

# LEADERSHIP Essentials Curriculum



Module Name	Objectives	Skill Points
<p><b>Essential Skills of Leadership</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Deal</b> with team members on a day-to-day basis in such a way as to maintain and enhance their self- esteem.</li> <li>• <b>Base</b> discussions about performance and work habits on behavior rather than on personalities and attitudes.</li> <li>• <b>Involve</b> team members in goal setting, problem solving and decision- making.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain or Enhance Team Member Self-Esteem.</li> <li>• Focus on Behavior.</li> <li>• Encourage Team Member Participation.</li> </ul>
<p><b>Essential Skills of Communicating</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>See</b> that communication is a two-way process.</li> <li>• <b>Construct</b> clear, concise messages in the interest of the listener.</li> <li>• <b>Manage</b> nonverbal behaviors to reinforce the intent of messages.</li> <li>• <b>Listen</b> actively to improve communication.</li> <li>• <b>Create</b> a climate of open communication, which increases team members' motivation and commitment.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Climate of Open Communication.</li> <li>• Design Clear, Concise Messages.</li> <li>• Manage Nonverbal Behaviors Effectively.</li> <li>• Listen to Communicate.</li> </ul>
<p><b>Coaching Job Skills</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Understand</b> what coaching is, why it is important, and how it supports individual and company goals.</li> <li>• <b>Prepare</b> for a coaching session by using observation and analysis to build a plan for a successful dialog.</li> <li>• <b>Hold</b> a coaching conversation that improves an individual's performance and increases productivity.</li> <li>• <b>Use</b> coaching as a way to build a valuable sense of teamwork between the team leader and team member through communication, shared goals and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and Analyze Performance.</li> <li>• Identify Area of Performance that Needs Improvement.</li> <li>• Demonstrate How Task Should be Performed and Ask Team Member for Questions.</li> <li>• Have Team Member Demonstrate and Give Team Member Feedback on Performance.</li> <li>• Set Up Time for Review.</li> </ul>
<p><b>Communicating Up</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Understand</b> the importance of framing all communication with their manager in terms of his/her self-interest.</li> <li>• <b>Enter</b> meetings with their manager armed with a well-thought-out and clearly stated objective.</li> <li>• <b>Clearly</b> link their objective with facts that support their plans and goals.</li> <li>• <b>Work</b> with their manager to uncover any questions or reservations he/she may have concerning their message.</li> <li>• <b>Move</b> conversations toward agreement with questions that focus on the benefits to be gained when the objective is reached.</li> <li>• <b>Clearly</b> and concisely restate the decisions that results from Communicating Up and insure that those decisions are mutually understood.</li> </ul>	<ul style="list-style-type: none"> <li>• State objective concisely in terms of the needs and interests of their manager.</li> <li>• Detail objective and support it with facts.</li> <li>• Ask for and/or respond to questions.</li> <li>• Probe for agreement.</li> <li>• Summarize and confirm conclusion.</li> </ul>

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<p><b>Delegating</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Understand</b> the role of delegation in time management, resource utilization, job satisfaction and overall team productivity.</li> <li>• <b>Use</b> a delegation process that ensures team member participation, involvement, and success so that what needs to be done gets done – properly and on time.</li> <li>• <b>Establish</b> a team member's responsibility and authority for a delegated task – creating a framework for accountability and personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain need for delegation.</li> <li>• Use delegation of task to motivate.</li> <li>• Explain task and ask team member's view.</li> <li>• Specify responsibility and authority.</li> <li>• Confirm team member's understanding and set up time for review.</li> </ul>
<p><b>Developing Performance Goals and Standards</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Define</b> goals, objectives, and performance standards.</li> <li>• <b>Identify</b> and set performance standards that are specific, measurable, attainable, results oriented, and time-framed, using concrete active language.</li> <li>• <b>Establish</b> time limits for all performance standards.</li> <li>• <b>Involve</b> team members in creating their own individual performance standards.</li> <li>• <b>Negotiate</b> to develop performance standards for team members that address both desired results and team members' capabilities.</li> <li>• <b>Monitor</b> team members' progress toward their goals by holding individual review meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• State broad goal of the plan.</li> <li>• Ask team member's view of what his or her performance standards should be within the plan.</li> <li>• Negotiate by modifying unrealistically high or low performance standards.</li> <li>• Agree on a set of performance standards that are clear, specific, and measurable.</li> <li>• Confirm team member's commitment and set up review.</li> </ul>
<p><b>Effective Discipline</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Use</b> the techniques of effective discipline to eliminate problem behavior.</li> <li>• <b>Communicate</b> concerns in terms of behavior rather than perception or opinion.</li> <li>• <b>Minimize</b> defensiveness and focus on solutions.</li> <li>• <b>Reduce</b> conflict avoidance behaviors that undermine team morale, impact perceived fairness and impede overall productivity.</li> <li>• <b>Review</b> performance to make sure the problem is resolved.</li> <li>• <b>Recognize</b> the importance of team member participation in defining the problems and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• State Performance Problem.</li> <li>• Ask Team Member's View.</li> <li>• Ask Team Member for a Solution.</li> <li>• Agree on Plan.</li> </ul>
<p><b>Improving Work Habits</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Recognize</b> the difference between job performance and work habits. Managers will understand that a work habits discussion is not coaching and requires different skills for successful resolution.</li> <li>• <b>Understand</b> that unsatisfactory work habits must be dealt with quickly before requiring disciplinary action.</li> <li>• <b>Explain</b> clearly and specifically the nature of the team member's unsatisfactory work habit while focusing on behaviors rather than attitude.</li> <li>• <b>Use</b> an action plan and ongoing reviews to help team members improve work habits and demonstrate personal accountability.</li> </ul>	<ul style="list-style-type: none"> <li>• State problem clearly and specifically.</li> <li>• Ask team member's view.</li> <li>• Ask team member for solution.</li> <li>• Agree on plan.</li> <li>• Set up time for review.</li> </ul>

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<p><b>Managing Complaints</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Understand</b> why all team member complaints must be dealt with rather than ignored or dismissed.</li> <li>• <b>Be</b> more sensitive to all the problems-minor or trivial, real or imagined-that can lie behind complaints.</li> <li>• <b>Understand</b> techniques used to determine underlying problems, which are not always the same as those the team member thinks are responsible for his/her difficulties.</li> <li>• <b>Use</b> various techniques to solve such problems while maintaining a positive relationship with the team member.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask team member to detail complaint.</li> <li>• Get agreement on substance of complaint.</li> <li>• Ask team member for solution.</li> <li>• Schedule time for investigation and agree on action plan.</li> <li>• Set a date for follow-up meeting.</li> </ul>
<p><b>Providing Performance Feedback</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Base</b> assessments on facts and behavior.</li> <li>• <b>Assess</b> performance.</li> <li>• <b>Use</b> positive feedback to motivate team members.</li> <li>• <b>Gain</b> team member <b>participation</b> in assessment.</li> <li>• <b>Gain</b> team member <b>agreement</b> with the assessment.</li> <li>• <b>Gain</b> team member <b>commitment</b> to the change needed to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for team member's evaluation and give your evaluation of performance.</li> <li>• Identify what would help maintain or improve performance.</li> <li>• Ask team member to identify how improvement can be achieved.</li> <li>• Agree on plan.</li> <li>• Get commitment and set up review.</li> </ul>
<p><b>Resolving Conflicts</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Accept</b> conflict as an inevitable part of all work situations and deal with it in order to maintain individual and team focus and productivity.</li> <li>• <b>Recognize</b> the positive and negative impacts of conflicts and leverage conflict to everyone's advantage.</li> <li>• <b>Distinguish</b> between the two major sources of conflict so that they it can be resolved fairly and effectively.</li> <li>• <b>Establish</b> a cooperative atmosphere to resolve conflicts when they arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask each team member to state problem.</li> <li>• Ask each team member to state other's view of problem.</li> <li>• Ask each team member to confirm accuracy of other's restatement.</li> <li>• Focus on objective facts, areas of mutual need or mutual goals.</li> <li>• Ask each to suggest solutions.</li> <li>• Bring both to agreement on specific steps to resolve conflict and set up time for review.</li> </ul>
<p><b>Supporting Change</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Understand</b> why change happens, how people react to it, and how to support team member's struggles with change.</li> <li>• <b>Involve</b> team members in a change initiative by promoting their understanding and ownership of the change and its benefits.</li> <li>• <b>Plan</b> for individual or group follow-up sessions that support the change process and reinforce personal and organizational goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Detail coming change and explain reason for it.</li> <li>• Let team member ask questions, express opinions and concerns.</li> <li>• Respond to team member's questions and concerns.</li> <li>• Get commitment and set up time for review.</li> </ul>



# LEADERSHIP Plus Curriculum

Module Name	Objectives	Skill Points
<p><b>Hiring Winning Talent</b> ®</p> <p><i>Online – 3-4 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Establish</b> an efficient process that will reduce the time it takes to interview and select a qualified candidate.</li> <li>• <b>Maximize</b> new hires' productivity once they join your team by ensuring that candidates are a good fit for the job (both technical and organizational fit).</li> <li>• <b>Ensure</b> team cohesion and support for new hires by involving team members in the process.</li> <li>• <b>Increase</b> the retention of all new hires and in particular reduce turnover during their first year on the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce yourself, thank the candidate for his or her interest in the company and the job, and explain the interview agenda.</li> <li>• Review the candidate's resume and ask competency-based questions about his or her background and experience.</li> <li>• Listen, press for specifics, and take notes.</li> <li>• Discuss the job requirements and answer the candidate's questions.</li> <li>• Review your notes and ask for any final clarification of facts and information shared during the interview.</li> </ul>
<p><b>Retaining Winning Talent</b> ®</p> <p><i>Not available at this time</i></p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the scope and severity of the talent shortage.</li> <li>• <b>Calculate</b> the costs of attrition.</li> <li>• <b>Identify</b> the attrition risks that currently exist within your own team.</li> <li>• <b>Identify</b> what motivates your team members and how to build their commitment.</li> <li>• <b>Use the STARS</b> Model to identify specific retention practices you can personally apply with your team members.</li> <li>• <b>Conduct</b> a discussion with your team members to surface retention needs.</li> <li>• <b>Intervene</b> when you see "early warning signals" exhibited by your team members.</li> <li>• <b>Develop</b> and implement a proactive Retention Action Plan that will reduce unwanted turnover within your work team.</li> </ul>	<ul style="list-style-type: none"> <li>• Thank team member and reinforce the value of having the discussion.</li> <li>• Ask questions to identify what's most gratifying and most frustrating about current projects, work assignments, and/or work in general.</li> <li>• Listen for specifics (especially STARS-related information), paraphrase, and test for themes.</li> <li>• Ask for and suggest ideas on how you can help and support the team member moving forward.</li> <li>• Decide what actions you both will take and set a follow-up date.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Thank the team member for meeting with you and explain the purpose of the meeting.</li> <li>• Refer to the early warning signal and probe to determine if it represents a deeper concern(s).</li> <li>• Summarize the response from the team member's perspective and, if necessary, ask additional questions to clarify concerns.</li> <li>• Ask for and suggest ideas for addressing concerns.</li> <li>• Decide what actions each of you will take to address the concern(s) and set a follow-up date.</li> <li>• Thank the team member for being candid and reinforce the mutual value of the business relationship.</li> </ul>

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Module Name	Objectives	Skill Points
<p><b>Leading Successful Projects ®</b></p> <p>Not available at this time.</p>	<ul style="list-style-type: none"> <li>• <b>Understand</b> the four phases that every project goes through.</li> <li>• <b>Assess</b> the probable impact of a project on business goals.</li> <li>• <b>Determine</b> the roles, tasks and activities needed to complete any project.</li> <li>• <b>Ask</b> the right questions in each phase of a project.</li> <li>• <b>Use</b> a clear system to track project progress and update stakeholders.</li> <li>• <b>Motivate</b> project team members to maintain their commitment and support</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the situation by identifying problems and opportunities and determine the priority.</li> <li>• Determine feasibility by identifying alternatives and determining benefits, costs, risk, and choose best solution.</li> <li>• Write goal statement, create objectives, and define roles and responsibilities.</li> <li>• List all tasks required to achieve the objectives.</li> <li>• Identify resources required to complete tasks and assign responsibilities for each task.</li> <li>• Prepare project schedule.</li> <li>• Identify risks and the impact that the risk can cause to a project.</li> <li>• Monitor project and modify project as needed.</li> <li>• Formally close out project by measuring performance against expected performance.</li> </ul>
<p><b>Motivating Team Members</b></p> <p>Online – 1 ½ to 2 hours</p>	<ul style="list-style-type: none"> <li>• <b>Improve</b> your team member's performance.</li> <li>• <b>Understand</b> the factors that motivate team members to perform effectively.</li> <li>• <b>Understand</b> how motivation varies from team member to team member.</li> <li>• <b>Distinguish</b> between motivators and dissatisfiers</li> <li>• <b>Learn</b> how to create a work environment for each team member that will motivate higher performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify factors that motivate team member.</li> <li>• State team member's positive accomplishments.</li> <li>• Ask team member's view of what would enhance or maintain performance</li> <li>• Respond to team member's suggestion(s) and/or offer your own.</li> <li>• Agree on the next step and set up review.</li> </ul>
<p><b>Solving Workplace Problems</b></p> <p>Not available at this time.</p>	<ul style="list-style-type: none"> <li>• <b>Follow</b> an orderly, step-by-step, problem-solving process</li> <li>• <b>Write</b> problem statement that clearly define problems encountered in work situations</li> <li>• <b>Assess</b> the contexts of problems</li> <li>• <b>Analyze</b> the likely root causes of problems</li> <li>• <b>Involve</b> team members in evaluating root causes and possible solutions</li> <li>• <b>Create</b> plans to implement solutions to problems</li> <li>• <b>Agree</b> and support implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the problem</li> <li>• Identify the cause</li> <li>• Select best solution</li> <li>• Implement the solution</li> <li>• Feedback and follow-up</li> </ul>
<p><b>Developing and Coaching Others</b></p> <p>Online – 1 ½ to 2 hours</p>	<ul style="list-style-type: none"> <li>• <b>Ensure Training Changes Behavior</b> – Successfully motivate, direct, and coach your team leaders through a learning process to ensure they transfer learning into improved on-the-job performance.</li> <li>• <b>Coach Effectively</b> – Effectively handle “coaching moments” to improve team leaders' performance on the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the individual's view of what happened.</li> <li>• Ask why it happened the way it did (good or bad).</li> <li>• Ask what the consequences were.</li> <li>• Ask what lessons were learned and what the individual will consider doing differently next time.</li> <li>• Ask what the individual's next step will be.</li> </ul>



## MANAGEMENT SERIES MATRIX

Module Name	Module Name	Module Name
<p><b>Developing and Coaching Others-Senior Management Version</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Ensure Training Changes Behavior</b> – Successfully motivate, direct, and coach your team leaders through a learning process to ensure they transfer learning into improved on-the-job performance.</li> <li>• <b>Coach Effectively</b> – Effectively handle “coaching moments” to improve team leaders’ performance on the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific details on how to handle “before”, “during”, and “after” meetings.</li> <li>• Ask the individual’s view of what happened.</li> <li>• Ask why it happened the way it did (good or bad).</li> <li>• Ask what the consequences were.</li> <li>• Ask what lessons were learned and what the individual will consider doing differently next time.</li> <li>• Ask what the individual’s next step will be.</li> </ul>



## SERVICE MATRIX

Module Name	Objectives	Skill Points
<p><b>Winning Through Customer Service – New Edition</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> professionalism on the job while building a proactive, problem-solving culture.</li> <li>• <b>Use</b> essential communication skills in dealings with customers.</li> <li>• <b>Recognize</b> characteristics of human behavioral style and opportunities to adapt to their personal style.</li> <li>• <b>Identify</b> and utilize a structured process/model for conducting customer service transactions.</li> <li>• <b>Master</b> strategies for dealing appropriately with difficult customer situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a professional relationship.</li> <li>• Identify how to help the customer.</li> <li>• Provide the required assistance</li> <li>• Complete the transaction and follow-up</li> </ul>
<p><b>Dealing with Difficult Customer Situations</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> the calming and focusing techniques in a difficult customer service transaction.</li> <li>• <b>Identify</b> at least four clues that indicate the existence of a difficult customer situation.</li> <li>• <b>Give</b> two reasons why the use of calming and focusing skills are important in dealing with difficult customer situations.</li> <li>• <b>Describe</b> the calming technique for dealing with upset customers.</li> <li>• <b>Describe</b> the focusing technique for dealing with upset customers.</li> </ul>	<ul style="list-style-type: none"> <li>• Calming.</li> <li>• Focusing.</li> </ul>
<p><b>Delivering Customer Focused Service</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Define</b> your customers, both internally and externally.</li> <li>• <b>Understand</b> the psychology of human values and expectations.</li> <li>• <b>Identify</b> those expectations that are attributes in providing exceptional customer service.</li> <li>• <b>Demonstrate</b> professionalism and self-mastery in addressing customer service.</li> <li>• <b>List</b> at least 10 characteristics associated with professionalism that you can exhibit on the job.</li> <li>• <b>Define</b> key customer service interactions. For example, where and when key interactions occur.</li> <li>• <b>Identify</b> personal challenges and obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• Appearance.</li> <li>• Organization.</li> <li>• Attitude.</li> <li>• Communication.</li> </ul>



## SERVICE MATRIX

Module Name	Objectives	Skill Points
<p><b>STAR Service</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Effectively</b> integrate the expectations of your customers, organization, and yourself into your performance as a service professional.</li> <li>• <b>Successfully</b> apply each of the essential communication skills in your role as a service professional: listening questioning, paraphrasing, and explaining.</li> <li>• <b>Consistently</b> employ the STAR Service Process with empathy to regularly achieve Positive Memorable Experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Sync.</li> <li>• Target.</li> <li>• Assist.</li> <li>• Reaffirm.</li> </ul>

# PRODUCTIVITY MATRIX

Module Name	Objectives	Skill Points
<p><b>Proofamatics</b></p> <p>Not available at this time.</p>	<ul style="list-style-type: none"> <li>• <b>Proofread</b> with specific techniques.</li> <li>• <b>Catch</b> errors in daily communications.</li> <li>• <b>Increase</b> the <b>accuracy</b> of memos, letters, reports, and documents.</li> <li>• <b>Increase</b> the <b>speed</b> of finding errors.</li> <li>• <b>Present</b> a professional image in all written communications.</li> </ul>	<p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>• Assessment of visual acuity</li> <li>• Recognition of digits, digit-letter combinations</li> <li>• Visual perception</li> <li>• Development of concentration</li> <li>• Assessment of proofreading skills</li> <li>• Application and practice of 3-Phase System</li> <li>• Scanning techniques &amp; practice</li> <li>• Language skills consistency</li> <li>• Assessment of listening skills</li> </ul> <p><b>Session 2</b></p> <ul style="list-style-type: none"> <li>• Recognition of letters</li> <li>• Reduction of fixations and regressions</li> <li>• Increased span of recognition</li> <li>• Scanning practice</li> <li>• Single- and two-copy proofreading</li> <li>• Subject/verb agreement, sentence structure, punctuation and capitalization practices</li> <li>• Discrimination of letters</li> <li>• Aural and visual skill practice</li> </ul> <p><b>Session 3</b></p> <ul style="list-style-type: none"> <li>• Span of recognition increase to nine places</li> <li>• Recognition of compound words</li> <li>• Reduction of fixations and regressions</li> <li>• Development of visual memory</li> <li>• Recognition of letter combinations</li> <li>• Scanning and proofreading proficiency</li> <li>• CRT simulation practices</li> <li>• Spelling and capitalization practices</li> <li>• Listening proficiency</li> </ul> <p><b>Session 4</b></p> <ul style="list-style-type: none"> <li>• Recognition of numbers and phrases</li> <li>• Reassessment of visual acuity</li> <li>• Reassessment of proofreading skills</li> <li>• Comprehension skimming</li> <li>• Scanning and proofreading proficiency</li> <li>• CRT simulation exercises</li> <li>• Grammar overview</li> <li>• Aural and visual skills applied to proofreading</li> </ul>

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<p><b>Professionalism in the Office</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Recognize</b> the qualities and learn the skills that make an employee more professional on the job.</li> <li>• <b>Be</b> aware of the standards and abilities required for professional job performance.</li> <li>• <b>Better</b> understand their organization's policies, procedures, and philosophies.</li> <li>• <b>Improve</b> behavior related to interpersonal communication and courtesy.</li> <li>• <b>Promote</b> cooperation and teamwork through better communication with peers, managers, and other coworkers.</li> <li>• <b>Increase</b> productivity by knowing how to organize work, set priorities, and manage their time effectively.</li> <li>• <b>Accept</b> organizational change and benefit from new opportunities.</li> <li>• <b>Understand</b> that all professional skills and behavior can be learned, perfected, and used successfully in both the business world and their personal lives.</li> </ul>	<p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>• Knowing your Organization</li> <li>• How to Read an Annual Report</li> <li>• Job Descriptions</li> </ul> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>• Professional Behavior</li> <li>• Telephone Courtesy</li> </ul> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• Communication Self-Evaluation</li> <li>• Giving "I" Messages</li> <li>• Communication Styles at Work</li> <li>• Managing Conflict</li> <li>• Communicating in a Conflict Situation</li> </ul> <p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• Analyzing your Time Log</li> <li>• Managing Time</li> <li>• To Do Lists</li> <li>• Personal Organization Chart</li> </ul> <p><b>Module 5</b></p> <ul style="list-style-type: none"> <li>• Managing Change</li> <li>• Goal Setting</li> <li>• Planning</li> </ul>
<p><b>Number Skills®</b></p> <p><b>Not available at this time.</b></p>	<ul style="list-style-type: none"> <li>• <b>Transfer</b> data more accurately and quickly.</li> <li>• <b>Improve</b> perceiving, hearing, grouping, and proofing of numbers.</li> <li>• <b>Increase</b> overall performance and productivity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increase</b> number accuracy by 50%.</li> <li>• <b>Increase</b> speed of number perception by 20%.</li> <li>• <b>Retain</b> up to 12 digit numbers.</li> <li>• <b>Recognize</b> groups of 3 in number patterns.</li> <li>• <b>Improve</b> accuracy of transfer and correct placement.</li> </ul>

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Module Name	Objectives	Skill Points
<p><b>Achieving Communication Effectiveness</b></p> <p><i>Online – 1 ½ to 2 hours</i></p>	<ul style="list-style-type: none"> <li>• <b>Assess</b> their own communication patterns to avoid self-defeating behaviors both in and out of the work environment.</li> <li>• <b>Recognize</b> their own listening barriers and, thus, improve their ability to interpret messages.</li> <li>• <b>Communicate</b> effectively and non-manipulatively when dealing with different personalities and specific situations.</li> <li>• <b>Handle</b> conflict constructively with confidence, composure, and flexibility.</li> </ul>	<p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>• Elements of Communication</li> <li>• Passive Listening</li> <li>• Active Listening</li> <li>• Barriers to Effective Listening</li> </ul> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>• The Communication Process</li> <li>• Common Beliefs</li> <li>• Personal Communication Patterns</li> <li>• Communication Behaviors</li> <li>• Key Principles of Respect</li> <li>• Accepting Responsibility for your Communications</li> <li>• Barriers to the Communication Process</li> </ul> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• Body Language</li> <li>• Communication Models</li> <li>• Basic Assertions</li> <li>• Empathy Statements</li> <li>• Confrontational Statements</li> <li>• Effective Message Delivery</li> </ul> <p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• Dealing with Difficult Situations</li> <li>• Counterproductive Methods of Dealing with Anger</li> <li>• Effects of these Methods</li> <li>• Steps for Dealing with Anger</li> </ul>

To register for any of the modules contact Russ Glasgow at [rglasgow@scciowa.edu](mailto:rglasgow@scciowa.edu) or call 319-208-5382. Earn our Supervision Certificate by completing the 12 modules in the *Leadership Essential Series*.