instrumental in creating the readiness for group motivation and individual skill acquisition.