

# Management Development Classes

***MD100 Level Classes:*** These courses focus on the needs of our Leads, Coordinators, and Supervisors. Assistant Managers, Managers, and Executives wanting a refresher may attend as well.

***MD200 Level Classes:*** These courses are intended for Assistant Managers, Managers, and Executives only. These courses contain advanced material for those who have already attended basic management classes in the past.

## **Transition to Supervision MD 01**

**Length:** 6 hours (.75 day)

**Course Format:** 60% ILT, 40% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 4

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

This class is designed to help participants successfully transition to positions that have responsibility for directing work and/or employees. New leads, supervisors, or managers frequently struggle with the challenges presented by their new responsibilities and this day-long session will provide critical information and practical techniques to balance their old coworker relationships with their new management responsibilities.

The morning will be spent on a class that presents four proven strategies to assist new supervisors in navigating those changing relationships and preparing for the most difficult situations they are likely to encounter as they assume their new role.

The afternoon will be an opportunity to learn Wagner-specific policies and procedures that pertain to anyone leading, coordinating, or supervising the work of others. Participants compose an Individual Development plan, charting out classes and activities that will promote their development in managing people.

### **Course Objectives:**

- Manage changing relationships
- Understand the roles and responsibilities of a new "supervisor"
- Effectively address disciplinary problems
- Know and enforce the Wagner policies that pertain to supervising others
- Develop a plan for future professional development

## **IM: Essentials MD 100**

**Length:** 4 hours (.5 day)

**Course Format:** 60% ILT, 40% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd, Nichol Howell

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description::**

This foundation course for all Interaction Management courses teaches leaders how to get results through people. Leaders acquire a set of proven interaction skills, discover seven leadership imperatives key to meeting today's challenges, and realize their role as a catalyst leader who inspires others to act.

Note: This class is a prerequisite class for all Interaction Management (IM) classes.

### **Course Objectives:**

- Multiply effectiveness by motivating teams and helping people to be more effective
- Accomplish more interactions and enhance interpersonal relationships
- Help people enhance their performance by providing effective feedback

# Management Development Classes

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## **IM: Managing Performance Problems MD 101**

**Length:** 4 hours (.5 day)

**Course Format:** 45% ILT, 55% Lab, 0% Web

**Prerequisite(s):** MD 100

**Instructor(s):** Kathleen Gadd, Doug Meitus

**Student Maximum:** 24

**Student Minimum:** 12

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

This course builds leaders' skills in handling chronic performance problems, work-habit problems, or serious misconduct. Participants learn how to document the problem and explain what the employee must do to address it. Leaders learn when and how to discuss and impose formal consequences while adhering to the organization's disciplinary policies and procedures.

### **Course Objectives:**

- Take appropriate action to effectively address ongoing performance problems or serious misconduct
- Assess when formal consequences are called for and impose formal consequences with confidence and fairness
- Document behaviors and problems in an objective and supportable manner

## **IM: Achieving Your Leadership Potential MD 103**

**Length:** 4 hours (.5 day)

**Course Format:** 50% ILT, 50% Lab, 0% Web

**Prerequisite(s):** MD 100

**Instructor(s):** Nichol Howell, Mike Quirk

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

This course bridges the widening gap between what is needed and required of today's leaders. A three-step process helps learners stretch their capabilities and accelerate their leadership development.

### **Course Objectives:**

- Define the scope of leadership development and potential
- Link development to personal satisfaction and the organization's goals, values, and strategic direction
- Use various sources to identify, assess, and prioritize strengths and weaknesses
- Create targeted, challenging, yet realistic development goals
- Execute and measure progress toward goals, making appropriate adjustments along the way

# Management Development Classes

## **IM: Building an Environment of Trust MD 107**

**Length:** 4 hours (.5 day)

**Course Format:** 50% ILT, 50% Lab, 0% Web

**Prerequisite(s):** MD 100

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

In a trusting environment, there's more teamwork, partnering and productivity. Participants will learn how to identify a definition of trust, key components of trust, and trust-breaking behaviors. This course gives hands-on, proven strategies for building trust in the workplace and provides participants the opportunity to create a plan for developing trust with others.

### **Course Objectives:**

- Take steps to strengthen trust in interactions
- Build a history of trust with coworkers
- Encourage open communication
- Develop an action plan for building trust with coworkers, team members, customers, and leaders

## **Managing Conflict MD 110**

**Length:** 4 hours (.5 day)

**Course Format:** 45% ILT, 55% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

Conflict between individuals in the work setting is a common occurrence, and if handled properly, it can lead to creativity and positive results. But handling conflict requires the ability to select and use the most appropriate conflict resolution approach. This class is designed for anyone that might be in a position to manage conflict between others; and covers the conflict resolution approaches of confronting, coaching, and mediating conflicts. Participants also learn about their most preferred conflict resolution style and how to adapt it according to the kind of conflict one is presented with.

### **Course Objectives:**

- Identify preferred conflict resolution styles and when each style is most appropriate
- Determine whether a conflict should be addressed at all, and if so, what approach would be the most appropriate
- Coach an individual on how to approach a conflict with another person
- Mediate between two people in conflict

# Management Development Classes

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## **IM: Motivating Others**

**MD 115**

**Length:** 4 hours (.5 day)

**Course Format:** 45% ILT, 55% Lab, 0% Web

**Prerequisite(s):** MD 100

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

Motivation is closely correlated to employee productivity, retention, and overall engagement. In large part it is up to supervisors and managers to spark this high level of sustained energy and performance. This class reviews motivational theories, discusses three typical motivational approaches, identifies how to diagnose motivational challenges and create a motivational environment, and provides best practices for rewarding and recognizing employees.

### **Course Objectives:**

- Identify what motivates employees
- Apply best motivational practices to real life motivational challenges
- Put together a motivational plan for their employees

## **IM: The Empowering Leader**

**MD 117**

**Length:** 4 hours (.5 day)

**Course Format:** 50% ILT, 50% Lab, 0% Web

**Prerequisite(s):** MD 100

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

To be effective, leaders must be able to encourage employees to think for themselves and take on greater responsibility. Creating an empowered work environment leads to greater productivity and employee engagement. This class will help develop the awareness and skills needed to cultivate an empowering work environment by looking at how jobs are designed, the systems and environment the employees work in, and the leadership skills needed to motivate and challenge employees to take on all they can.

### **Course Objectives:**

- Address the fear of losing power and control over employees if empowering them
- Find ways to make jobs more interesting and thereby more engaging for the employee
- Understand and apply the concepts of the three empowerment arenas
- Evaluate and make appropriate changes to their leadership style as it pertains to creating an empowered work environment

# Management Development Classes

## Delegation For Diehards

### MD 151

**Length:** 4 hours (.5 day)

**Course Format:** 60% ILT, 40% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

#### Course Description:

This course is designed to help managers and supervisors with the task of “letting go” and allowing others to help with non-leadership responsibilities. Leaders provide more value to the organization when they fully understand the importance of training someone to replace them or to take over tasks that need not be done by the manager personally. A true manager and leader is judged by how employees work when they are not around, so being able to effectively delegate is critical to a department’s success.

#### Course Objectives:

- Define delegation
- Identify what is appropriate to delegate
- Identify the obstacles and myths that get in the way of delegating
- Understand the consequences of poor delegation
- Explain the process for effective delegation

## Employment Law Essentials

### MD 153

**Length:** 4 hours (.5 day)

**Course Format:** 70% ILT, 30% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

#### Course Description:

Failure to know and abide by State and Federal employment laws can result in costly lawsuits and decreased morale. While HR should always be the first resource, it is important that supervisors and managers are able to identify situations that have potential legal repercussions and know their responsibilities in such situations. This class gives leaders an overview of those laws that a Wagner manager might typically encounter in the workforce. The basics of “At Will” employment, Wage and Labor laws, Family Medical Leave Act, EEO and sexual harassment, Hostile Work environment and Americans with Disabilities are covered.

#### Course Objectives:

- Identify the key points of each of the laws covered
- Understand management’s responsibility in addressing each type of situation
- Know when to confer with Human Resources

# Management Development Classes

## Setting Expectations, Evaluating Performance **NEW!** MD 155

**Length:** 4 hours (.5 day)

**Course Format:** 65% ILT, 35% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 25

**Student Minimum:** 8

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### Course Description:

Employee performance is, to a large part, determined by how well the supervisor establishes clear, agreed upon expectations. These expectations guide not only what an employee does, but how well he does it, and how well their work contributes to the organization's goals. This class provides guidance in how to establish appropriate and understandable performance expectations that set employees up for success.

Equally as important is how an employee's performance is evaluated in relation to these expectations. The pitfalls and mistakes that supervisors commonly encounter are discussed to ensure objectivity in the development of a performance review. The value and importance of helpful and meaningful comments are also covered and participants are given the opportunity to practice composing real-life comments for their employees.

### Course Objectives:

- Tie expectations back to organizational goals and initiatives
- Clearly articulate performance expectations and standards for employees
- Identify and avoid common pitfalls and mistakes made in appraising performance
- Evaluate employee performance objectively without bias
- Write appropriate and helpful comments in the performance review

## Providing Constructive Feedback MD 156

**Length:** 4 hours (.5 day)

**Course Format:** 45% ILT, 55% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### Course Description:

To know how well they are doing, people need regular feedback from the people they report to and from their team. Providing constructive feedback not only helps solve problems, but also can work to prevent potential problems from growing to the point in which they have a negative impact on others and the organization. This class provides practical skills that will let participants give constructive feedback in a way that builds openness and mutual respect, and promotes problem solving and learning.

### Course Objectives:

- Define and describe constructive feedback
- Identify opportunities to provide constructive feedback in the work environment
- Recognize the challenges and benefits of providing constructive feedback
- Evaluate current level of effectiveness at providing constructive feedback
- Demonstrate a set of key actions for providing constructive feedback to others
- Conduct constructive feedback conversations that result in improved performance

# Management Development Classes

## Writing Meaningful Performance Reviews MD 157

**Length:** 4 hours (.5 day)

**Course Format:** 50% ILT, 50% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Class Maximum:** 24

**Class Minimum:** 10

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### Course Description:

The performance review is far more than just an evaluation of a person's past performance. It is a method for establishing performance expectations for the future and managing performance as a whole. This workshop is designed to help supervisors and managers successfully manage all aspects of performance management using the online system; with an emphasis on administering meaningful employee performance reviews. This workshop includes recognizing the value of the appraisal; becoming aware of the common pitfalls in the process; learning how to compose effective, meaningful feedback; and the appropriate use of the Wagner online performance review form.

### Course Objectives:

- Effectively use the Wagner online performance management system
- Recognize the value of setting joint goals and designing the roadmap to achieve those goals
- Effectively write performance feedback comments with specific examples
- Understand the complete process cycle for conducting performance appraisals

## Managing and Retaining the Generations MD 162

**Length:** 4 hours (.5 day)

**Course Format:** 50% ILT, 50% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### Course Description:

For the first time, there are four generations working in the workplace. All supervisors and managers need to understand the differences in what makes each of the generations "tick" in order to manage and retain their workforce. This program will cover this information, then translate it into practical approaches and techniques on how to manage and retain the various generations.

### Course Objectives:

- Identify the key characteristics of each of the four generations discussed
- Identify the specific management techniques that are most effective with each generation
- Identify those things that aid in retaining each of the generations

# Management Development Classes

## Getting It Right: Problem Solving and Decision-Making MD 163

**Length:** 4 hours (.5 day)

**Course Format:** 45% ILT, 55% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### Course Description:

On a daily basis, those in a leadership position are faced with problem solving and decision-making challenges. This class helps students become more effective in the critical leadership skills of solving problems and making decisions. Participants use an assessment instrument to determine their most preferred decision-making style and learn when the various styles are most appropriate. A problem solving model is introduced and participants have an opportunity to apply the model to business case studies and real life examples. Participants walk away with a better understanding of the nuances of both skills and how to use them effectively.

### Course Objectives:

- Describe the five decision-making styles a leader may use and when they are to be used
- Identify preferred problem solving and decision-making styles
- Apply a problem solving model to problems

## InsideOut Coaching for Leaders MD 167

**Length:** 8 hours (1 day)

**Course Format:** 45% ILT, 55% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### Course Description:

Managers often believe that they are “coaching” when what they are actually doing is “telling.” Breakthrough performance is seldom about adding new knowledge; it’s about eliminating the “interference” that impedes people from applying the knowledge they already have. Participants in this class learn a simple, repeatable, coaching process based on the G.R.O.W. model that helps individuals explore their situation, generate options, and focus on the things they can do to contribute to critical objectives. This model emphasizes the coachee’s role in committing to those things they need to be doing to improve performance, and the coach’s role in guiding that increased awareness and decision-making.

### Course Objectives:

- Open the way for continuous dialogue about progress and performance
- Help frontline employees and direct reports understand the reality of their situations
- Effectively address the root causes of performance gaps
- Generate innovative ideas for improvement
- Focus on critical behaviors that can transform performance
- Generate ownership of, and accountability for, specific action plans

# Management Development Classes

## Rebuilding Teams After Change MD 168

**Length:** 4 hours (.5 day)

**Course Format:** 55% ILT, 45% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 8

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### Course Description:

Change happens in organizations. People come and go from teams and team responsibilities change. Though a normal occurrence, these changes to team membership can change team dynamics, reduce team cohesion, and slow down productivity. Consciously rebuilding teams can address these challenges and help teams settle back into a high performing mode. This class explores the dynamics of changing team membership, reviews the four stages that teams typically go through when reforming, and discusses strategies supervisors and managers can take to help the team move forward.

### Course Objectives:

- Assess what stage the team is in
- Assess skills in rebuilding and leading a team
- Develop a plan to help their team recover from change
- Lead the team back to the performing stage

## IM: Leading Change MD 211

**Length:** 4 hours (.5 day)

**Course Format:** 45% ILT, 55% Lab, 0% Web

**Prerequisite(s):** MD 100

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 8

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### Course Description:

Today's workplace is bombarded with change. How effectively employees transition with the changes determine how productive a workgroup will be. This course focuses on the crucial role of leaders in effectively leading change initiatives in the workplace. Leaders learn how to introduce a change initiative and lead discussions with employees to explore how to best implement the changes. They also learn to help others overcome their resistance to change. These skills enhance a leader's ability to minimize the potentially negative effects of change on morale, processes, and productivity.

### Course Objectives:

- Understand the importance of commitment to and ownership of change
- Effectively introduce change, explore change, and overcome people's resistance to change
- Minimize the negative impact of not adapting to change on individuals, work groups, and the organization
- Sustain an environment that embraces change and celebrates successes

# Management Development Classes

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## **IM: Leading High Performance Teams MD 212**

**Length:** 4 hours (.5 day)

**Course Format:** 55% ILT, 45% Lab, 0% Web

**Prerequisite(s):** MD 100

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

This course provides team leaders with the tools and skills to perform three primary responsibilities that support their team's growth: diagnose, coach, and reinforce. Leaders learn to diagnose behaviors and conditions that limit team performance. They are equipped to assess team strength and weakness, as well as to use coaching and reinforcing skills to be a catalyst for high performance and continuous improvement.

### **Course Objectives:**

- Focus team efforts on high-priority actions that directly support the organization's goals and strategies
- Enhance team effectiveness by identifying and eliminating conditions that prevent high levels of performance
- Create an environment in which team members are moved to strive harder to realize the team's potential
- Reinforce the desirable and productive behaviors of the team and team members
- Accomplish more by capitalizing on the unique talents of each individual team member

## **Interviewing Skills for Managers MD 252**

**Length:** 4 hours (.5 day)

**Course Format:** 50% ILT, 50% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 24

**Student Minimum:** 6

**Course Cost:** Internal - none, customers please refer to Pricing Policy on page 5

### **Course Description:**

This workshop is a hands-on, interactive experience for beginners or seasoned interviewers wanting to fine-tune their interviewing skills. Participants focus on a simple and systematic methodology used to successfully hire the best qualified candidate for the position. Selection criteria are reviewed along with Wagner Equipment Co. forms that managers or supervisors use in the hiring process.

### **Course Objectives:**

- Hire the best qualified candidate
- Use legal interviewing questions
- Use combination and behavioral based interview questions
- Use a structured interview process
- Practice the 6-Step Interview Method
- Use the 99 interview questions given in class

**NEW!**

## **Leadership Greatness: Great Teams, Great Leaders, Great Results** MD 255

**Length:** 16 hours (2 days)

**Course Format:** 45% ILT, 55% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Kathleen Gadd

**Student Maximum:** 20

**Student Minimum:** 8

**Course Cost:** Internal - \$305, customers - \$350, plus pricing policy on page 5

### **Course Description:**

Great organizations are great because of superior performance, loyal customers, engaged employees, and distinctive contributions. To make all this happen in today's changing world of work, Wagner needs great leaders. This FranklinCovey class is designed for managers striving to be just that, great. The class covers a new way of looking at the role of a leader and covers four major imperatives of great leaders: Inspire Trust, Clarify Purpose, Align Systems, and Unleash Talent. Using data from their Employee Opinion Survey results, managers learn how to lead their people in the accomplishment of each imperative. Each participant leaves with a concrete action plan to implement these ideas with their employees.

Note: Because this is a vendor-sponsored course, taught by a FranklinCovey-certified instructor, there is a \$400 fee assessed for this class.

### **Course Objectives:**

- Get things done through personal influence and credibility rather than formal authority
- Create a trust action plan
- Create a vision and practice communicating the vision so that others will understand and commit to achieving it
- Write a draft team purpose statement that communicates the team's compelling purpose
- Create Wildly Important Goals (WIGS), measures, and scorecards to increase accountability
- Identify a core work process, create a high level map of the process, and make a plan to improve the process
- Unleash the talent that exists within one's team

## **Business Alignment and Strategy: Parts 1 - 3** MD 350 - 352

**Length:** 48 hours (6 days)

**Course Format:** 40% ILT, 60% Lab, 0% Web

**Prerequisite(s):** None

**Instructor(s):** Caterpillar

**Student Maximum:** 30

**Student Minimum:** 20

**Course Cost:** Internal - none (not available for customers)

### **Course Description:**

These courses are designed to provide a better understanding of basic marketing concepts. They provide the framework for understanding the decisions associated with the management of the marketing function and how it fits into the structure of our business. The course series features hands-on learning through group exercises, case studies, and guest lecturers. Each course requires homework preparation as well. Cases and readings are provided for each employee, along with the book "Principles of Marketing" by Philip Kotler and Gary Armstrong.

### **Course Objectives:**

- Develop skills in analyzing marketing challenges and opportunities
- Gain experience in developing "actionable" recommendations
- Develop verbal and written skills in the communication of recommendations, conclusions, and analytical points
- Develop decision-making capabilities in the 4 Ps of marketing