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Module 1 – Management 101
Advancement and Alumni Relations (AAR)
4 hours

Training Objectives:
1. **Identify what makes a great manager**
2. **Understand the Gallup Management Pyramid and identify individual management styles**
3. **Identify the three components of a high performing manager**
4. **Understanding unconscious bias**

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Training Objective 1: Identify what makes a great manager
➢ Speed
➢ Resilience
➢ Longevity
➢ Collaboration
➢ Productivity
➢ Communication

Learning outcome:
➢ *Staff members understand and know these concepts and begin to envision how they are incorporated into their day-to-day management routine.*

Training Objective 2: Understand the Gallup Management Pyramid and identify individual management styles
➢ Management philosophy – discuss individual core values and how they are applied across systems and the organization.
➢ Systems and processes – discuss the systems and processes that help managers realize their management philosophy.
➢ Individualization – discuss why a management approach cannot be rigid. Flexibility allows goals to remain consistent even when goals must change.
➢ Describe your management style and calculate this style's effectiveness.

Learning outcome:
➢ *Managers know the basics of the Gallup Management Pyramid. They begin to identify and understand their individual management style.*

Training Objective 3: Identify the three components of a high performing manager
➢ Strengths based – discuss the importance of using individual strengths effectively as a manager

Activity 1: Using the Clifton Strengths Finder assessment, list your top 5 strengths. Identify how these themes could help or hinder you as a manager.

Activity 2: I.A.M.Framework. Again, listing your top 5 strengths, answer the following question, "I am a manager who…."

- Engagement focused
  - Define what employee engagement means – productive, not satisfied
  - Identify contributors to high employee engagement:
    - Sets clear performance goals
    - Cares about the team
    - Provides direction and feedback
    - Builds collaboration and partnership

  Activity 3: Practice asking engagement questions:
  1. What do you believe you are paid to do?
  2. Are there things that distract you from or get in the way of meeting your responsibilities for your role?
  3. Are there times you feel conflicted about priorities?
  4. What do you think I expect of you?

- Performance oriented
  - Focus on outcomes and attainment of goals
  - Set the right expectations and provide support
  - Identify standards of excellence
  - Understand talent and position employees for success
  - Have regularly scheduled meetings with each employee
  - Care about the growth and development of each person
  - Reward and recognize excellent performance

  Activity 4: Complete the Gallup employee profile for one team member.

Learning outcome:
- *Managers understand the three components of high performing managers. Managers practice these components based on their current team.*

Training Objective 4: Understanding unconscious bias
- Review the four layers models by Gardens, Wartz, and Rowe: personality, internal dimensions, external dimensions, and organizational dimensions

  Activity 5: Complete the four-layer model worksheet

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Activity 6: Review and respond workplace scenarios

Learning outcome:
  ➢ *Managers understand and practice learning personal unconscious biases.*

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Module 2 – Know the Rules
Advancement and Alumni Relations (AAR)
2.5 hours

<u>Training Objectives:</u>
1. **Understand leave laws and Caltech leave practices**
2. **Understand workers' compensation and the supervisor's responsibility**
3. **Learn wage and hour practices**
4. **Know timekeeping policies and procedures**
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Training Objective 1: Understand leave laws and Caltech leave practices
  ➢ FMLA
  ➢ CFRA
  ➢ PDE
  ➢ ADA
  ➢ FEHA
  ➢ Workers' compensation
  ➢ Other protected time off

Learning outcome:
  ➢ *Managers understand various components of Federal and State leave laws which include reinstatement, continuation of benefits, privacy, and LOA protection. Managers understand their role and how to work with HR.*

Training Objective 2: Understand workers' compensation and the supervisor's responsibility
  ➢ Review types of injury – specific and cumulative
  ➢ How to report an employee injury and where to take an injured employee
  ➢ Supervisor's responsibilities:
      • Maintain a safe and healthy work environment
      • Set performance and attendance standards
      • Communicate with employees
      • Allow for doctor appointments
      • Coordinate with various HR departments
      • Management actions that don't help
      • Confidentiality
  ➢ Reasonable accommodations and understanding the interactive process

Learning outcome:
  ➢ *Managers understand basic workers' compensation polices and know how to respond if a team member is hurt or becomes ill at work. Managers know how to contact Disability and Leave Services to report an incident.*

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Training Objective 3: Learn wage and Hour practices
- ➢ Employee classifications
  - • Exempt
  - • Overtime eligible
- ➢ Worktime definitions
  - ➢ Work schedule
  - ➢ Caltech's workday
  - ➢ Caltech's work week
- ➢ Overtime eligible wage and hour requirements
  - • Rest periods and meal breaks
    - o Penalties
  - • Overtime and double-time

Learning outcome:
- ➢ *Managers understand overtime elibible rules and laws. Managers understand how to schedule overtime eligible team members consistent with wage and hour laws.*

Training Objective 4: Know timekeeping policies and procedures
- ➢ Caltech timekeeping procedures and policies
  - • Review laws and regulations that govern timekeeping
  - • Review how timekeeping procedures ensure accurate accrual of pay and benefits
  - • Managers have responsibility for accurate timekeeping

- ➢ How to make timecard corrections
  - • Review resources for making corrections, campus level and department level

- ➢ Consequences for mischarging time
  - • Penalties to Caltech may include civil liability
  - • Penalties to employees may include disciplinary action or termination
  - • Contact HR, department representative, or Talent Management if you suspect timecard abuses

Learning outcome:
Managers understand time reporting policies and laws, their responsibilities, and how to report abuses.

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Module 3 – Planning and Project Management
Advancement and Alumni Relations (AAR)
2.5 hours

Training Objectives:
1. **Learn how to initiate a new project**
2. **Understand components of a project plan**
3. **Review tactics for controlling a project**
4. **Learn strategies to close out a project**
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Training Objective 1: Learn how to initiate a new project
➢ Statement of Work (SOW): schedule, budget, information from stakeholders
➢ Address restraints: budget, scope, time
➢ Review components of a project charter: project manager, project team, client, stakeholders, objective, deliverables, start date, target completion date, budget, assumptions

Activity 1: Draft a project charter for a personal goal using the components of a charter.

Learning outcome:
➢ *Managers understand how to craft and have drafted a simple project charter.*

Training Objective 2: Understand components of a project plan
➢ Tasks/assignments
➢ Schedule and timeline for deliverables
➢ Budget and resource plan
➢ Communication plan
➢ Risk plan

Activity 2: Draft a project plan for a personal goal using the components of a project plan.

Learning outcome:
➢ *Managers know how to craft a simple project plan. Managers understand AAR budgeting templates and practices.*

Training Objective 3: Review tactics for controlling a project
➢ Understand importance of communications: use multiple communications channels and consistently communicate to all audiences
➢ Actively manage and appropriate modify timelines and budgets

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- ➢ Beware of scope creep
- ➢ Manage risk

Learning outcome:
- ➢ *Managers have learned techniques to keep projects on track and to minimize risk.*

Training Objective 4: Learn strategies to close out a project
- ➢ Complete and test all deliverables
- ➢ Verify customer satisfaction
- ➢ Recognize members of the project team
- ➢ Reflect: What went right? What went wrong? What can we improve for next time? Where did we overestimate? Underestimate? Did we go over budget? Under? Did we accomplish our objective?

Learning outcome:
- ➢ *Managers understand and know the concepts to successfully close a project.*

Module 4 – Team Building
Advancement and Alumni Relations (AAR)
2.5 hours

<u>**Training Objectives:**</u>
1. **Understand Patrick Lencioni's philosophy and definition of a "team"**
2. **Review 5 Dysfunctions of a Team model: trust, conflict, commitment, accountability, results**
3. **Learn the fundamental attribution error**

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Training Objective 1: Understand Patrick Lencioni's philosophy and definition of a "team"
➢ Define "team" and review the true meaning: "A team is a small group of people who are collectively responsible for defining and achieving common objectives"
➢ Review first team philosophy and discuss complicating factors of first team versus the team a manager leads
➢ Discuss why developing a team provides a competitive edge for your work and the organization's work

Learning outcome:
➢ *Managers understand the importance of team building and how high performing teams effect the productivity of the organization.*

Training Objective 2: Review 5 Dysfunctions of a Team model: trust, conflict, commitment, accountability, results
➢ Building of trust – review vulnerability-based trust and the human need for psychological safety
➢ Fear of conflict – discuss how productive conflict supports dialogue and discovering truth
  • Review assertive communication strategies
➢ Achieving commitment –requires buy-in and clarity
  • Define rules of engagement

  Activity 1: Brainstorm sample team rules of engagement

➢ Embracing accountability – discuss how accountability comes from peers and is supported by the team leader
➢ Focusing on results

Learning outcome:
➢ *Managers understand and can describe the 5 Dysfunctions of a Team.*

Training Objective 3: Learn the fundamental attribution error
➢ Define the fundamental attribution error – humans often attribute other people's success to their environment and our own success to our character
➢ Discuss strategies to overcome our personal biases and assumptions

Activity 2: Personal histories exercise

Learning outcome:
➢ Managers understand the importance of building trusting relationships and can model vulnerability.

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Module 5 – Effective Coaching, Evaluation, and Feedback
Advancement and Alumni Relations (AAR)
2.5 hours

Training Objectives:
1. **Discuss components of effective corrective coaching**
2. **Understand the basics of corrective action and how progressive discipline works at Caltech**
3. **Practice and enhance manager's skills to provide coaching and feedback**
4. **Understand the AAR performance appraisal process and strategies for effective performance appraisal conversations**

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Training Objective 1: Discuss components of effective corrective coaching
➢ Employ consistent standards for all team members
➢ Provide regular feedback
➢ Ensure feedback is tangible and authentic, with specific examples

Activity 1: Brainstorm effective methods and delivery of coaching and corrective feedback

Learning outcome:
➢ _Managers understand elements of effective coaching and have examples of how corrective coaching can be delivered._

Training Objective 2: Understand the basics of corrective action and how progressive discipline works at Caltech
➢ Informal coaching conversations
➢ Documented verbal warning
➢ Written warning
➢ Final warning

Learning outcome:
➢ _Understand the steps of progressive discipline._

Training Objective 3: Practice and enhance manager's skills to provide coaching and feedback
➢ Learn the structure for corrective coaching and what should be considered before, during, and after

Activity 2: Role play corrective coaching situations and strategize the manager's responsibility.

Learning outcome:
- ➢ *Develop skills in giving feedback and learn more about how progressive discipline should be applied.*

Training Objective 4: Understand the AAR performance appraisal process and strategies for effective performance appraisal conversations
- ➢ AAR performance appraisal modules:
    - Self-evaluation: accomplishments, goals/objectives, development discussion, roadblocks, long-term outlook
    - Manager's evaluation: accomplishments, goals/objectives, development discussion, competency ratings
- ➢ Review common pitfalls: recency effect, center tendency error, halo effect, spillover effect
- ➢ Tips for success: have plenty of time, prepare how you plan to start the conversation, put team member at ease, ask open ended questions, listen

Learning outcome:
- ➢ *Understand the AAR appraisal process and tactics for making performance appraisals productive.*

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Module 6 – Hire Strong: Recruiting and Onboarding
Advancement and Alumni Relations (AAR)
2.5 hours

Training Objectives:
1. **Understand legal aspects of recruiting and interviewing**
2. **Review components of the search process**
3. **Understand the process for presenting a job offer**
4. **Know components of the onboarding process**
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Training Objective 1: Understand legal aspects of recruiting and interviewing
➢ Discuss candidate information that is appropriate to acquire
  • Information that is potentially discriminatory
  • California law requesting salary information
➢ Review information that is not job related and is inappropriate to elicit

  Activity 1: True or false interview question quiz

Learning outcome:
➢ *Managers understand to ask only job-related questions in the interview process.*

Training Objective 2: Review components of the search process
➢ Job descriptions – understand important elements

  Activity 2: Review and highlight a sample job description
  • What are the most important factors for this position?
  • What are the concepts you want to address with the candidate?

➢ Resume – understand what to look for in a resume

  Activity 3: Review and highlight 3 sample resumes
  • What do you notice – positive and negative?
  • How would you rate these resumes?

➢ Interviewing
  • Preparing for the interview
  • Writing interview questions: behavioral, open-ended and job related
➢ Interview Structure
  • Opening the interview: Introduce yourself (and other Caltech colleagues), explain your role, explain the function of the position

- Body of the interview: Ask consistent questions, listen 80% and talk 20%, ask open-ended questions and behavioral, be aware of the time
- Closing the interview: Ask if the candidate has questions for you, provide search process, timeline and potential next steps

Learning outcome:
  ➢ *Managers walk through a comprehensive search and practice key components.*

Training Objective 3: Understand the process for presenting a job offer
  ➢ Reference checks
    - Professional references only
    - Try to have at least 3 references, including one supervisor
    - Follow prepared questions
    - Do not contact anyone the candidate has not approved

  ➢ Offer
    - Get budget and leadership approval
    - Letter prepared by Caltech HR
    - Background check completed by Caltech HR

Learning outcome:
  ➢ *Managers know how to check references and the steps to secure job offer approvals.*

Training Objective 4: Know components of the onboarding process
  ➢ First 30 days
    - Prepare first 2 weeks meeting schedule with key constituents
    - Schedule position specific trainings
    - Share performance expectations for the first 6 months
    - First Day LUNCH!
    - AAR Buddy
    - HR and department orientations

  ➢ 31 – 90 days
    - Review progress to goals
    - Mid-probation check-in meeting
    - Breakfast with Vice President

  ➢ 3 – 6 months
    - End of probation check-in
    - End of probation letter

Learning outcome:

➤ *Managers know the components of a comprehensive on-boarding process.*

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Module 7 – Leading Meetings that Work
Advancement and Alumni Relations (AAR)
2 hours

Training Objectives:
1. **Define executive presence**
2. **Key components to planning a great meeting**
3. **Understand how to lead a productive meeting**
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Training Objective 1: Define executive presence
  ➢ Physical presence: posture, body language, voice
  ➢ Understand emotional intelligence and how to use it
  ➢ Own the room – gaining control of the room regardless of whether you are introverted
    or extroverted

    Activity 1: TED Talk with Susan Cain

Learning outcome:
  ➢ *Managers are prepared to practice their executive presence at their next team meeting.*

Training Objective 2: Key components to planning a great meeting
  ➢ Is a meeting necessary or could the information flow differently?
  ➢ Develop goals and outcomes for the meeting
  ➢ Create timed agendas
  ➢ Be a good host
  ➢ Create an appropriate format

Learning outcome:
  ➢ *Mangers understand strategies for crafting and preparing a productive meeting.*

Training Objective 3: Understand how to lead a productive meeting
  ➢ Develop rules of engagement

    Activity 2: Brainstorm meeting rules

  ➢ Understand levels of intervention: gentle, persuasive, directive
    • Gentle intervention strategies

      Activity 3: practice gentle intervention using an agenda

- Persuasive intervention strategies: ask questions, suggest choices, share ideas, offer next steps
- Directive intervention strategies: guide, choose for the group, direct action steps
- Roles of the meeting leader: active listening, ask questions, paraphrase, synthesize, summarize
- Responsibilities of a meeting leader:
  - Keep the group on track
  - Track solutions
  - Ensure everyone participates
  - Manage the group climate
- Ending the meeting:
  - Share outcomes and notes for clarity
  - Gain group buy-in
  - Assign tasks

Learning outcome:
- *Managers know productive meeting facilitiation strategies as a leader and are prepared to practice various tactics.*

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Module 8 – Leading Through Change
Advancement and Alumni Relation (AAR)
2.5 hours

Training Objectives:
1. **Understand the change process and the underlying concepts of change management**
2. **Enhance participant skills to be a change leader**
3. **Learn the ADKAR® framework for facilitating change**
4. **Learn how to build a support structure to manage resistance**
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Training Objective 1: Understand the change process and the underlying concepts of change management
➢ Components of technical change: design, develop, deliver
➢ Components of people change: embrace, adopt, use
➢ States of change: current, transition, and future

Learning outcome:
➢ *Managers can identify the underlying concepts related to managing change.*

Training Objective 2: Enhance participant skills to be a change leader
➢ Preparing for change: strategy for managers and team members
➢ Managing change: communications plan, coaching plan, training plan, resistance management
➢ The role as a leader: communicator, liaison, advocate, resistance manager, and coach
   • Express the need for change
   • Model the changing behavior
   • Require, motivate and reward changed behavior

Learning outcome:
➢ *Managers can apply leadership skills and develop plans to facilitate typical workplace changes.*

Training Objective 3: Learn the ADKAR® framework for facilitating change
➢ Awareness: nature, need, risk
➢ Desire: WIIFM, personal choice, engagement
➢ Knowledge: understanding, training, learning
➢ Ability; demonstrated capability, performance
➢ Reinforcement®: recognition, rewards

   Activity 1: ADKAR® exercise – create a change profile bar graph; mark your score
   for each element.

Learning outcome:
➢ *Managers know ADKAR® framework and understand definitions of each componenet.*

Training Objective 4: Learn how to build a support structure to manage resistance
➢ Top reasons for employee's resistance
➢ Top reasons for manager's resistance
➢ Tactics for managing resistance
- Take feedback from employees
- Develop accountability measures
- Create compliance structures
- Celebrate and reward

Activity 2: Work with a partner to review scenarios, then sequence the tactics you would recommend to break down the resistance.

Learning outcome:
➢ *Managers can employ tactics to decrease resistance and grow employee buy-in.*