



Training &
Development
Solutions

MRC Corp
Management Resource Consulting

acquire & retain the right talent

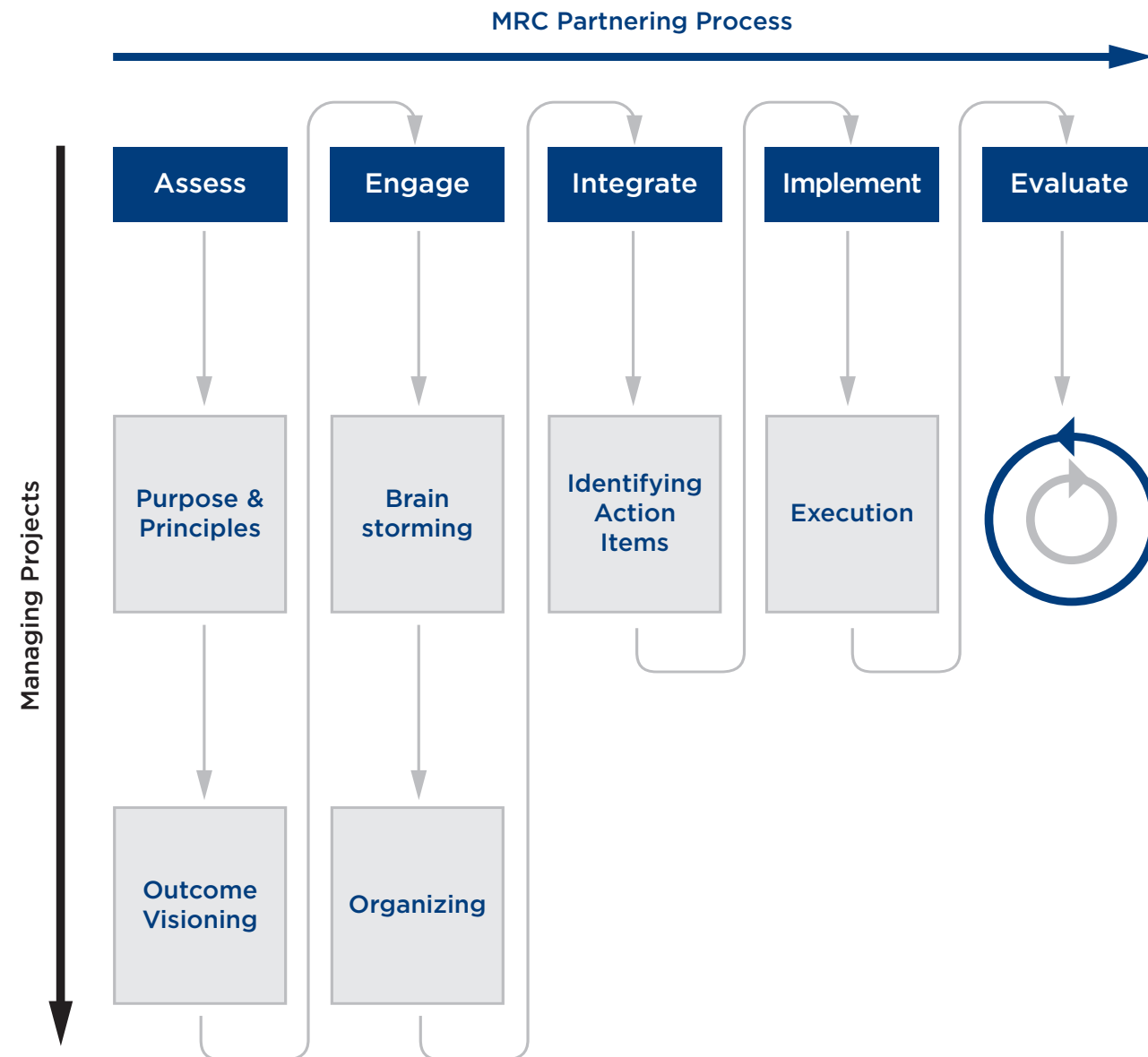
client focused &
driving for results

Our mission is to help our national and international clients attract, select, develop, and retain the best talent possible to ensure organizational effectiveness, growth and performance in an ever changing, highly competitive business environment.

Our vision is to be the strategic partner of choice for Human Resource & Organizational Development, by providing integrated, empowering, and time/cost-effective solutions for clients whose focus is on building effective learning organizations.

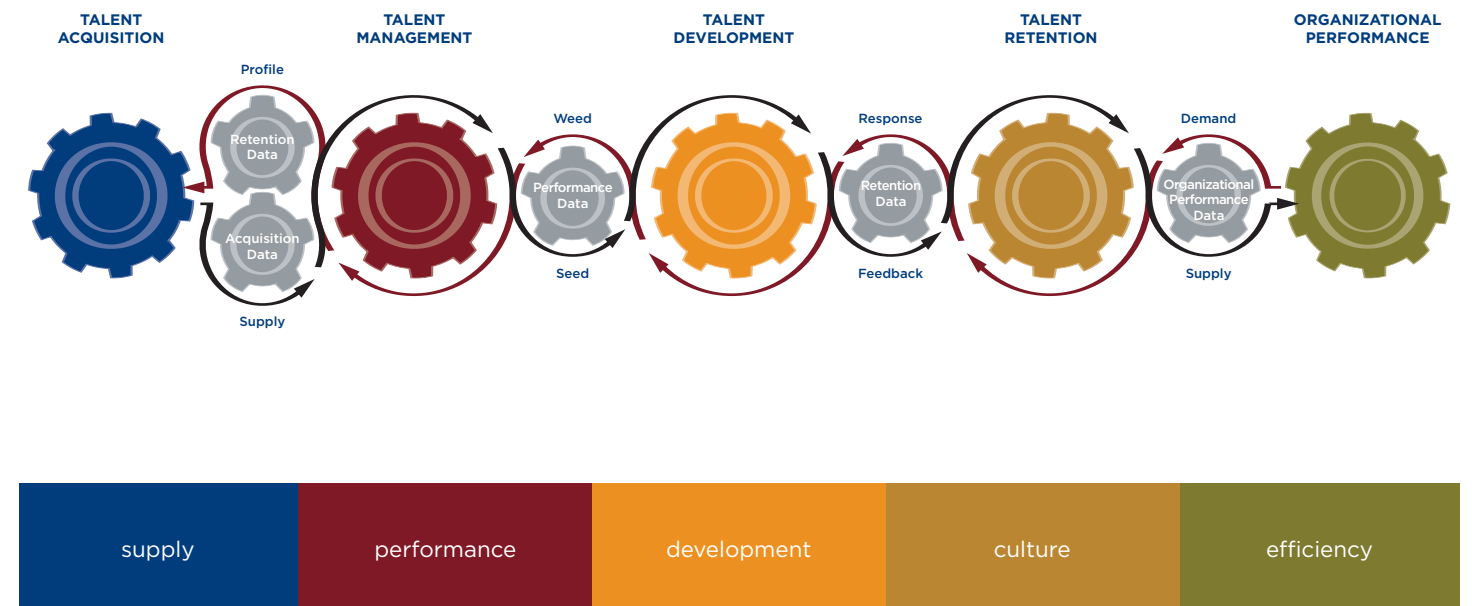
Partnering Process

At **MRC**, we partner with management and HR professionals who strive to **increase productivity and improve the performance** of human capital within their organization. As we engage with our national and international clients, we commit ourselves to the highest standard of quality by delivering custom solutions that are integrated, empowering and time/cost-effective.



During each phase of our partnering process we assist our clients in identifying opportunities for improvement. We then develop and execute support strategies to enable our clients to embark on a path of **continuous organizational learning**.

Total Talent Management Strategy



Development

Training and Development of employees is a key strategy in ensuring **Organizational Effectiveness** and **Bottom-Line Results**. At MRC we offer a wide variety of training solutions that are designed to improve the performance of Managers and Leaders.

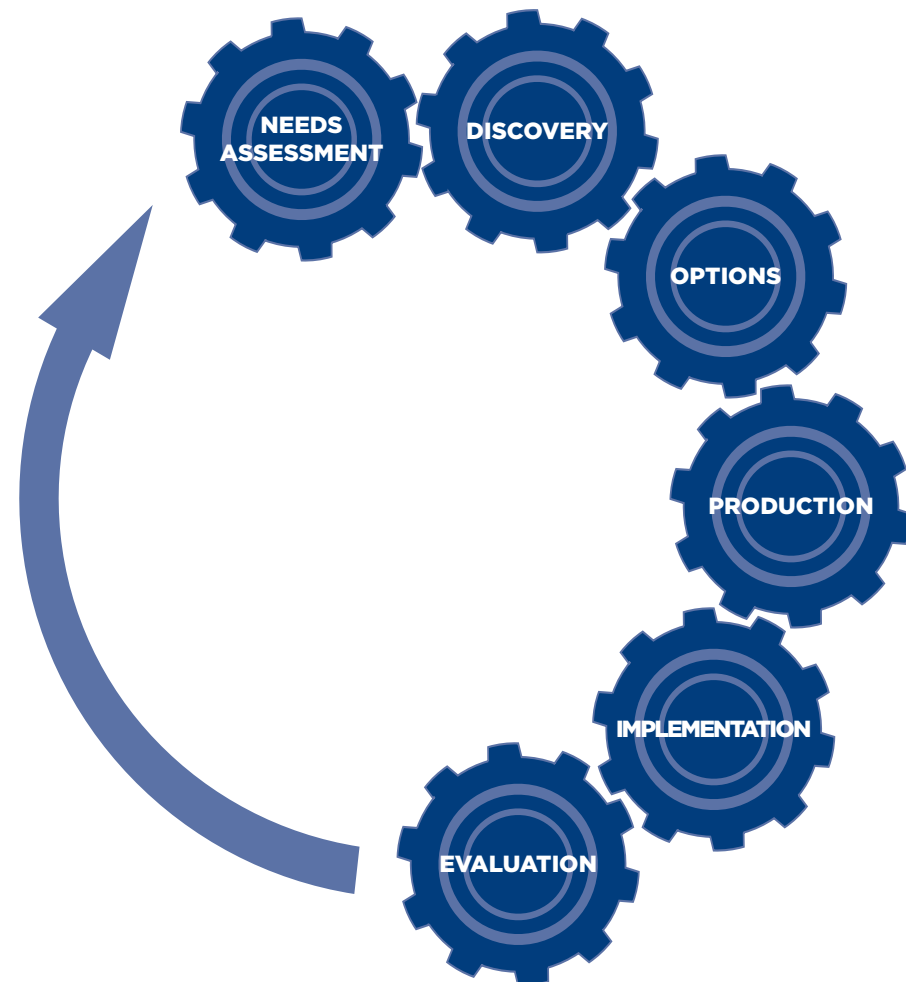
Based on our **Consulting Approach**, we collaborate with our clients to implement solutions that are Time/Cost-Effective, Integrative and Empowering.

Training & Program Development Process

During the initial **Needs Assessment** we evaluate the initial customer request and in collaboration with the company establish a **Business Case** for the training. This broad overview helps clarify **Organizational Expectations** and builds the link to related issues along the **Total Talent Management** spectrum.

In a next step we conduct a **Discovery** during which we review existing processes, procedures, systems, tools and other information/data that is critical for the development of the training.

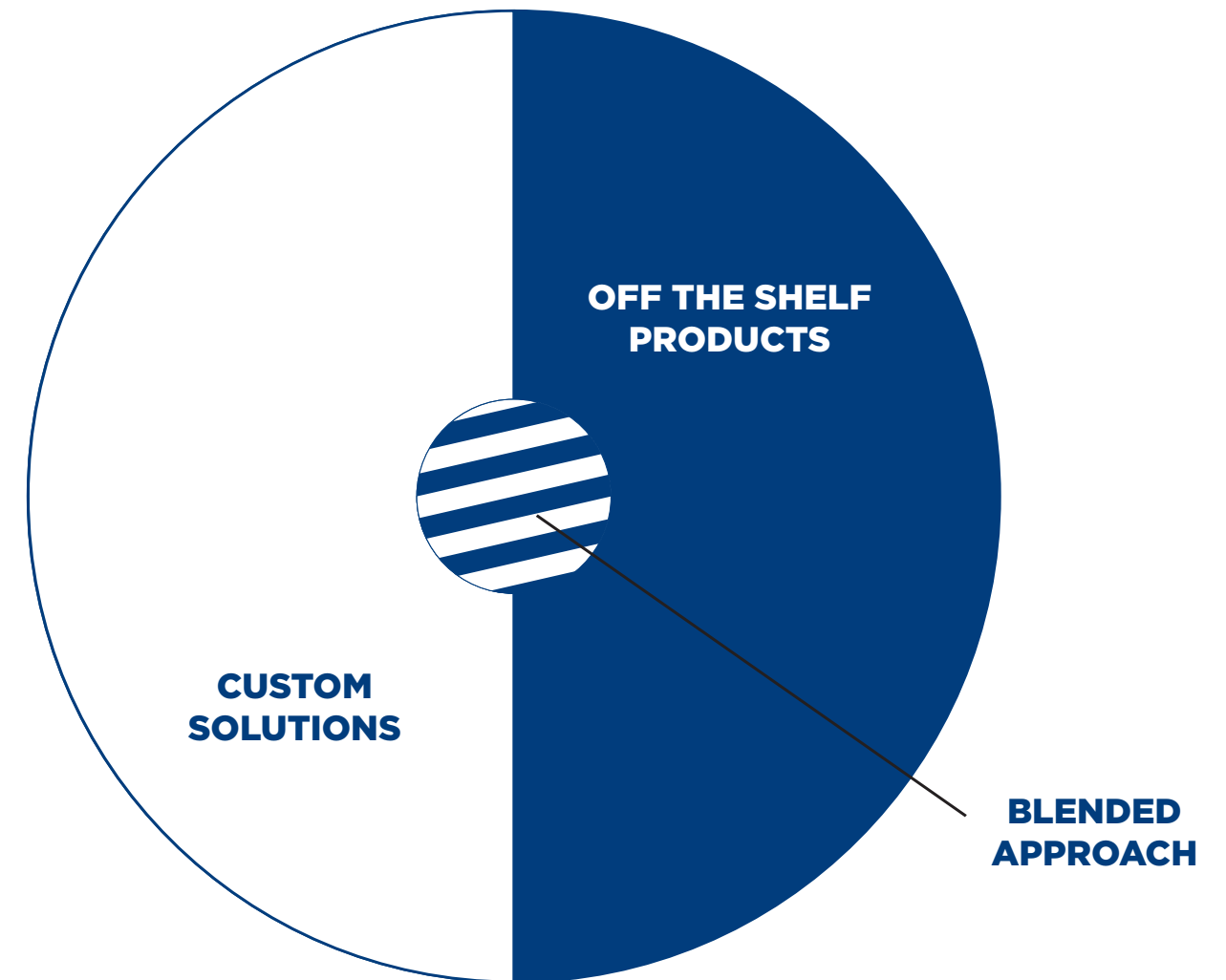
DEVELOPMENT PROCESS



Options

Once the basic customer need is identified, we will make recommendations regarding an appropriate product solution. This recommendation will consider the desired lead time to training implementation, budgetary requirements and the level of customization desired by the client. As a result customers can choose from **off-the-shelf products**, **custom build solutions**, or a **blended approach**.

TRAINING & PROGRAM OPTIONS



Production

Based on customer expectations and the established business case for the training, we will develop **Goals & Objectives**, and link them to identified **Competencies**.

By combining materials from our content data base with information from Subject Matter Expert (SME) interviews, we develop **Concepts Keys**. These keys are fundamental in building the final training materials. Any given training topic (i.e. coaching) is broken down in 5 -50 Concept Keys, depending on the length of the training. MRC will review these “Micro Lessons” with the customer before engaging in the final content production, to ensure content alignment.

Concept Key Example

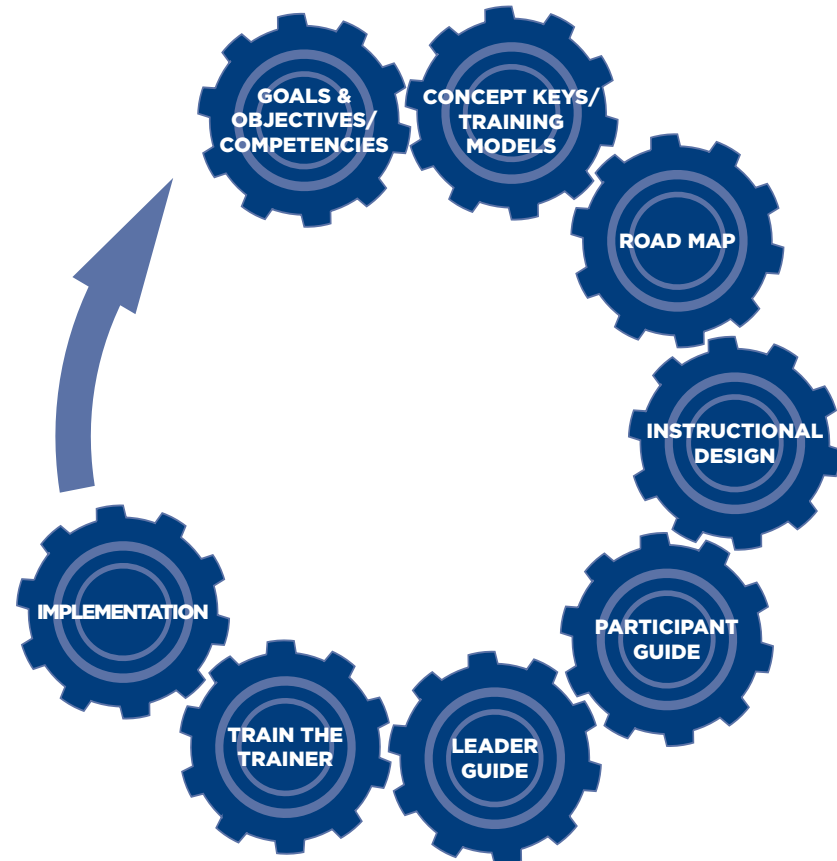
- Coaching Requires Mutual Trust

In order to effectively coach employees to a higher level of performance, coaches need to establish a trusting relationship with the employee.

Trust is the foundation to openly discuss areas for performance improvement, overcome conflict, and build mutual agreements on an action plan moving forward.

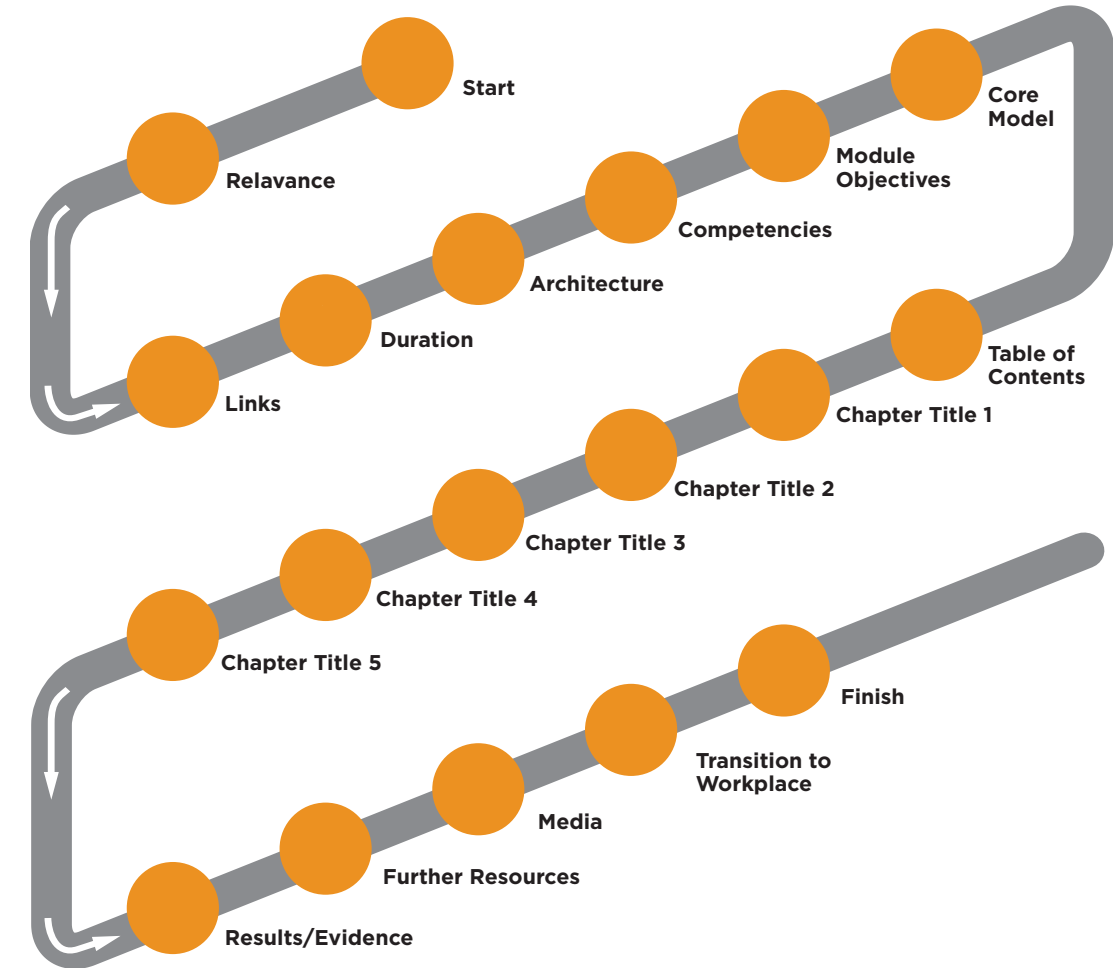
Managers and leaders take a first step in building trust with employees by role modeling their behaviors and actions in alignment with company mission, vision, values as well as policies and procedures.

PRODUCTION PROCESS



Road Map

In a next step we will submit a **Training Road Map** for customer review. This concludes the Pre-Production Process.



During the **Content Development** and **Instructional Design** process we will build the **Participant Guide** and supporting **Learning Tools**, such as job aids and application tools. In those cases, where the customer desires to implement the training using in-house resources and trainers, we will develop **Leader Guides** and design and implement a **Train-the-Trainer** process.

Before and after the training event MRC offers a wide variety of **Assessment Tools and Training Reinforcement Strategies** (i.e. Coaching; Online Training Application and Performance Management Tools), to ensure participant learning and engagement.

The following pages showcase a MRC Custom Solution in the area of Supervisory & Management Training.

Title	Talent Development	Module	1 out of 4; Concepts 1-3 (out of 7)
Topic	Coaching & Mentoring Employees	Context	Culture Change
Focus	Performance Management & Employee Retention	Level	Frontline Supervisors to Mid-Level Managers; High Potentials



Module Overview



Time [time on this page] [time in this chapter] [time in this module]



Instruction

- Introduce participants to **Module Objectives** and **Company X Relevance**
- Introduce participants to **Talent and Team Development Module Competencies**
- Introduce participants to **Results/Evidence**



Company X Relevance

Company X is going through a significant business model paradigm shift from a top-down command-and-control executing organization to a top-down purpose, strategy and direction-driven organization. Branch Offices will experience (direction-driven) more autonomy to achieve organizational goals. These changes alone dictate that the types of management and leadership trainings need to be adjusted. Due to the aggressiveness of the operations and production pace, managers and leaders must be in alignment with what is required, realize the impact of their new scope of autonomy to the organization, and apply newly acquired development and performance improvement tools and techniques appropriately and consistently. This will result in more fulfilled and better performing employees.

- Company X needs to integrate and retain a 14,000 person sales force of experienced, productive individuals (plus supporting additions in operations), who are committed to Company X's vision.
- Company X needs to maximize its ability to retain and develop existing and new staff.
- Company X needs to improve leadership skills for sales and production to sustain the growth rates over the long-term.
- Company X needs to increase the performance and productivity of sales and operations staff to support its goals for market share.
- Company X needs to develop the next generation of managers and leaders to achieve its overall vision and strategic plan.

Transition

We will achieve these goals by addressing the following content.



Module Overview



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Module Objectives

- develop and retain existing staff more effectively
- integrate new hires more effectively
- link development and performance improvement activities more effectively to Company X in-house Training & Development resources
- link development and performance improvement activities to Company X Vision and Strategic Plan
- apply concepts and strategies to the business environment
- provide an appropriate working environment for learning and performance improvement

Module Competencies

1. Assures goals, plans, and milestones are met
2. Creates challenging and attainable goals
3. Delegates effectively
4. Provides support and feedback
5. Celebrates success
6. Creates an environment of continuous learning
7. Challenges others to try new approaches
8. Fosters high levels of accountability
9. Measures performance thoroughly
10. Ties performance to the reward system
11. Demonstrates the ability to take appropriate action based on performance
12. Leads others to higher levels of performance
13. Quickly and effectively transitions new hire into productive team members



Results/Evidence

- Company X turn-over rates and applied costs are reduced.
- Shorter orientation cycle and improved productivity for newly hired employees.
- Higher scores on the Employee Climate Survey concerning development, training, and personal fulfillment.
- Increased Company X leadership bench strength and promotability of employees.
- Increased use of Company X human resource management (HRM) processes and systems (e.g., Performance Management System).
- Increased performance of employees relative to volume and margin.



Module Overview



Time [time on this page] [time in this chapter] [time in this module]



Instruction

- Introduce participants to **Core Module/Table of Contents**
- Introduce participants to **Link to other Modules**
- Introduce participants to **Iconography**
- Show video clip on *Behind the Scenes (Director's Cut)*



Facilitate

- Performance Development (Build):** Setting the stage as a director. We are familiarizing people with the script, which builds a common understanding about the skeleton for the T&TD Module.
- Performance Management (Manage):** Giving direction to an actor (employee) and working to ensure they can perform to the script.
- Performance Leadership (Lead):** Beginning to lead the actors (employees) through the play by encouraging them to find their voice, indwell the character they are playing, etc. At this point, the individual is familiar with the script, knows his/her marks, and is liberated to explore the boundaries of a role.
- Team Performance (Expand):** Applying all the individual efforts we've made to the collective/group/team level. The skills and direction and leadership remain very much the same, but we simply apply them at the macro level. For example, we are now encouraging and expecting individuals to work with each other, feed off each other, and improve one another's performance through synergy.

Transition

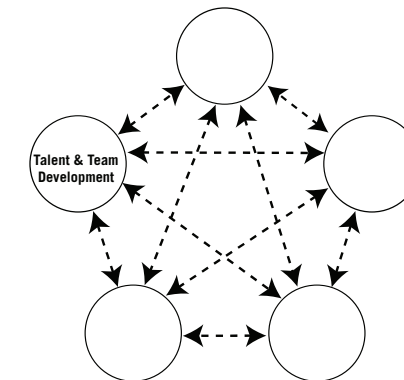
Before we start diving into the content of today's training, you will first set expectations and goals for the day, regarding yourself and your staff. In addition we will introduce you to your results from the 360° feedback survey.

Module Overview

Core Model/Table of Contents



Link to other Modules



Iconography

	Content Bundle		Content Navigator		Activity
	Company X Relevance		Best Practice		Application
	Related Content		Group Activity		Link to Company X Resources & Systems



My Goals for This Module



Time [time on this page] [time in this chapter] [time in this module]



Related Content 360° Feedback



Learning Objectives

1. Participants will be able to set, and/or adjust personal learning goals for Talent & Team Development based on their 360° feedback.



Instruction

- Lead participants into a dialogue about their expectations for the day (What do I want to learn? What skills do I want to improve? What do I want to walk away with? What supports do I need? etc...).
- Participants document goals on top of PG 4 for themselves and their staff.
- Introduce participants to the Talent & Team Development results from the 360° feedback.
- Ask participants to complete Relevant Scores from my 360° Assessment.
- Ask participants to adjust, and/or add personal goals for this module according to information in the 360° feedback.

Transition

Let's start 'setting the stage' and move into **Chapter 1 'Performance Development.'**



My Goals for This Module

Setting personal learning goals for Talent & Team Development

For myself: _____

For my staff: _____



Relevant Scores from my 360° Assessment

Additional Learning Goals

NOTES _____



Preview of Performance Development



Time [time on this page] [time in this chapter] [time in this module]

Chapter 1: Performance Development



Facilitate

The Performance Development Chapter of the Talent & Team Development Module orients participants to the building blocks of developing others. What we learn in this chapter, and throughout the day, will support you in retaining more of your top talent, and develop your B-players into Top Talent over time. We will do this by covering the topics of:

1. Establishing and maintaining Purpose/Direction through Coaching and Mentoring
2. Managing for both Performance and Passion
3. Adapting to employee's needs at different stages of development!
4. Creating an environment of continuous learning through Dialogue, Decision Making, and Delegation

As described earlier, this is very much the Chapter of "setting the stage as a director." We are familiarizing people with the "script," which builds a common understanding about the skeleton for the T&TD Module. These building blocks will be used throughout the following Chapters and - at work - in working with employees.



Chapter Objectives

Participants will be able to:

1. develop coaching plans to improve staff performance
2. develop best practices for coaching and mentoring to address non-performance and employee self-selection out
3. create an appropriate working environment to foster staff performance and passion
4. evaluate staff performance and identify appropriate strategies to develop and manage staff members
5. adjust interaction with staff based on assessment of the 360° feedback
6. identify opportunities for delegation that foster staff development



Facilitate

Company X Relevance:

In order to achieve our growth goals as an organization, it is imperative that we not only attract, but keep and develop our talent. In our organization, x% turnover typically happens within the first 90 days, x% in the xx year, and x% after xx years. As an organization, turnover rates are xx respectively. Results of exit interviews and research indicate the primary causes of undesired turnover at Company X are directly related to development and relationships with managers.



Instruction

- Direct participants to the data from which they can pull turnover for their respective area
- Identify any trends in the data (percent turnover at 3 months, 1 year, 2 years, 7 years, etc.)



Application

Performance Development demonstrates "the why" and provides tools that will allow you to positively impact retention within your team.

Transition

We will focus of the following 5 topics for Performance Development:

- Coaching and Mentoring
- Performance with Passion
- Trust
- Growth and Development
- Continuous Learning thru dialogue, decision making and delegation

Let's look at Coaching and Mentoring first



Chapter 1: Performance Development



Chapter Objectives

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Results of exit interviews and research indicate the primary causes of undesired turnover at Company X are directly related to development and relationships with managers. Performance Development demonstrates "the why" and provides tools that will allow you to positively impact retention within your team.

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- Performance with Passion
- Trust
- Growth and Development
- Continuous Learning thru dialogue, decision making and delegation

NOTES



Coaching and Mentoring



Time [time on this page] [time in this chapter] [time in this module]



Related Content 360° Assessment; Management and Leadership



Bundle# 1 (page 1 out of 6)



Chapter Objectives

Participants will be able to

1. adjust their coaching and mentoring efforts according to staff's performance and development needs at a particular point in time



Facilitate

Most large organizations today are deeply engaged in coaching activities and formal, as well as informal mentoring programs. They are prevalent at GE, Toyota, Pfizer, and hundreds of other highly regarded organizations. One of the major reasons is, because our country is no longer a manufacturer of goods, but a provider of services. And businesses that are predominantly service providers are intellectual-capital-intensive. With a high premium on intellectual capital – brainpower and organizational memory – coaching and mentoring are proven means to maximize employee performance and learning.

- Coaching is an effort directed to improve performance. Think of any coach you've ever had – the best ones focused on helping you perform to your potential.
- Mentoring is an effort to improve one's awareness, learning, maturity, direction, career path, etc.
- Coaching and Management are indeed focused on performance, while Mentoring and Leadership are generally focused on learning.



Instruction

- Explain the DNA Helix to participants.



Recruitment Phase: High Leadership/Management influence to recruit candidate. Addressing questions/expectations like: What's available at Company X? This is what we expect from employees at Company X!

On-boarding/Orientation Phase (first 90 days): High Management influence/relatively lower Leadership influence. Giving direction to the new employee. Sharing information and providing orientation. Addressing Company X specific expectations on the job ('This is how it works.', 'This is why it works').

Performance Phase (month 1 to 4): Management is still high. Leadership influence increases. Management still focuses on performance expectations for new employee (alignment). Leadership is testing the match between Company X and new employee. Addressed questions might be 'Can you make this work?' (Management), 'Is this working for you?' (Leadership).

Learning Phase (month 4 to 12): Management is declining. Leadership influence continues to increase. New employee is performing. Management and Leadership both shift their focus from present to future (support). Addressed questions might be 'What do you want to achieve?' (Management), and 'Where do you want to go?' (Leadership).

Growth Phase (month 12 plus): Management and Leadership influence are balanced. Through coaching the new employee is performing and is aware of his/her contribution to the business ('This is what I contribute!'), and through mentoring the new employee is in sync with his/her environment at Company X ('This is why I am here!'). Employee is ready to establish more independent production goals, and can potentially developed towards a future leadership position.

Change: Whenever there is a skill, responsibility, or role change, there is a break in the cycle, and it begins again. Example: 'Promotion'; new responsibility; HOW do I do this right?; etc. This is why the 'MANAGEMENT INFLUENCE' will go up.

Transition

Let's test this model by looking into the reality within your region/branch on the next page.

Coaching and Mentoring



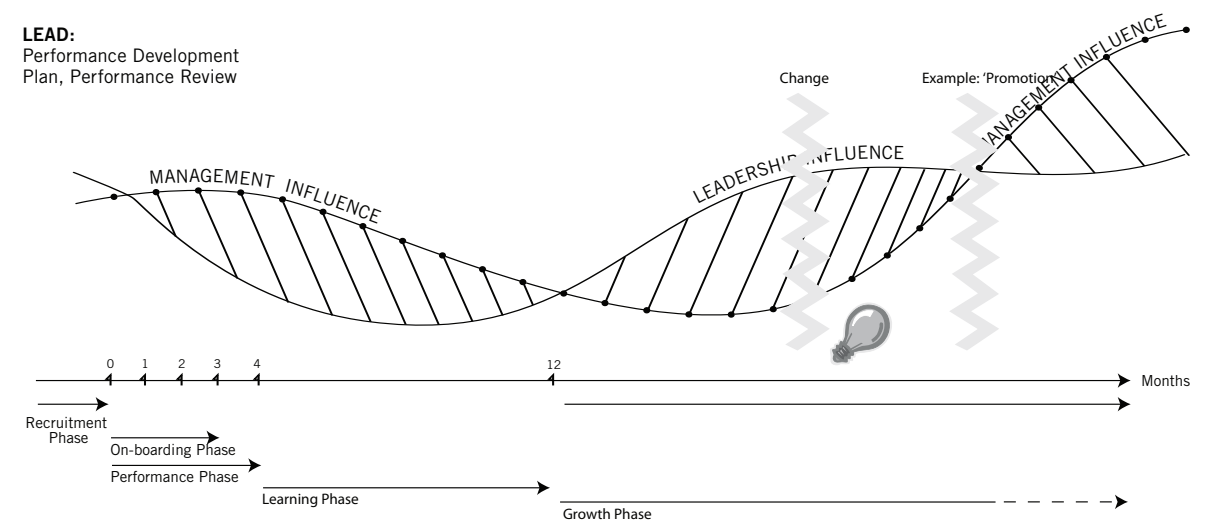
Company X Relevance:

Company X uses formal coaching and informal mentoring in various ways. Developing the skillset to constructively coach and mentor others will be increasingly valuable and important as Company X grows in the coming months and years. Study after study shows a direct correlation to coaching/mentoring efforts and employee longevity and attitude.



LEAD Performance Development Plan, Performance Review

LEAD:
Performance Development Plan, Performance Review



Coaching (performance)

Mentoring (learning)

NOTES



Coaching and Mentoring Activity



Time [time on this page] [time in this chapter] [time in this module]



Bundle # 1 (page 2 out of 6)



Learning Objective

Participants are able to

1. identify the root causes of non-performance and employee self-section out during the Originating, Performance, Learning, and Growth Phase of the model
2. develop Best Practices for coaching and mentoring to address those issues



Instruction

- introduce participants to the activity objectives
- divide participants into 4 groups
- assign the task per group



Instruction

Activity

- Group 1 (**On-boarding/Orientation Phase**). Identify the root causes of non-performance and employee self selection out. Identify best practices for coaching and mentoring to address these issues.
- Group 2 (**Performance Phase**). Identify the root causes of non-performance and employee self-selection out. Identify best practices for coaching and mentoring to address these issues.
- Group 3 (**Learning Phase**). Identify the root causes of non-performance and employee self-selection out. Identify best practices for coaching and mentoring to address these issues.
- Group 4 (**Growth Phase**). Identify the root causes of non-performance and employee self-selection out. Identify best practices for coaching and mentoring to address these issues.
- Each group shares their results with large group.

Transition

We have already heard that as **Managers** our focus is on the **Performance** of staff, while as **Leaders**, we support the **Learning/Passion** needs of the employee. Let's take a look at how our Manager and Leader Role relate to each other on the next page.



Coaching and Mentoring – Activity



As a Small Group, identify possible root causes of non performance and undesired turnover at the phase of development to which your group is assigned. Be prepared to debrief with the Large Group.



Company X Relevance

Data from exit interviews and turnover trends reveal that most people who voluntarily leave Company X do so not as a result of poor or failing performance, but rather, as a result of low fulfillment resulting from a poor relationship with their manager or because they struggled to assimilate into the Company X culture.

Instruction

- During the next ___ minutes, please work on the two tasks listed below
- Document your results in the table below
- Prepare to share your results with the large group

1. Identify the root cause of non-performance and employee self-selections and during the Orientation, Performances, Learning, and Growth Phase of the model.
2. Identify best practices for coaching mentoring to address those issues. Document your results in the table below.



Phase	Reasons for Non-Performance	Reasons for self-selection out	Coaching and Mentoring ideas to address those issues
I. Onboarding/Orientation Phase (first 90 days)			
II. Performance Phase (first 120 days)			
III. Learning Phase (months 4-12)			
IV. Growth Phase (months 12+)			





Performance with Passion



Time [time on this page] [time in this chapter] [time in this module]



Related Content Management and Leadership, Coaching and Mentoring



Bundle #1 (page 3 out of 6)



Learning Objectives

Participants will be able to

1. support their management expectations for staff performance and development through appropriate management and leadership contributions



Instruction

- Have a brief dialogue about their definition of **Performance and Passion**. Respond as needed, giving additional keywords.
- Address each Quadrant and ask participants what an employee in each of those quadrants would 'look like'



Facilitate

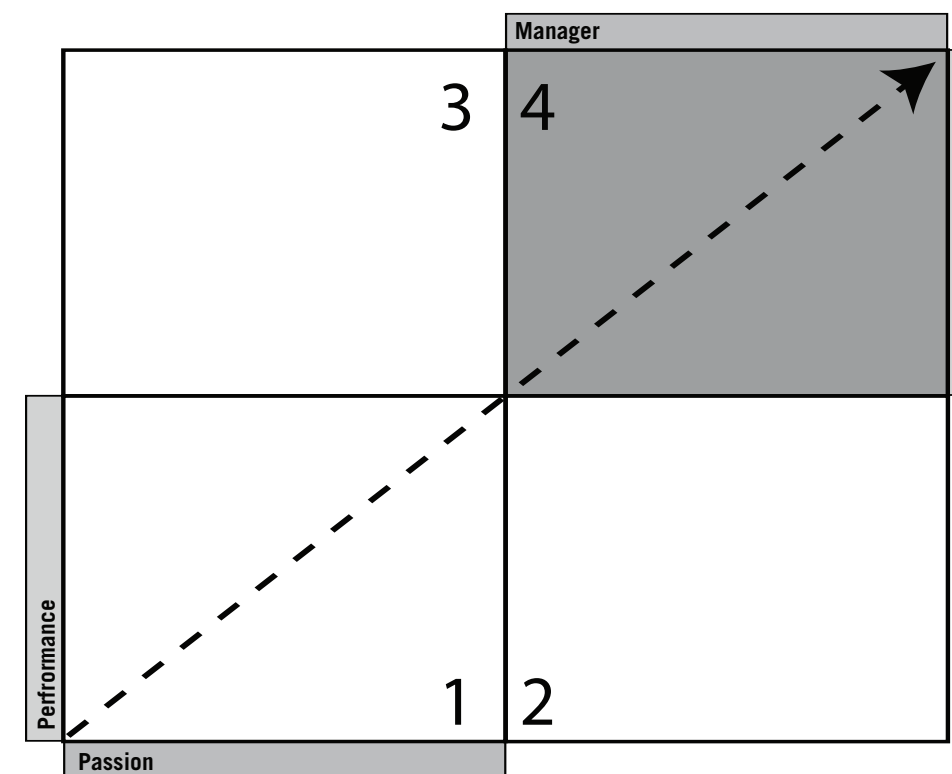
- 1st Quadrant (Low Performance/Low Passion): 'Toast', 'Miserable', 'Quick kill' etc.
- 2nd Quadrant (Low Performance/High Passion): 'Ignorance is bliss!', 'They are toast, and they don't know it', 'Unconsciously incompetent' etc.
- 3rd Quadrant (High Performance/Low Passion): 'Not going for the extra mile', 'Headhunter ground', 'Disenchanted' etc.
- 4th Quadrant (High Performance/High Passion): 'Goes above and beyond', 'They create a positive example', 'Infectious', 'Indispensable' etc.

Transition

The following activity will help you coordinate your **Management and Leadership Efforts** and demonstrate 'HOW' you can customize these to individual staff members.



Performance with Passion









NOTES








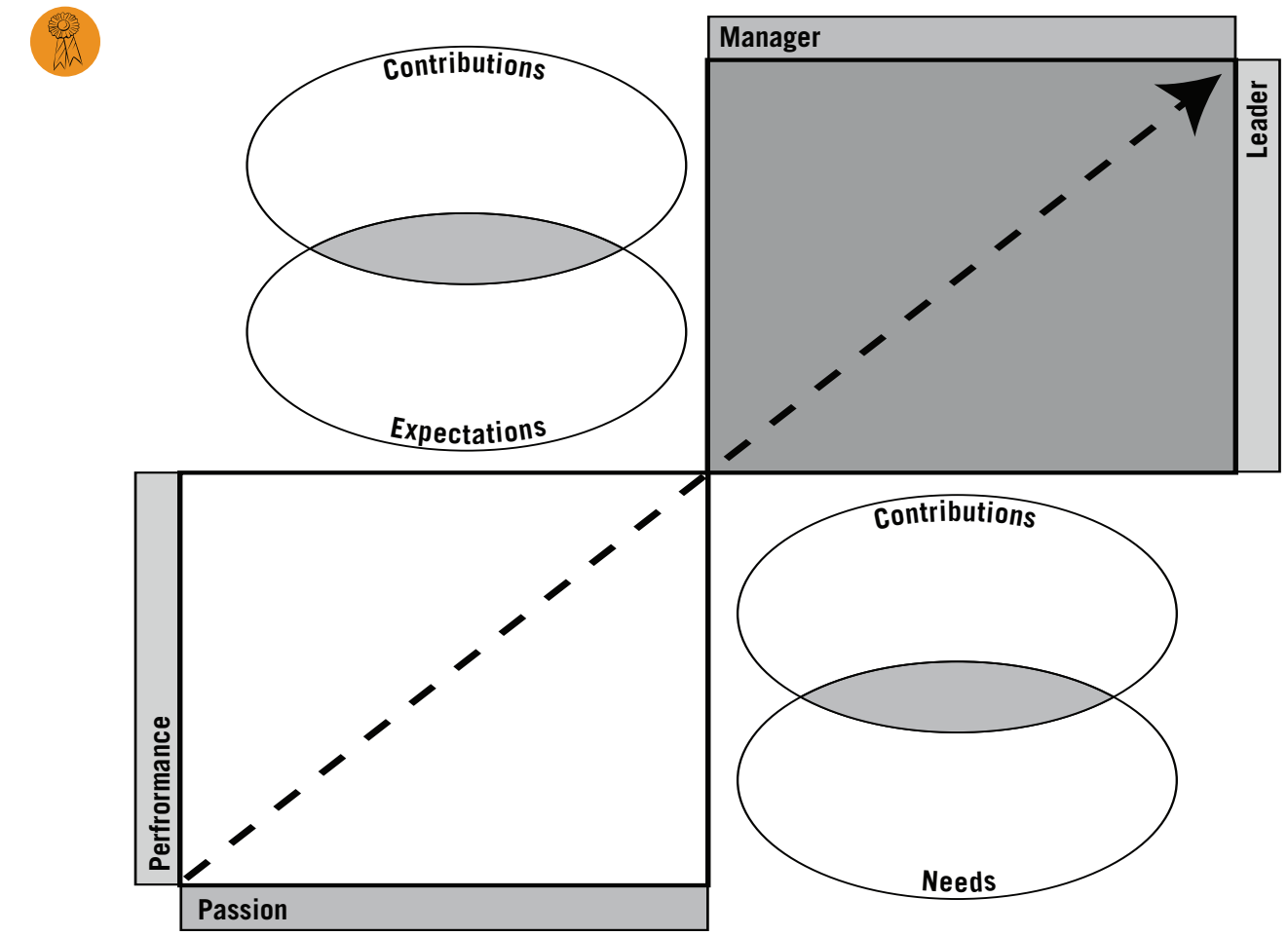
Performance and Passion Activity

-  **Time** [time on this page] [time in this chapter] [time in this module]
-  **Related Content** Management and Leadership
-  **Bundle #1** (page 4 out of 6)
-  **Learning Objectives**
Participants will be able to
 1. identify the critical steps in creating a learning environment that fosters performance and passion
-  **Instruction Activity**
 - Have participants define their expectations for employee performance and place in lower left circle.
 - Have participants develop ideas on how they match these expectations with appropriate management contributions and place in upper left circle.
 - Have participants define what they believe their employee's needs are and place in lower right circle.
 - Have participants develop ideas on how they match these needs with appropriate leadership contributions and place them in upper right circle.
 - Have spokesperson for each group present results.
-  **Transition**
Setting and communicating expectations and identifying appropriate management and leadership contributions in collaboration with staff are critical elements of the **Coaching and Mentoring Process**. On the next page you will see where this ties in.



Performance with Passion Activity

-  During the next __ minutes, please work on the five tasks listed below.
-  Document your results in the circle below. Be prepared to share your results with the Large Group.
- 
 1. Define your expectations for employee performance and place those in upper left circle.
 2. Develop ideas on how to match these expectations with appropriate management contributions and place in lower left circle.
 3. Define what you believe your employee's needs are and place in lower right circle.
 4. Develop ideas on how to match these needs with appropriate leadership contributions and place them in upper right circle.
 5. Have spokesperson for each group present results.



Coaching and Mentoring Model and Process

Time [time on this page] [time in this chapter] [time in this module]

Bundle #1 (page 5 out of 6)

Learning Objectives

Participants will be able to
1. develop a process plan for coaching and mentoring

Instruction

Introduce participants to **Coaching and Mentoring Model**

Facilitate

- The best coaches are good observers (See).
- They are also effective communicators (Say).
- They are good problem-solvers (Solve/Build).
- They are good supporters (Support).

The Process of Coaching and Mentoring will provide you with more detailed information on this model.

Instruction

Introduce participants to Coaching and Mentoring Model

Facilitate

1. Observation (See):

What observations did you make regarding performance?
What are people doing? How? What works well?
Where do you see opportunities for improvement?

2. Opening (Say):

- Convey positive intent, assure privacy, give outline of goal for the meeting.

3. Perception & Needs:

- Ask employee about his/her perception on how he/she are performing. By first asking, rather than 'telling', the manager has an opportunity to hear 'where staff is coming from'.
- Ask staff what works well, where they are facing challenges, and what they would change in order to improve their performance.
- Following this, share your observations and concerns. Explain the gap between staff's performance and expected performance. Stick with facts. Don't jump to conclusions as to why staff is not meeting performance expectations. Make sure not to 'lose' the staff at this point, by being hard on the issue and empathetic towards the person.

4. Identification & Removing of Obstacles (Solve/Build):

- Ask staff what obstacles he/she see and what suggestions he/she has to remove those. Follow up with own suggestions if staff ideas are not appropriate or insufficient.

- Use opportunity to close any identified gaps, by providing any needed information that relates to the performance issue.
- Build a plan of action together with staff. Clearly define what the future behavior/actions should look like.
- Define what support will be needed, how and when changes to performance will be evaluated. Describe consequences if behavior/performance won't change.

5. Agreement on Action Plan:

- Have staff paraphrase back to you what actions will be taken to improve performance. What? When? How long? How? What supports? How evaluated? Rewards and Consequences?

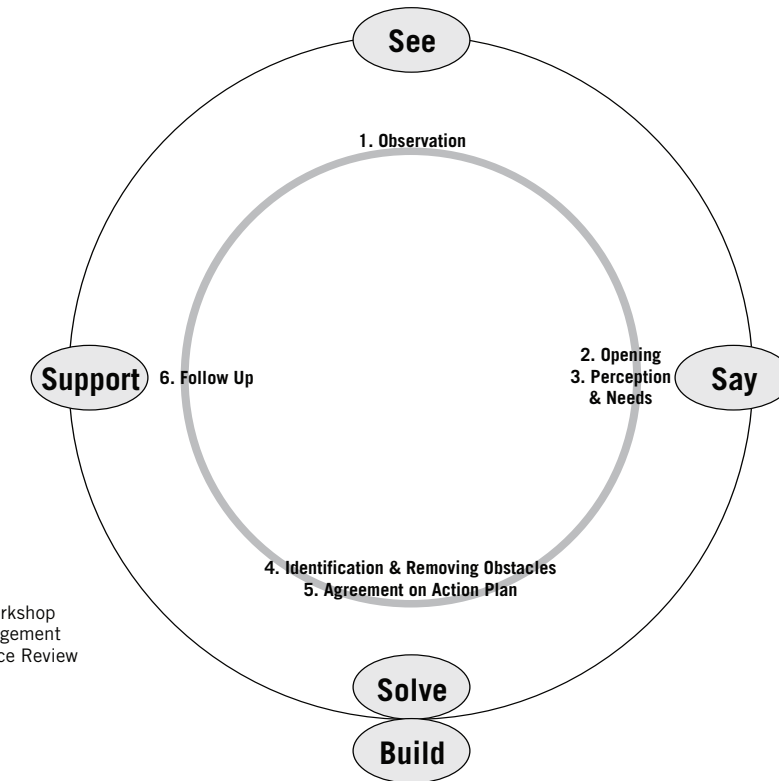
6. Support/Follow up:

- Ensure that you follow up with staff according to Action Plan.
- Be accessible
- Ensure that goals are met.

Instruction

- Show video clip (Crab Season - The Storm)
- Facilitate an awareness discussion around the following questions:
 - How would you describe the working conditions on the ship?
 - What is the role of the captain on the ship?
 - Why would seaman even consider working on such a ship? (Listen for **TRUST**)
 - **Transition** on next page **TRUST**.

Coaching & Mentoring Process



LEAD:
Coaching Skills Workshop
Performance Management
System Performance Review

Application

NOTES



Trust

Time [time on this page] [time in this chapter] [time in this module]

Related Content Management and Leadership

Bundle #1 (page 6 out of 6)

Learning Objectives
Participants will be able to
1. build trusting relationships with their staff

Facilitate
Given we can agree that high performers, who are highly passionate about their work life lead to a number of personal and organizational payoffs, let's talk about an approach to facilitate this - Trustbuilding. Trust is the oil that lubricates the relationship great managers and leaders have with their people, and without it, employees seldom experience passion.

A number of research studies have identified various common denominators of trust. We're going to review the **Ten Key Factors** that **Facilitate Trustbuilding**. They're presented in alphabetical order, so don't assign any importance to the order in which they appear.

First, we have **Approachability**.

Instruction
• Continue to introduce participants to trust elements **Audience** and **Character/Integrity** and lead an awareness discussion on those elements.

Facilitate
Did you know there are four common approaches - or paradigms - to trust? The first one is the FAITH PARADIGM: "I don't know you at all, but I trust you. I will give you the benefit of the doubt. All you can do is lose my trust." The second one is the WORKS PARADIGM: "I don't know you at all. I don't trust you. You must earn my trust." The third one is the GULLIBLE PARADIGM: "I trust everyone all the time, even after I'm betrayed." And the fourth one is the NEVER TRUST PARADIGM: "I don't trust you and I never will."

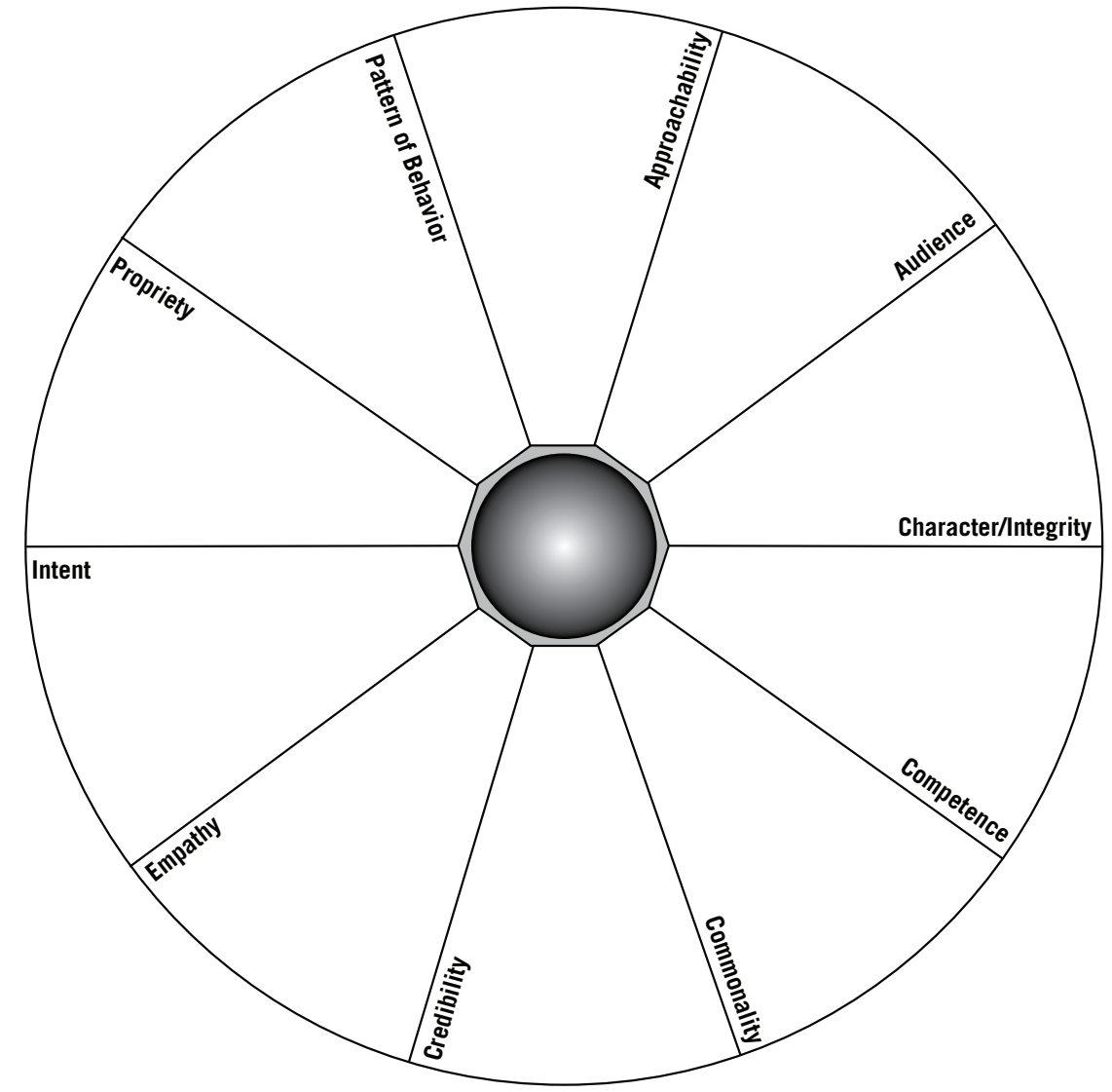
Feel free to explore these - and their implications - through a large group conversation.

Now, let's proceed to **Competence**.

Instruction
• Continue to introduce participants to trust elements **Commonality**, **Credibility**, **Empathy**, **Intent**, **Propriety**, and **Pattern of Behavior** and lead an awareness discussion on those elements.

Transition
Let's review what we have learned so far.

Trust Factors







Company X Relevance:
Without trust, cultures struggle to build employee loyalty. As the industry consolidates, trustbuilding will be paramount to attracting and retaining the highest performers, becoming the employer of choice, and meeting the needs of top talent who can entertain numerous employment alternatives.

NOTES _____



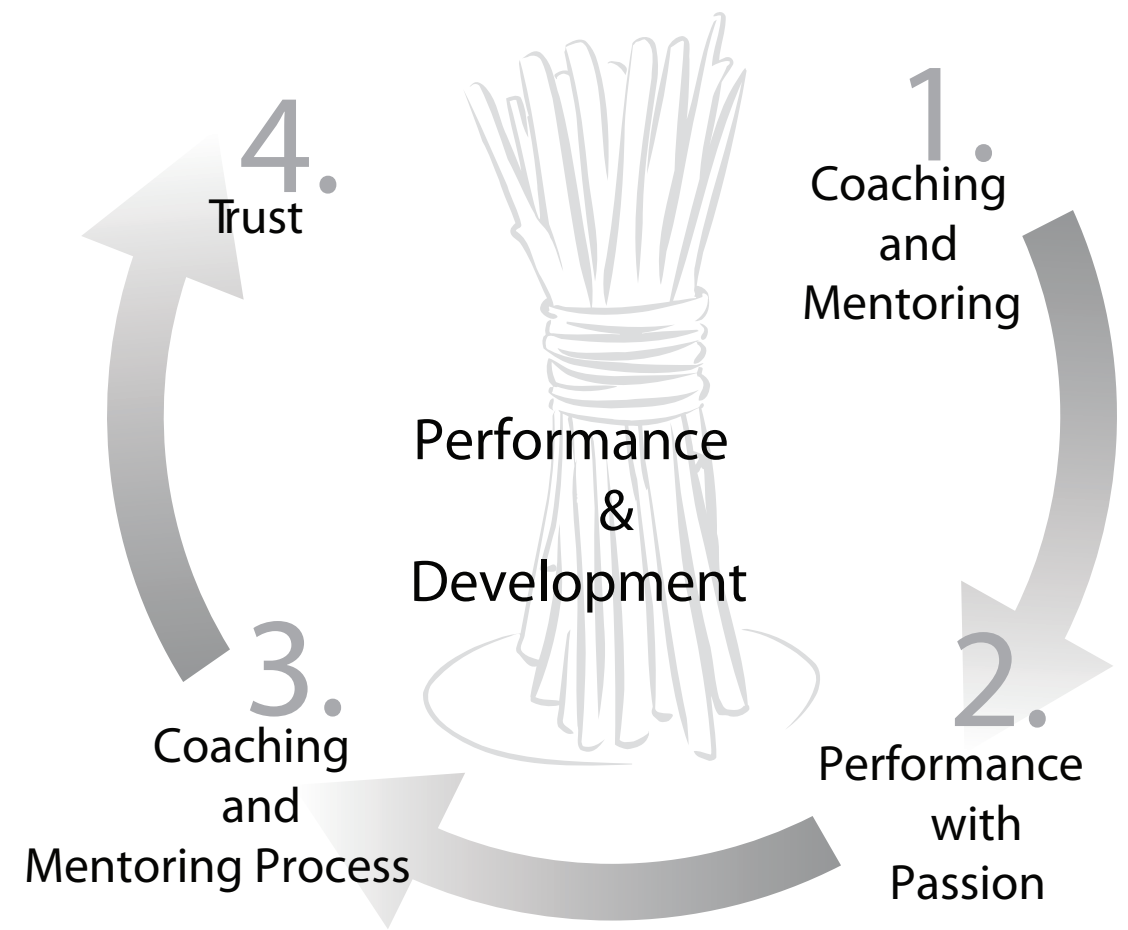
Review Of Bundle 1

-  **Time** [time on this page] [time in this chapter] [time in this module]
-  **Bundle #1** (page 6 out of 6)
-  **Instruction**
 - Review content of Bundle # 1 using the visual aid on PG page 12.
-  **Facilitate**
 - **Coaching and Mentoring** helps you to manage and guide your staff in alignment with **Company X Vision and Strategic Plan**. Using those tools supports your responsibilities regarding the Company X Performance Management System, and ensures that staff is performing appropriately.
 - As Company X moves forward, it will be crucial that you not only retain your top talent, but that you also continue to retain your B-players and move them forward toward becoming A-players. As Joe has described in his memo: this will improve **(Volume * Margin) over time** and move Company X toward being the **#1 player in the industry** and toward being the **Employer of Choice**.
 - As change occurs, according to the business case made at the beginning of this module, Company X has two options in dealing with change as the industry consolidates. (1) Be **Passive** and just prepare for the storm. (2) **Proactive** by being the storm.
- Transition**

With our previous conversation about Management and Leadership Influence, we have already addressed the idea of **'Performance and Development over time.'** We looked at TIME as a **linear vs. dynamic phenomenon**. As we move deeper into the topic of Performance Development, we need to look at Performance and Development as a dynamic, almost organic phenomenon. This will help us better understand where we are today - as a company,



Review Of Bundle 1



With this first **Content Bundle in Performance Development**, we have set a foundation, that gives us, and our staff orientation on Purpose and Direction. **Coaching and Mentoring**, and **Performance with Passion**, help you to develop high performing individuals, who are passionate about their career at Company X. We answered the questions behind the "Why Bother?" and identified, what process helps us to channel our Coaching and Mentoring efforts. Finally, we added the 'Glue', that holds it all together - **trusting relationships** between management and staff.



Course Offerings

Off-the-Shelf Products

MRC has partnered with the **TRACOM Group**, as an **Associate Company**, to provide our customers with off-the-shelf offerings.

From TRACOM's web page:

The TRACOM Group is a workplace performance company; everything we do is geared toward creating a more effective work environment for our customers. Whether it's through interpersonal skills training, team development programs, survey and assessment design, or consulting in the areas of performance management, leadership development, or employee engagement, we are here to provide solutions for our customers.

TRACOM is best known for our original development of the world-famous **SOCIAL STYLE Model™**, a proven model for building interpersonal skills. Company founders Dr. David W. Merrill and Roger Reid first developed this model in the 1960s. As the business landscape has evolved, we've refined the model and created new measurement instruments to meet changing needs.

TRACOM's Direct Sales Team, Associates, and International Affiliates work together to deliver workplace performance solutions to organizations worldwide. Our products and services are available in multiple languages for international use.

TRACOM is a wholly owned subsidiary of Reed Elsevier Inc., the world's leading publisher of business, legal, scientific and education materials, and is headquartered in Highlands Ranch, Colo., a suburb of Denver.

Off-The-Shelf Product Offerings



Introduction to SOCIAL STYLE

Introduction to SOCIAL STYLE, a half-day course, covers the key concepts of SOCIAL STYLE & Versatility. This class teaches the basics of understanding one's own behavior and recognizing and working with the behaviors of others. The class instructor leads participants through a series of exercises, video vignettes and facilitated discussion to develop an understanding of how to achieve better relationships, thus increasing workplace productivity.



Understanding and Managing Behavioral Differences

Understanding and Managing Behavioral Differences is a one-day course that provides the fundamentals included in the Introduction to SOCIAL STYLE course and then delves deeper into working relationships and the factors that contribute to productivity, morale and effective communication. Participants will leave class not only knowing how others see their behavior and how to identify the SOCIAL STYLE of others, but also with concrete tools to modify their own behaviors to create more positive and productive relationships.

Course Offerings

Off-The-Shelf Product Offerings (Cont.)



Producing Results with Others II - Two-Day Course

PRODUCING RESULTS WITH OTHERS IISM (PRO II), a two-day course, is TRACOM's most thorough and interactive program for a Universal Audience. During the first day, participants learn the fundamentals of SOCIAL STYLE as well as work through exercises and techniques to properly apply the SOCIAL STYLE Model™ to workplace situations. The first day focuses on knowing yourself, controlling yourself, knowing others and doing something for others.



Concepts Course

The Concepts Course is a half-day class that teaches managers the core concepts of SOCIAL STYLE to improve interactions with their direct reports. This course will teach managers to understand their own behavioral style and the behavioral style of their direct reports. Armed with this information, managers can learn how similar and different SOCIAL STYLES interact to affect productivity, effectiveness, and morale in the workplace.



Applications Course

The Applications Course is a half-day interactive, highly focused course that assists managers in creating more productive relationships with direct reports. The Concepts Course or a similar conceptual course is a pre-requisite to the Applications Course.

Managers will participate in exercises that apply their conceptual knowledge of SOCIAL STYLE and stretch their abilities to interact with direct reports of similar or different SOCIAL STYLES. During these exercises managers will learn how to increase or decrease tension to achieve the highest level of productivity and to speak to their reports in a manner that fosters respect.



Mastery Program

The Mastery Program is a full, one-day course that begins by teaching the concepts of TRACOM's SOCIAL STYLE & Versatility. Once a solid foundation is established, managers will begin to apply these concepts through exercises and identification techniques.

After completion of the Mastery Program, participants will know their own SOCIAL STYLE and determine the SOCIAL STYLE of their direct reports. Managers will learn how to control their behaviors when interacting with direct reports of varying SOCIAL STYLES. Using this information, managers will know how to anticipate reactions of their direct reports and how to reduce tension while increasing productivity, morale and open communication.

Course Offerings



Custom Solutions

Our Custom Solutions are designed to address the emerging demographic change, talent and management issues and related recruitment and retention challenges. Based on our industry expertise and research, we have developed **Concepts Keys** for custom curriculum development in the following content areas:

Developing and Retaining Employees

Targeted Audience: Frontline Supervisors and Managers

Topics include: Coaching & Mentoring, Performance Management Essentials, Building Trusting Relationships, ...

Engaging Employees beyond Generational Barriers

Targeted Audience: Frontline Supervisors and Managers

Topics include: Generational Challenges, Learning Needs and Behavioral Style, Dealing with Conflict, ...

Engaging Employees in Performance Improvement

Targeted Audience: Frontline Supervisors and Managers

Topics include: Balancing Empowerment and Accountability, Leading Difficult Conversations, Managing for Performance, ...

Developing and Mentoring the Next Generation of Leaders

Targeted Audience: Managers

Topics include: Career Development and Succession Planning, Identifying High Potentials, Tools and Strategies for Talent Development,....

Leading Productive Teams

Targeted Audience: Frontline Supervisors and Managers

Topics include: Leading Through Change, Overcoming Stress and Conflict, Establishing Challenging and Attainable Goals, Team SWOT, ...

Leader-Manager Basics

Targeted Audience: Frontline Supervisors and Managers

Topics include: Leader-Manager Roles and Responsibilities, Managing for Results, Leading for Change, Communicating Company Expectations,

Coaching Skills for Supervisors and Managers

Targeted Audience: Frontline Supervisors and Managers

Topics include: Leader/Manager Roles and Responsibilities, Coach -Employee relationship, Developing a Coaching Process, Employee Alignment and Engagement Strategies, ...

The First 90 days – On boarding and Leading New Employees

Targeted Audience: Frontline Supervisors and Managers

Topics include: Role Modeling Mission, Vision, Values, Setting Expectations, Coaching for Performance, Integrating New Team Members, ...

*acquire & retain
the right talent*



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