High Performance Learning, Inc. (HPL)

GENERAL SERVICES ADMINISTRATION
Federal Supply Service
Authorized Federal Supply Schedule Price List

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order are available through GSA Advantage®, a menu-driven database system. The INTERNET address GSA Advantage!® is: GSAAdvantage.gov.

Multiple Award Schedule
FSC Group: Professional Services
PSC: R704

GSA Contract Number GS-00F-133GA

Contract period: March 1, 2017 to February 28, 2027

High Performance Learning Inc.
8145 Sandpiper Way
Palm Beach Gardens, FL 33412
POC: Steven Aronson
Email: steve@hplinfo.com
(508)877-3600
www.HPLINC.com

Business Size: Small Business

For more information on ordering from Federal Supply Schedules go to the GSA Schedules page at GSA.gov.

Price list current as of Modification #PA-0008 effective August 21, 2022
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Customer Information

1. Special Item Numbers and Descriptions

<table>
<thead>
<tr>
<th>SIN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>541611, 541611RC</td>
<td>Integrated Consulting Services</td>
</tr>
<tr>
<td>611430, 611430RC</td>
<td>Professional and Management Development Training</td>
</tr>
<tr>
<td>SIN Ancillary, AncillaryRC</td>
<td>Ancillary Supplies and/or Services</td>
</tr>
<tr>
<td>OLM</td>
<td>Order-Level Materials</td>
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2. Maximum order: SIN 541611 and 611430 is $1,000,000.00. OLM and ancillary is $250,000
3. Minimum order: $100.00
4. Geographic coverage: Worldwide
5. Point of Production: Framingham, MA.
6. Discount from list prices or statement of net price. Government Net Prices (discounts already deducted.)
7. Quantity discounts:
   - Workshops orders on a single task order:
     - 2-9 workshops - additional 13% discount
     - 10-19 workshops – additional 15% discount
     - 20+ workshops - additional 18% discount
   - Support Products ordered on a single Task Order:
     - 100-199 - additional 15% discount
     - 200-499 - additional 10% discount
     - 500+ - additional 15% discount
8. Prompt payment terms: 1% 10 days, Net 30 days information for Ordering Offices: Prompt payment terms cannot be negotiated out of the contractual agreement in exchange for other concessions.
9. Foreign Items: None
10a. Time of delivery: 30 days after receipt of order
10b. Expedited Delivery: Contact Vendor
10c. Overnight & 2-day Delivery: Available
10d. Urgent requirements: Contact Vendor
11. F.O.B. points: Destination
12a. Ordering Address: Listed above
12b. Ordering procedures: For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA’s) are found in Federal Acquisition Regulation (FAR) 8.405-3.
13. Payment Address: Listed above
14. Warranty Provision: 30 days on all printed training materials, 90 days on all videocassettes.
15. Export Packing Charges: As incurred
16. Terms and conditions of rental, maintenance, and repair: Not Applicable
17. Terms and conditions of installation: Not Applicable
18a. Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices: Not Applicable
18b. Terms and conditions for any other services: Not Applicable
19. List of service and distribution points: Not Applicable
20. List of participating dealers: Not Applicable
21. Preventive maintenance: Not Applicable
22a. Special attributes such as environmental attributes (e.g., recycled content, energy efficiency, and/or reduced pollutants): Not Applicable
22b. If applicable, indicate that Section 508 compliance information is available on Electronic and Information Technology (EIT) supplies and services and show where full details can be found (e.g., contractor’s website or other location.) The EIT standards can be found at: www.Section508.gov/: Not Applicable
23. Unique Entity Identifier (UEI) number: P3C5FL9V2JJ7
High Performance Learning, Inc. (HPL)

High Performance Learning, Inc. (HPL), is a management consulting and training company located in Framingham, Massachusetts. We help organizations to improve their performance, quality of products and services, on time delivery, and efficiency, especially during period of rapid change. The firm was founded in 1994, and we have worked with more than three hundred clients since then. The firm provides consulting and facilitation services and off-the-shelf and customized off-the-shelf training programs in the following areas: Strategy Planning and Implementation; Quality Management; Business Process Redesign; Leadership, Management and Supervisory Development; Change Management; Conflict Management; Innovation and Creativity Training; and Team and Employee Development. There are more than twenty-five professionals associated with the firm in ten cities throughout the United States.

**High Performance Learning, Inc. (HPL)**

**Labor Rates**

<table>
<thead>
<tr>
<th>SIN(s)</th>
<th>Labor Category</th>
<th>Minimum Education/Certification Level</th>
<th>Minimum Years of Experience</th>
<th>Price Offered to GSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>541611,611430</td>
<td>Executive Consultant</td>
<td>PhD</td>
<td>20</td>
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<td>541611,611430</td>
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<td>Masters</td>
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<td>$231.23</td>
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<tr>
<td>541611,611430</td>
<td>Program Developer</td>
<td>Masters</td>
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<td>$187.34</td>
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## Labor Category Descriptions

<table>
<thead>
<tr>
<th>HPL Labor Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Executive Consultant** | **Responsibilities**: Serves in a leadership capacity working with Executives and other high level members of private and public sector organizations. A subject matter expert, known for providing executive level content, expertise, feedback and input during all phases of a project. Highly experienced in teaching how to translate strategic plans into tangible actions, developing leadership resources, creating improvement strategies and assisting clients in creating a high performing workforce.  
**Education**: Minimum of a Ph.D.  
**Experience**: Has previously worked with executive and senior management teams as an executive consultant, project manager and facilitator. Has a strong reputation for specialized expertise. Recognized in their field of expertise; faculty member for collegiate and graduate level programs. Has a minimum of a Ph.D. and 20 years’ experience. HPL allows for a 1:1 substitution of experience for education: 22 years of experience and a Master’s Degree or 24 years of experience and a Bachelor’s Degree. |
| **Senior Consultant** | **Responsibilities**: Serves in a leadership capacity providing training and consulting services that address organizational and leadership challenges. Oversees application of various training and consulting solutions. Provides the development of custom designed leadership programs for private and public sector organizations. Provides strong management and direction for all projects, and performs difficult and complex strategic analysis and is able to guide strategy formulation. A Senior Consultant coordinates the operational work and output, and works directly with senior client executives ensuring that the work consistently reflects the goals and desired outcomes of the project and meet all client requirements. Is a content/methodology expert contributing in substantive way to implementation of the project (e.g., designing the methodology, designing/customizing/conducting high-end training in a specialized content area.).  
**Education**: Minimum of a Master’s Degree  
**Experience**: Responsible for developing and providing training, leadership development, curriculum and course design, and organizational and business practice upgrades in support of organizational improvements. Has worked with senior management, management teams and individuals. Has a minimum of a Master’s Degree and 15 years’ of experience. HPL allows for a 1:1 substitution of experience for education: 17 years of experience and a Bachelor’s Degree. |
| **Consultant** | **Responsibilities**: Serves as an expert advisor, Project Manager and implementation guide responsible for conducting day-to-day project activities with moderate level of oversight. Studies organization’s goals, issues and challenges in order to facilitate specific and relevant training programs. Additional tasks include: review and documentation of historical documents, tracking organization efficiency studies and recommendations, and conducts certifications for train-the-trainer if requested.  
**Education**: Minimum of Master’s Degree |
<table>
<thead>
<tr>
<th>HPL Labor Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience:</strong> Responsible for training implementation and managing complex, multiple projects. Serves as a project liaison with the customer to ensure success. Has a minimum of a Master’s Degree but perhaps has been working towards a Ph.D.; and over 12 years’ experience as a Consultant, Project Manager and Trainer. HPL allows for a 1:1 substitution of experience for education: 14 years of experience and a Bachelor’s Degree.</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Trainer</strong> Responsibilities: Performs a broad range of tasks associated with the implementation of standard techniques, procedures and/or criteria as they apply to the technical or training aspects of the client project. Serves in a leadership capacity providing experiential training that addresses organizational, leadership and management challenges. Implements application of solutions. Participates in training planning meetings, reviews materials relating to support functions, identifies and reports on issues or related problems and makes recommendations. <strong>Education:</strong> Minimum of Master’s Degree <strong>Experience:</strong> Responsible for providing training, management and supervisory development, curriculum and course design; and organizational and business practices. Has worked with management teams, supervisors and individuals and is an experienced researcher and/or facilitator. Has a minimum of a Master Degree and a minimum of 10 years of experience. HPL allows for a 1:1 substitution of experience for education: 12 years of experience and a Bachelor’s Degree.</td>
<td></td>
</tr>
<tr>
<td><strong>Trainer</strong> Responsibilities: Responsible for teaching individuals and organizations how to address organizational challenges faced by individual contributors via training programs. Primarily responsible for implementing and customizing training curriculum and course design. Can provide assessments and other organizational assessment tools. Highly experienced in a wide range of training programs and services, can serve in a support capacity on many different types of projects, and works with little supervision. <strong>Education:</strong> Minimum of a Master’s Degree <strong>Experience:</strong> Responsible for training implementation and managing complex, multiple projects. Serves as a project liaison with the customer to ensure success. Has a minimum of a Master’s Degree and 8 or more years’ experience as Trainer and/or Project Team Member. HPL allows for a 1:1 substitution of experience for education: 10 years of experience and a Bachelor’s Degree.</td>
<td></td>
</tr>
<tr>
<td><strong>Program Developer</strong> Responsibilities: Serves as a Project Coordinator to maintain all aspects of a project to include: status reports, data coordination and technical reviews. Can monitor project budget and creates and advises on experiential learning programming. Designs and develops customized training solutions and components of the training programs to reflect the desired knowledge and skills, critical to on-the-job applications and accomplishment of individual or team project results to meet specific organizational goals. <strong>Education:</strong> Minimum of a Master’s Degree. <strong>Experience:</strong> Responsible for managing complex, multiple projects and development of training programs. Serves as a project liaison with the customer to ensure success. Has a minimum of a Master’s Degree and 5 or more years’ experience working on projects. HPL allows for a 1:1 substitution of experience for education: 7 years of experience and a Bachelor’s Degree.</td>
<td></td>
</tr>
</tbody>
</table>
High Performance Learning, Inc. allows for the 1:1 substitution of relevant work experience for education. In some instances, professional experience may be substituted for relevant work experience or education.
## HPL Course Pricing

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Length</th>
<th>Minimum Participants</th>
<th>Maximum Participants</th>
<th>Price Offered to GSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agile Project Management - Sr. Trainer</td>
<td>3 days</td>
<td>8</td>
<td>25</td>
<td>$7,178.84</td>
</tr>
<tr>
<td>Agile Project Management - Consultant</td>
<td>3 days</td>
<td>8</td>
<td>25</td>
<td>$7,178.84</td>
</tr>
<tr>
<td>Agile Project Management - Executive Consultant</td>
<td>3 days</td>
<td>8</td>
<td>25</td>
<td>$8,614.61</td>
</tr>
<tr>
<td>Agile Project Management - Senior Consultant</td>
<td>3 days</td>
<td>8</td>
<td>25</td>
<td>$8,040.30</td>
</tr>
<tr>
<td>Agile Project Management - Trainer</td>
<td>3 days</td>
<td>8</td>
<td>25</td>
<td>$6,087.66</td>
</tr>
<tr>
<td>Change Management - Sr. Trainer</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
<td>$2,392.95</td>
</tr>
<tr>
<td>Change Management - Consultant</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
<td>$2,392.95</td>
</tr>
<tr>
<td>Change Management - Executive Consultant</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
<td>$2,871.54</td>
</tr>
<tr>
<td>Change Management - Senior Consultant</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
<td>$2,680.10</td>
</tr>
<tr>
<td>Change Management - Trainer</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
<td>$2,029.22</td>
</tr>
<tr>
<td>Coaching for Success - Sr. Trainer</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
<td>$2,392.95</td>
</tr>
<tr>
<td>Coaching for Success - Consultant</td>
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<td>8</td>
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<tr>
<td>Collaborative Conflict Resolution - Sr. Trainer</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
<td>$2,392.95</td>
</tr>
<tr>
<td>Collaborative Conflict Resolution - Consultant</td>
<td>1 day</td>
<td>8</td>
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<td>Collaborative Conflict Resolution - Executive Consultant</td>
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<td>25</td>
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<td>Collaborative Conflict Resolution - Senior Consultant</td>
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</tr>
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<td>Collaborative Conflict Resolution - Trainer</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
<td>$2,029.22</td>
</tr>
<tr>
<td>Effective Communication - Sr. Trainer</td>
<td>1 day</td>
<td>8</td>
<td>25</td>
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<td>1 day</td>
<td>8</td>
<td>25</td>
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<tr>
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<td>8</td>
<td>25</td>
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</tr>
<tr>
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<td>3 days</td>
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<td>8</td>
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<td>Course Title</td>
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<tr>
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<td>1 day</td>
<td>8</td>
<td>25</td>
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<td>25</td>
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<td>8</td>
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<td>$2,680.10</td>
</tr>
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<td>8</td>
<td>25</td>
<td>$2,029.22</td>
</tr>
<tr>
<td>Lean Improvement - Sr. Trainer</td>
<td>2 days</td>
<td>8</td>
<td>25</td>
<td>$4,785.89</td>
</tr>
<tr>
<td>Lean Improvement - Consultant</td>
<td>2 days</td>
<td>8</td>
<td>25</td>
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</tr>
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<td>25</td>
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<tr>
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<td>8</td>
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<td>$2,680.10</td>
</tr>
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### HPL Materials Pricing

Workshop materials must be purchased in conjunction with training course. They are purchased on a per person basis and are priced according to the number of days of training.

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<th>Materials Description</th>
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## Course Descriptions

### High Performance Leadership

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| Min. Number of Participants | 8 |
| Max. Number of Participants | 25 |

**Summary:**
In today’s rapidly changing environment, solving problems, making decisions and leading others can be especially challenging. It is essential to assess your leadership strengths, improve upon any weaknesses and understand how to motivate others to higher levels of performance. In this seven-part workshop, you will identify your leadership style, learn how to set goals and communicate more productively and work with others organization-wide to effect positive change while improving performance.

**Workshop Objectives:**
Participating in the workshop will empower you and your managers to work with your employees, colleagues and senior management team more confidently and effectively. Each unit is designed to help participants bridge what they have learned in the workshop with the “real world” application of their newly-acquired skills and knowledge back in the workplace. Workshop participants will gain valuable insights, including how to:

- Meet your leadership challenges and responsibilities more effectively
- Set goals, remove obstacles, and identify alternative solutions to challenges
- Communicate more productively with individuals and groups, and across the organization
- Lead work teams more successfully
- Provide feedback that promotes learning and positive change
- Apply change management tools and techniques more effectively
- Apply problem solving and decision-making guidelines for better results

**Structure:**
The workshop is structured into seven modules, which can be delivered as full of half day sessions, over the course of three days or custom designed with additional leadership topics to meet your specific needs. The seven modules include:

- **Module 1: Leadership and Management: Responsibilities and Challenges**
  - What Are You Responsible For?
  - What Is My Leadership Style?
  - How Do You Find More Time?
- **Module 2: Communication: Making a Difference**
  - How Well Are You Communicating?
How Do You Create The Ideal Reality?

- **Module 3: Achieving Peak Performance**
  Can You Really Motivate Others?
  How Helpful Is Your Performance Feedback To Others?

- **Module 4: Leading Across the Organization**
  How Are We Connected To Others In The Organization?
  How Does Our Work Impact Others?
  How Can We Improve The Way We Work Across The Organization?

- **Module 5: Leading Individuals and Groups**
  Built To Succeed – What Makes A Team Successful?
  What Is The Manager’s Role?
  How Do You Create An “A” Team?

- **Module 6: Organizational Effectiveness**
  Assess 10 Factors That Will Help You Improve Individual & Team Performance
  How Hard Is It To Make A Decision?

- **Module 7: Leading Change**
  What Are The “Best Practices” To Use When It Is Time To Implement Change?
  How Do You Reduce Resistance To Change And Get People On Board?

**Level of HPL Instructor and Participant Level:**

**Executive Level Consultant:** Conducted by Executive Level HPL Consultant and intended for participants who are in executive level management positions and/or those that strive for executive level management positions.

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**Trainer:** Conducted by an HPL Trainer and intended for employees looking to advance into higher level positions.
Performance Management

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Summary:
Based on the book, *Positive Discipline: How to Resolve Tough Performance Problems Quickly and Effectively*, the program presents a multi-step process for managing both good performance and correcting negative performance. Specifically:

1. **Identify the Performance Issue**: the gap between the actual & desired performance/behavior
2. **Analyze the Problem's Severity**: determine the impact and consequences of the behavior if not corrected
3. **Discuss the Performance Issue**: talk to the employee and gain their agreement on a solution
4. **Document the Discussion**: including the history of the problem and what was said and agreed upon
5. **Follow-up to Monitor Results**: recognize improvements, or take action if the problem hasn't resolved
6. **Coach and Reward**: look for opportunities to coach employees and reward them for good performance

Managing performance is achievable when supervisors and managers have the right training to set goals, observe and measure performance, provide feedback and corrective action and reward good performance. This program teaches participants that confronting unacceptable employee behavior or conducting performance appraisals does not have to be punitive in nature. Rather, performance management provides an opportunity to use strategic performance discussions as a tool for developing employees and achieving your goals.

**Who Should Attend:**
Managers and supervisors.

**Workshop Objectives:** This highly effective workshop teaches managers and supervisors how to prepare for an employee performance review and performance improvement discussion, manage the discussion appropriately (and legally), place ownership of the problem's resolution with the employee and get the desired outcome without losing employee commitment. Managers will learn how to:

- Identify, measure and address both acceptable and unacceptable behavior and handle performance problems
- Uncover workable solutions that both parties can agree to
- Promote employee accountability to improve performance and the situation

Structure:
This one-day workshop features multi-media training and experiential learning activities for the participants. The video vignettes are set in different work environments and feature three different performance issues. Accompanying workshop materials include role-play activities, job aids (such as a Performance Conversation Planner) and action planning.

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## Project Management

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### Summary:

HPL’s *The Exceptional Project Manager* workshop gives your project managers and project team members a sound and thorough understanding of what it means to be an effective project manager, and it teaches them how to successfully initiate, plan, execute, control and close both small and large projects.

### Who Should Attend:

Project leaders, project managers and project professionals/project team members.

### Workshop Objectives:

This workshop provides opportunities for your project managers and project leaders to discuss their project management experiences and share information with each other. As they proceed through the program, they learn and apply new project management skills to ensure that all projects are completed on time and within the approved budget. This workshop will help your project managers learn how to master five major project management phases.

HPL also provides MS Project Training and PMI Exam Prep Training.

### Structure:

This 3-day workshop is divided into five training modules covering the five major phases for effective project management:

- **Module 1: Initiating the Project:** The first training module teaches project managers how to initiate or start a new project by broadly defining the scope of the project, writing project “charters” to define the project for others in the organization, and having the organization formally recognize and approve the project charter. This phase helps to ensure that the project is aligned with the organization’s current strategy and goals; the project scope is realistic; a project manager is officially assigned; the “right” decision-makers approve the project; and the project receives the proper commitment from the organization so as to proceed to the next phase.

- **Module 2: Planning the Project:** The second training module teaches the workshop participants how to develop a detailed plan for executing and controlling the project. The planning phase can be quite extensive if the project will be
complex and/or expensive. Most project management plans include some, if not all, of the following elements:

- **Scope**: to control the scope of the project
- **Requirements**: to clarify the project’s required specifications
- **Schedule**: to monitor and control the amount of time needed
- **Cost**: to evaluate, monitor, and report costs against budget
- **Quality**: to assure quality control
- **Human Resources**: to assign and manage the team members
- **Communications**: to know who, when and how to communicate
- **Risk**: to identify, evaluate and respond to project risks
- **Procurement Management**: to obtain the needed products & services
- **Integration**: to properly manage information, issues and changes within the project

- **Module 3: Executing the Project**: This module teaches project managers new skills for carrying out the project work that has been planned and previously approved.

- **Module 4: Controlling the Project**: The fourth training module teaches project managers how to monitor performance and results, identify and make adjustments to variances from the plan, and control project changes.

- **Module 5: Closing the Project**: The final module teaches project managers how to document their completed project, finalize their project closeout report, evaluate the work of the project team members, and document “lessons learned” for future project teams.

**Level of HPL Instructor and Participant Level:**

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## Leading Effective Meetings

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### Min. Number of Participants
8

### Max. Number of Participants
25

**Summary:**
As the leader, it is your responsibility to keep the meeting focused and moving so that the group is able to meet its objectives. This is not always easy when you are trying to manage group dynamics, time constraints, and the myriad of issues that surface when groups of people meet. In this one-day workshop, you will learn how to successfully facilitate any team meeting you might be asked to run, using information, tools, techniques, exercises and practical experience.

**Who Should Attend:**
Anyone who is responsible for scheduling, leading and following up on meetings.

**Workshop Objectives:**
Participants will learn how to lead both formal and impromptu meetings.

**Structure:**
This one-day workshop is divided into six modules:

- **Module 1: The Role of a Leader When Running a Meeting:** We will review some of the key responsibilities of a meeting leader/facilitator and some of the do’s and don’ts of facilitation

- **Module 2: Effective Communication Skills:** This includes a review and practice of listening, questioning and clarifying skills.

- **Module 3: Structuring a Meeting:** In this section we will address what needs to be done to plan, conduct and follow-up any and all meetings.

- **Module 4: Tools and Techniques:** Each stage of a meeting, from planning to the follow-up, requires a variety of tools and techniques to ensure success. In this section we will provide training, examples, and practice in using such tools and techniques as the meeting agenda, brainstorming, multivoting, selection grid, contingency diagram, force-field analysis, meeting minutes and action plan.

- **Module 5: Simulation Meeting Exercise:** Each participant will lead a portion of a “real” meeting, using the appropriate tools. Group feedback will be provided to each participant.
• **Module 6: Managing Disruptive Behaviors:** When individual behaviors interfere in the team’s progress, it is often the leader’s job to address and manage the problem. In this section we will describe different types of disruptive behaviors, what may be causing them and come up with clear, simple ways of dealing with each type.

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Agile Project Management

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Summary:
Agile project management is a set of principles for managing projects based on the Agile Manifesto where the highest priority is to satisfy the customer through early and continuous delivery of valuable software, and where late-in-the-game changes that provide competitive advantage to the customer are gracefully included. Agile Project Management emphasizes:

- Self-organizing teams
- Customer Collaboration
- Rapid releases
- High visibility via “information radiators”
- Flexible iterative approach that response to change
- Brief, daily meetings and shortened delivery schedule in place of formal project management

Who Should Attend:
This course is intended for the entire Agile Project Management team; the Product Owners, the Agile/Scrum Masters, and the entire Agile development team.

Workshop Objectives:
The course is intended for the teams that are familiar with project management, but need a solid understanding of Agile (and Scrum) though detailed hands-on activities. Upon the successful completion of this course, all participants will be able to apply Agile and Scrum techniques to their existing projects.

Structure:
This rapid-response way of approaching project management comes with a new set of phases with a new set of vocabulary to match. The seven phases and training modules of Agile Project Management are:
1. Vision
2. Product Roadmap
3. Release Planning
4. Sprint Planning
5. Daily Scrum
6. Sprint Review
7. Sprint Retrospective
Level of HPL Instructor and Participant Level:

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Time Management

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**Summary:**
This workshop will help participants analyze their time management skills and existing habits, find more time to complete important tasks and projects and learn to plan ahead to more effectively manage short and long-term activities. Prior to attending the workshop each participant will complete a Time Log to assess their use of time and to benchmark their progress in applying the skills learned in this important workshop.

**Who Should Attend:**
All managers and employees who are looking for better ways to manage their own time, and the time and priorities of their employees.

**Workshop Objectives:**
Participants will complete a self-assessment of the skills they need to become a high performer and learn how to:
- Minimize “time wasters” at work
- Schedule “prime time” activities
- Better manager interruptions
- Improve productivity

**Structure:**
This one-day workshop is divided into ten training modules.

**Module 1: Introduction:** Participants are challenged to look at their existing habits and skills.

**Module 2: Mental Traffic:** Facilitator demonstrates the need to control mental traffic by introducing the Einstein Method.

**Module 3: Can’t Find The Time:** Partners share the tasks and activities that they can’t find time to complete.

**Module 4: What Are Your 4 Critical Skills?:** Participants complete a self-assessment of the skills that are needed to become a high performer.

**Module 5: Discover More Time:** Individuals analyze their time usage and how it impacts their effectiveness.
**Module 6: Plan Ahead:** Each participant learns how pro-active planning can have dramatic effect on their plans.

**Module 7: Plan to Manage Activities:** Facilitator introduces three models for managing short and long term activities.

**Module 8: Plan to Manage Time:** Participants learn how to turn time commitments into a daily plan.

**Module 9: Biological Prime Time:** Participants are introduced to several forms that will help them to manage projects, communication, and goals.

**Module 10: Putting It All Together:** In this module, you are introduced to several tools and techniques to end the chaos and develop a “work in progress” system.

**Level of HPL Instructor and Participant Level:**

**Executive Level Consultant:** Conducted by Executive Level HPL Consultant and intended for participants who are in executive level management positions and/or those that strive for executive level management positions.

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Lean Improvement

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**Summary:**
Lean Improvement is a disciplined, data-driven approach for eliminating waste and defects and can be used to create a better quality product and/or service. HPL’s Lean Improvement training programs and consulting services are designed for manufacturing, service, hi-tech, healthcare and government organizations that want to improve processes, reduce errors and waste, and increase quality and productivity. Each program is customized to meet the unique needs of your organization.

**Who Should Attend:**
Managers, supervisors and employees at all levels of your organization.

**Workshop Objectives:**
By the end of this multi-day training program, participants will be able to:

- Understand the purpose, history, and critical tools and principles of Lean Improvement
- Use tools to identify and validate their improvement project, e.g., SIPOC, Process Mapping, Kano Analysis
- Employ tools to determine critical measures necessary to satisfy customer requirements and develop a measurement plan to document process performance, i.e. Input, Process and Output Measurement, Sampling, Statistics, Calculating Improvement
- To analyze the performance data to further refine the opportunity to improve, e.g., Data Stratification, Pareto Analysis, Determining Root Causes, Brainstorming
- Generate creative solutions that eliminate the root cause
- Examine and improve cross-functional team dynamics
- Execute against the plan by determining the approach to ensure achievement of the targeted result
- Obtain yellow, green or black belt certification

**Structure:**
This Lean Improvement training will rely on instructor-led presentations by a senior HPL consultant, group discussions and real life application examples and scenarios to highlight and reinforce the key concepts and skills. The six units are as follows:

**Unit #1: Understanding Lean Improvement**

The role of measurement in process improvement and quality.
Process variation and the statistical definition of quality (i.e. Improvement)
Reducing variation as the primary strategy for improving organizational performance.
Creating value and driving out waste
DMAIC: The Improvement methodology of Define, Measure, Analyze, Improve and Control
Discussion: How can Lean Improvement benefit your organization?

**Unit #2: Define**

How to define Lean Improvement type problems
Use customer criteria to define what’s critical
Clarify the problem
Set improvement goals
Finalize your action plan (stakeholders, influencers, charter, communication plan, etc.)

**Unit #3: Measure Section #1: What is Variation?**

Variation: A Natural Element in All Processes
Causes of variation in work processes.
Plotting a Frequency Distribution.
Exercise: Using the catapult to plot a normal frequency distribution.
Understanding why the “Normal” distributions vs. “Skewed” distributions. The causes of normal distributions.
Understanding Common vs. Special Causes of variation
What to Improve and How to Measure?
Discussion: How do you know what to improve?
Validate and improve current measures
Discussion: Sources of measurement error
Validate customer requirements
Key tools: Run Chart, Trend Chart, Control Chart

**Unit #4: Analyze**

The importance of “Why?”
Identify potential causes
Examining process efficiency
Control Charts: turning the frequency distribution on its side.
Run Charts: value and weaknesses.
Calculating Control Limits: What a control limit is, how it’s calculated, the benefits of validity and repeatability, and the difference between Statistical Control Limit and Specification Limits.
Determine improvement opportunities

**Unit #5: Improve**
Prioritize improvement opportunities
Design of Experiments: test key causal variables
Create future state roadmap
Generate and evaluate solutions
Develop detailed implementation plan
Implement solutions
Key Tools: Design of experiments, Analysis of variance, Simulation/Pilot, etc.

**Unit #6: Control**
Discussion: How difficult is it to hold the gains?
Develop control and monitoring plans
Establish control charts
Define responsibilities for holding the gains
Understand and meet exit criteria

**Participant Materials and Toolkit:** In addition to 180-plus pages included in the participant manual, the following is a list of tools that are typically provided in HPL’s Lean Improvement program: Process mapping; Blueprinting; Frequency Diagram; Value Stream Mapping; Brainstorming; Pareto Analysis; Root Cause Analysis; 5S. Charts: trend, run, X Bar and control technique; Trend Chart; Run Chart; X Bar Chart (XR); SIPOC; XY matrix; Measurement Systems Analysis; Kano Analysis; Process Capability Tool; Multivariate Study; Hypothesis Testing; Failure Mode Effect Analysis; Design of Experiments; Control Plan; Multi-voting; and Selection Matrix.

**Level of HPL Instructor and Participant Level:**

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Process Improvement

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Summary:
High Performance Learning’s PRESS for Success Process Improvement training helps managers and employees make key work processes more effective (better able to meet customer needs), efficient (able to meet customer needs at lower cost, and flexible (more responsive to changing customer requirements). HPL’s Process Improvement training programs and consulting services are customized for manufacturing, service, hi-tech, healthcare and government organizations. Participants will learn how to:

- Identify the “right” processes to target for improvement
- Link process improvement efforts to the goals and objectives of the organization, business unit and/or department
- Apply appropriate tactics for initiating, coordinating and supporting process improvement activities
- Create a system for measuring, tracking, and reviewing improvement activities

Who Should Attend:
Managers, supervisors and employees at all levels of your organization.

Structure:
PRESS for Success consulting services and training program materials include a participant/team manual and senior level consulting. HPL’s widely acclaimed process improvement methodology includes the following five-phase process improvement blueprint which can be used to analyze all work processes:

- Prioritize and identify process improvement opportunities.
- Reach agreement with the key customers and suppliers of the process.
- Establish agreed-upon requirements and evaluate your work.
- Start improvement opportunities and analyze the performance gaps.
- Show improvement results - develop, pilot, and implement process improvements. Then measure and monitor new process improvements.

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Quality Awareness

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Summary:
HPL’s Quality Awareness programs and services will help to prepare people in all functions and at all levels of your organization to become effective participants in continuous improvement. Specifically, this proven Quality Awareness program:

- Teaches the fundamental principles and concepts of continuous improvement
- Helps managers, supervisors and employees understand their roles in meeting customer requirements and expectations
- Introduces customer-based criteria for measuring the quality of work
- Prepares everyone to reduce the cost of quality
- Provides the tools needed to improve work processes and break down functional barriers
- Shows managers how to develop their own continuous improvement implementation plans

Who Should Attend:
Managers, supervisors and employees at all levels of your organization.

Structure:
There are four key learning modules for managers and employees, as well as a special Implementation module for managers. The four modules are:

- **Module 1: The Meaning of Quality** - introduces the essential Quality Improvement concepts and describes the five pillars of a quality organization: customer focus, total involvement, measurement, systematic support, and continuous improvement.
- **Module 2: The Cost of Quality** - helps employees grasp the true cost of not doing quality work, differentiate between necessary and avoidable costs, estimate the cost of quality for their own work, and plan how they will reduce and eliminate their avoidable costs of quality.
- **Module 3: You and Your Customer** - prepares employees to use three simple questions to build positive working relationships with their own customers and suppliers, and to use the PRIDE elements (Product/service, Relationship, Integrity, Delivery, Expense) to guide their customer-supplier interactions.
• **Module 4: Continuous Improvement** - teaches employees how to use contingency diagrams to anticipate and prevent quality problems and how to use the “why technique” to get at the preventable root causes of recurrent problems.

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### Team Problem Solving

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**Summary:**
Team Problem Solving helps your organization meet two vital needs: utilizing team problem solving skills and creating the right team structure for problem solving. This workshop prepares your people to build quality into daily work within their own function or department and across functions throughout your organization. Team Problem Solving teaches your people how to apply more than 20 tested and proven problem solving and process improvement tools to reduce cycle time, solve and prevent quality problems and increase customer satisfaction.

**Who Should Attend:**
Managers, supervisors and employees at all levels of your organization.

**Workshop Objectives:**
Managers and team leaders will learn how to drive and support team problem solving and continuous process improvement, so they can:
- Form and focus teams on high priority improvement opportunities
- Make team meetings and activities highly productive
- Track the progress of teams as they proceed through the problem solving process
- Recognize team achievement and document the impact of continuous improvement activities
- Use what they have learned to replicate quality advances in all parts of your organization

**Structure:**
The following is a summary of the four phases to the Team Problem Solving Process:

- **Phase One:** Focus on a Project/Problem to be solved
  - Generate a List of Problems/Projects
  - Process Select One Problem/Project
  - Verify and Define the Problem/Project

- **Phase Two:** Analyze the root cause of the Project/Problem
  - Decide What You Need To Know
  - Collect Data – Baselines and Patterns
  - Determine the Most Influential Factors

- **Phase Three:** Develop possible solutions to the Project/Problem
  - Generate List of Promising Solutions
- Select One Solution
- Develop an Implementation Plan

- **Phase Four: Execute, implement and monitor the best solution**
  - Gain Commitment
  - Execute the Plan
  - Monitor the Impact

**Included in this workshop are 23 Tools/References:** Action Plans; Basic Descriptive Charts; Brainstorming; Building Individual Support; Checklists; Check Sheets; Cost-Benefit Analysis; Data Gathering Plans; Fishbone Diagrams; Flowcharts; Force-Field Analysis; Impact Analysis Tool; Innovation Transfer; Measuring and Monitoring; Multi-Voting; Pareto Analysis; Presentations; Problem Statements; Sampling; Selection Grids; Specifications and Control Limits; Standard Operating Procedures; and Surveys.

**Level of HPL Instructor and Participant Level:**

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### Effective Communications

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**Summary:**
Motivating conversations are generally characterized by two kinds of needs: the *practical* need to reach a productive, logical outcome, and *individual* needs, such as being understood and involved. Addressing both kinds of needs helps ensure a successful outcome. The HPL Effective Communications Process includes two components in this one-day training program.

**Who Should Attend:**
Managers and employees who need to improve their interpersonal communication skills.

**Workshop Objectives:**
Participants will enhance their knowledge of how to motivate others through effective communication. They will be introduced to skills and techniques to apply on the job as well as in individual life.
- Examine the importance of effective communication and its role in gaining cooperation and helping others succeed
- Balance seeking and telling
- Understand how to personalize your interactions, using the Framework and Interpersonal Skills
- Enhance your ability to provide positive reinforcement
- Through a case study, learn how to apply the skills

**Structure:**
- **Module 1:** The Framework provides the steps for a conversation or discussion. It satisfies people’s practical needs by ensuring that the conversation achieves its purpose and that those involved are clear about next steps.
  - FOCUS by identifying the opportunity or problem
  - ADDRESS details and concerns (emotions) about the situation
  - DEFINE needs and ideas for accomplishing the goal
  - EVALUATE the best ideas and develop and action plan
- **Module 2:** Interpersonal Skills helps you address the individual needs related to the discussion. For example, expressing confidence in a person’s ability to carry out a plan makes him or her feel valued. You can insert the interpersonal skills to support the framework whenever it seems appropriate during a discussion.
The skills are essential ingredients in good communication and foster a climate that encourages people to participate and be accountable. The Interpersonal Skills are: *Show Respect, Empathize, Seek Input, Give Helpful Feedback, and Offer Support.* These skills are expanded upon in individual modules within this program.

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Collaborative Conflict Resolution

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**Summary:**
Collaborative Conflict Resolution presents a context for understanding the value of conflict. It provides insight into one’s own preferred Conflict Style and the implications it has in conflict situations, as well as addressing how to work with others’ styles effectively.

**Who Should Attend:**
Collaborative Conflict Resolution is a highly interactive and engaging one-day workshop designed for all levels in the organization.

**Workshop Objectives:**
Participants learn the value of conflict and are equipped with the skills to manage their own conflict situations constructively. Included are a Conflict Styles Assessment, skills for managing emotions and a skill practice using proven steps for resolving conflict collaboratively. A follow-up day of review, practice, reinforcement and extended skill building is also available.

**Structure:**
The four modules in this workshop are:
1. **Introduction to Collaborative Conflict Resolution:** Participants gain a clear understanding of the value or positive outcomes of conflict, along with its potential negative consequences if left unattended.
2. **Conflict Styles:** Introduces the concept of conflict styles; a person’s preferred way of dealing with the conflict situations. Participants take a self-administered assessment that reveals their dominant and less preferred conflict styles. The five conflict styles are discussed and evaluated for their positive and negative aspects in various conflict situations. Practical tips for dealing with other conflict styles are provided.
3. **Creating Collaborative Conflict Resolution:** Participants learn the value of finding solutions to conflict which fully satisfy the concerns of both parties. They learn and experience the role of emotions and self-management during conflict. They discover a protocol of communication ground rules that facilitate Collaborative Conflict Resolution, and a process within which to apply them.
4. **Skill Practice/Role Play:** Participants identify a real conflict situation they want to work on. They partner with two participants and take turns applying the tools and
steps of Collaborative Conflict Resolution in respective role plays, giving and receiving feedback.

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Managing Difficult Conversations

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**Summary:**
With organizations scrambling to adapt to a changing economy, managers need to be able to hold skillful, timely, difficult conversations. For daily work to proceed with minimal disruptions, and maximum input from all of its stakeholders, the capacity and skills for managing difficult conversations has become a key competency. Whether delivering difficult news, giving tough performance feedback, or changing policies, the reticence most managers feel about having difficult conversations with employees is common. We named this reluctance “the avoidance syndrome.” It causes frustration and low morale, poorly made decisions, stalled projects and loss of motivation. Unlike many communication skills training courses, this workshop facilitates learning how to work with the wide range of emotions that people experience while having difficult conversations. Managing Difficult Conversations can be especially helpful in facilitating major organizational changes and/or the rollout of new processes, providing managers with a specific framework for having these challenging conversations. Case studies can be easily customized to your organization’s specific situation.

**Who Should Attend:**
Managers and other professionals who are faced with discussing difficult issues on a regular basis.

**Structure:**
Managers and team leads will spend a half-day learning how to create a rational framework for dealing with emotions that often feel irrational and difficult to work with. In addition, participants will practice a 5-Step Model for moving through difficult conversations:
- Step 1: Identify the Problem
- Step 2: Analyze the Problem’s Severity
- Step 3: Discuss the Problem with the Employee
- Step 4: Document the Discussion
- Step 5: Monitor the Results and Follow-up

**Level of HPL Instructor and Participant Level:**

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### Team Building

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**Summary:**
The focus of this one-day training is on the challenges of building effective teams for increased performance. This training calls to attention the methods and techniques each participant can use to be more effective whenever a group of people are working together to solve problems, share information, and make the best decisions possible. Understanding the issues related to group dynamics is a key part of the discussion in this program. Participants will learn how to handle difficult situations related to working with individuals and teams, and how to structure, participate and/or conduct an effective team meeting. The participant’s experience is driven by a self-assessment for working with individuals and/or teams that has its foundation in organizational and behavioral theory. A detailed discussion of conflicts that can hamper a team’s performance is applied to addressing and resolving individual and team conflicts in a positive and constructive manner. Unresolved conflict(s) can easily become the “Achilles heel” of any team that is trying to create a high performance, results focused, team based culture.

**Who Should Attend:**
Managers, Supervisors, Team Leaders, Employees and in-tact Teams

**Workshop Objectives:**
HPL’s team building workshop, *Building Effective Teams* enables program participants to:
- Create and manage a team effectively
- Establish team values around ground rules
- Effectively communicate with one another
- Establish team roles and responsibilities
- Describe the stages of team development
- Describe how team dynamics impact overall team performance
- Maximize team dynamics
- Assess team functions and performance
- Recognize contributions made by a diverse team and promote inclusiveness
- Utilize team troubleshooting techniques

**Structure:**
This program includes the following team and individual experiential learning activities: a self-assessment that assesses participants’ preferred work style(s); group
work and role plays on: understanding group dynamics, balancing team roles and accountability, structuring a team meeting and handling problems and identifying solutions that all team members can “buy into.” The following are the course modules for this 1-day workshop:

- **Introduction:** What is Team Leadership
- **Questionnaire:** Your Team Leadership Style
- **Presentation:** The Effective Team Leadership Model
- **Exercise:** Assessing Independence Levels
- **Presentation:** Effectively Using the Four Team Leadership Styles
- **Minicases:** Selecting Appropriate Leadership Styles
- **Exercise:** Creating a Team Vision
- **Worksheet:** Aligning Priorities and Expectations
- **Presentation:** Communicating Your Vision
- **Presentation:** Understanding Group Dynamics
- **Discussion:** Exploring Group Dynamics
- **Minicases:** Understanding Group Dynamics
- **Individual Worksheet:** Lost at Sea
- **Group Worksheet:** Lost at Sea
- **Reference Guide:** Structuring a Team Meeting
- **Presentation:** Team Meeting Tools
- **Exercise:** Handling Team Problem Situations
- **Reference:** Strategies for Using Leadership Styles
- **Worksheet:** Strategies for Using Team Leadership Styles
- **Application:** Leading Individuals and Teams

**Level of HPL Instructor and Participant Level:**

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Influencing for Positive Results

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**Summary:**
This workshop helps managers and employees at all levels in your organization who find they must positively influence a person or group they have no authority over. The influencing approach and techniques in this workshop are not manipulative, but done in an open, honest way, for the mutual benefit of all concerned.

**Who Should Attend:**
Managers and employees at all levels of your organization.

**Workshop Objectives:**
By the end of this 1-day workshop, participants will be prepared to:
- Positively influence a person or group they have no influence over
- Confidently build relationships, networks and alliances
- Utilize the five step process for influencing
- Influence difficult, stubborn or negative people

**Structure:**
This one-day workshop consists of the following three modules:
1. **Roadblocks to Influencing Others:** The workshop commences by having participants tap into the barriers that get in the way of influencing others, such as poor relationships, functional and hierarchical differences, etc. An exercise on building relationship networks and alliances is introduced.
2. **The Influencing Process:** This section introduces participants to a five-step process for positively influencing others that includes:
   - Clarifying what each participant needs from the other(s)
   - Aligning those needs with business goals
   - Understanding the world of the individual or group they need to influence (including the cultural and political climate)
   - Assessing the talents, skills and resources the participant has to offer others
   - Determining an appropriate influencing strategy to employ (three types of trade strategies and two types of negotiation strategies are taught and practiced)

Various experiential exercises, practical activities, and role-playing focus on the application of each step and influencing strategy to an actual person or group the participant needs to influence back on the job.
3. **Influencing Difficult People:** Even the best efforts to influence don’t always work, and this section focuses on how to influence stubborn, negative or difficult people. A tip sheet on influencing difficult people becomes the foundation for discussion and group problem-solving. The workshop concludes with individual Action Planning to insure success back on the job.

**Level of HPL Instructor and Participant Level:**

**Executive Level Consultant:** Conducted by Executive Level HPL Consultant and intended for participants who are in executive level management positions and/or those that strive for executive level management positions.

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Mastering Presentations

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Summary:
This 2-day workshop provides a framework for creating and delivering successful presentations, be it a large public or in-house presentation to many people or a small presentation to a team of employees.

Who Should Attend:
All managers and employees who are responsible for planning and conducting in-house and/or external presentations.

Workshop Objectives:
By the end of this 2-day workshop, participants will be prepared to:
- Prepare and plan a presentation using HPL’s Presentation Organizer
- Create and utilize delivery notes and visual aids
- Deliver an effective presentation that is geared towards a specific audience
- Handle Q&A efficiently and knowledgeably

Structure:
The structure and content of the workshop can easily be adapted, depending upon the needs of the participants and expanded to include additional practice and private coaching. The class is very interactive with discussion, exercises, brainstorming, video examples and practice. We ask that participants bring to class an actual presentation, with visual aids, that they will work on and fine-tune during the program; over the course of the two days, there will be multiple chances for all participants to present portions of their presentations and receive feedback from the group and instructor.

1. Introduction to Presentation Skills
   Participants participate in a short, interactive exercise that leads to a discussion of five presentation cardinal rules, followed by a brief discussion on how to manage fear and use it to your advantage. Participants then do a self-assessment to identify their individual presentation style and learn how to use this information to enhance their presentations.

2. Planning and Preparation
   Participants are introduced to the steps necessary for planning and developing an effective presentation, addressing such issues as setting clear objectives, doing a thorough audience analysis (including how to identify the leaders, experts, supporters and doubters in a group), developing an effective opening, body and
close to a presentation, designing effective transition statements, framing key concepts, employing strategies for grabbing and holding an audience’s attention, and tips for delivering a successful team presentation. Participants work with a three-page Presentation Organizer to re-work and fine-tune an existing upcoming presentation and have the opportunity to deliver a presentation in class and receive feedback from participants and the facilitator.

3. Delivery Notes
A brief discussion, with samples, of different types of delivery notes and strategies for making notes user friendly, not distracting to the audience, and keeping the presenter on track.

4. Delivery Skills
Addresses the skills necessary to successfully deliver (“sell”) the presentation to the audience. Issues such as body language, gestures, facial expressions, voice variation, giving up and re-gaining control in a group, language choice, and reducing personal “tics” are explored. We look at these in relationship to standing, seated and podium.

5. Visual Aids
How do you select the right type of visual aid for a given presentation and how do you develop and deliver it effectively. There are development and delivery tips for every type of visual aid including handouts, PowerPoint, models, films, demo’s, etc. Participants then have a second opportunity to deliver a presentation in class, their opening and one key point in the body of their presentation. It would include visual aids and the use of notes and the delivery skills just covered. Once again they would receive feedback from class participants and the facilitator.

6. Handling Questions and Challenges
Explores how to prepare for the Q&A section of a presentation, a look at the pros and cons of allowing questions during the presentation as opposed to waiting until the end, brainstorming ways to handle tough questioners, gaining time if you can’t think of an answer immediately, and strategies for handling challenging situations during a presentation (e.g., if the audience seems confused or distracted). Participants would then be challenged, in a round-robin type format, to handle tough questions about their presentation that their classmates throw at them.

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Emotional Intelligence

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Summary:
Managers and employees are routinely conditioned to leave their “emotions” at home believing that we should base our work solely on our intelligence. Emotions, however, are a fundamental part of who we are and how we function, on both a personal and professional level. HPL’s Emotional Intelligence workshop helps participants to view emotions in a different way.

Who Should Attend:
Managers and employees who are seeking new skills to increase their emotional intelligence competencies.

Workshop Objectives:
As the title suggest, emotions are viewed as a form of intelligence, one that can become a source of collaboration, improved productivity and increased effectiveness. This one-day workshop will help managers and employees to “increase their emotional intelligence competencies.”

Structure:
This one-day workshop consists of 6 modules and contains a variety of discussions, experiential learning activities and self-assessment.

1. Introduction
   - Emotional Intelligence Self-Assessment
   - Emotional Intelligence: The Five Competencies

2. Competency #1: Self-Awareness
   - What is Self-Awareness?
   - Distinguish Feelings from Thoughts
   - Exercise: Name that Feeling
   - Vocabulary of Feelings
   - Exercise: Job-Related Feelings

3. Competency #2: Self-Regulation
   - What is Self-Regulation?
   - Overcoming Negative Self-Talk
   - Emotional Triggers

4. Competency #3: Self-Motivation
   - What is Self-Motivation?
   - Plan on Changing Direction
• Identify Your Strengths
• Sample Talents, Abilities, and Skills
• Overcoming Obstacles and Setbacks

5. **Competency #4: Empathy**
   • What is Empathy?
   • Exercise: “Magic If”
   • Responding With Empathy
   • Exercise: In Someone Else’s Shoes
   • “Don’t Just do Something, Stand There”

6. **Competency #5: Effective Relationships**
   • Building Effective Relationship
   • Communication Considerations
   • Communicating Reasons and Requests
   • Negotiating Conflict Resolution
   • Exercise: Conflict Resolutions
   • Influencing Others

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**Innovating for Results**

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**Summary:**
Surviving in today’s highly competitive business environment requires organizations to depart from conventional thinking and create a culture of continuous innovation that focuses on *results*. To do this, leaders must challenge conservative business thinking, instill a mindset of change and innovation, and provide employees with skillsets and toolsets that work effectively – every time. *Innovating for Results™* (IFR) is a high energy program designed to help individuals and organizations move from idea to delivery.

**Who Should Attend:**
Managers and Supervisors

**Workshop Objectives:**
IFR is a wildly creative, and highly interactive program that teaches participants to solve real problems in innovative and positive ways. Based on more than 20 years of research on innovation, IFR participants learn how to:
- Practice the methods of the most innovative companies and individuals: Prototype, Iteration, Transformation via Simplicity
- Collaborate with both experts and novices to develop solutions that work
- Anticipate the barriers and obstacles they will face, as well as ways to circumvent them
- Gather the human, financial and/or material resources needed to increase the likelihood of success
- Apply IFR skills and tools to their own real problem or opportunity

Most importantly, participants leave the IFR workshop armed with a personalized plan to generate real results.

**Structure:**
This two-day workshop consists contains a variety of discussions, experiential learning activities, self-assessments, and real world applications.
- **Unit 1: Why Innovating for Results™?** This unit introduces participants to the concept of and need for Innovating for Results™. It presents the three primary Mindsets displayed by innovative thinkers, and helps participants assess the extent to which they are comfortable with and currently using these Mindsets.
- **Unit 2: Partner with Change:** This unit explores what it means to tolerate ambiguity. It introduces the Partner with Change Mindset and provides participants
with an opportunity to practice three skills for Partnering With Change. These skills are:

- Follow the “Surfers Rules” (in order to master Change).
- Plan on changing your plans (if you want to reach or exceed your goals).
- Stoke new ideas (if you want to stay ahead of the game).

Participants also discover the damage that “Firehosing” can do as a major barrier to Partnering With Change, and discuss ways to minimize its use, in organizations and personally.

- **Unit 3: Invent the Solution:** This unit explores what it means to take independent action. It introduces Invent the Solution as the second Innovating For Results™ Mindset and gives participants the opportunity to practice three skills to Invent the Solution. These skills are:
  - Thinking like a beginner
  - Looking for exceptions
  - Messing with success

Participants also discover how Sacred Cows present a major barrier to Inventing the Solution and learn that they must challenge the assumptions behind sacred cows.

- **Unit 4: Take Smart Risks:** This unit explores how confidence, influence, knowing your facts and overcoming obstacles are essential to realizing innovation in the workplace that truly gets results. It introduces the Innovating For Results™ mindset of Taking Risks, (Not Chances) and allows participants to explore the three skills for Taking Risks, (Not Chances). These are:
  - Leveraging Your Strengths
  - Doing Your Homework
  - Selling Your Solution

The barrier of “Fear” presents a major personal obstacle to Take Risks (Not Chances). Several unconventional ways to rid oneself of “Fear” are examined.

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Change Management

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**Summary:**
Change Management enables individuals and teams to learn new skills that will help them to thrive during times of continuous and rapid change. This workshop provides an excellent introduction for employees and managers who are working in organizations that are undergoing changes of all types and magnitudes. Change Management teaches the specific skills and techniques to help individuals move steadily through the five stages of the change process.

**Who Should Attend:**
Employees and managers working in organizations undergoing both small and large change(s) should attend this one-day workshop. HPL recommends that managers attend this course separately from employees as we will work with managers on how to lead during times of change.

**Workshop Objectives:**
Change Management builds on an appreciation of the context and process of change. Upon completion of this workshop, the participants will be able to:
- Understand the five stages of change
- Understand the impact change on you and others
- Apply a variety of strategies to move yourself and others through the stages of change
- Develop a Change Map

**Structure:**
- *Overview:* The Change Challenge
- *Introduction:* Personal Change Experiences
- *Multi-Media:* ‘It’s All How You Look at It’
- *Guidelines:* Starting Off on the Right Foot
- *Self-Assessment:* Managing Change
- *Self-Assessment:* Questionnaire
- *Worksheet:* Scoring Your Self-Assessment
- *Presentation:* From Freeze to Thrive in Five
- *Reference:* The Five Stages of Transition
- *Activity:* Successful Change—Key Strategies
- *Explore and Thrive:* Successful Change Strategies
• **Worksheet**: Force-Field Analysis
• **Case**: Leading Change
• **Presentation**: Tools of Engagement
• **Tool Guide**: Brainstorming
• **Tool Guide**: Decision Grid
• **Worksheet**: Decision Grid
• **Tool Guide**: Force-Field Analysis
• **Worksheet**: Force-Field Analysis
• **Tool Guide**: Action Plan
• **Worksheet**: Action Plan
• **Presentation**: Mapping Your Change
• **Presentation**: Mapping the Future
• **Example**: Change Map
• **Worksheet**: Your Change Map

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Coaching for Success

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Summary:
This workshop gives your managers the specialized tools and techniques that they need to improve their coaching skills, so that they can help to improve the performance and productivity of their employees, their work team and department, and the organization. Participants will learn to:
- Identify opportunities to coach others
- Balance “seeking and telling”
- Understand how to personalize your coaching, using the Interaction Guidelines and Key Principles
- Enhance your skills in providing positive reinforcement to the people you are coaching
- Build skill in handling challenging coaching decisions and situations

Who Should Attend:
Managers

Workshop Objectives
Applying these coaching concepts and skills will enable participants to:
- Recognize and follow through on opportunities to coach employees in a variety of situations, such as learning new skills, solving problems, making decisions, improving performance, and taking on new responsibilities.
- Prepare for and conduct effective coaching discussions, using newly learned skills and the Discussion Notes form.
- Encourage people to continually achieve success.
- Handle coaching challenges, such as coaching people who lack confidence, are overconfident or resistant to coaching.

Structure:
This one-day workshop contains a variety of discussions, experiential learning activities and real world applications.

  - Self-Assessment: What Would You Do?
  - Definition of Coaching
  - Exercise: Identifying Coaching Opportunities
  - Discussion: The Coaching Process
  - Discussion: The Five Principles of Coaching
Exercise: The Coaching Roadmap
Case Study
Exercise: Coaching Practice
Discussion: How to balance Seeking and Telling
Discussion: Reinforcing Effective Performance
Discussion: Coaching Challenges

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Internal Customer Service

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Summary:
HPL’s Delighting Your Customers prepares your managers, supervisors and employees to gather and analyze customer-focus data they can use to guide daily work and drive continuous process and customer service improvements. This multi-media training program teaches the practical interpersonal skills your people need to improve both internal and external customer relationships. Specifically, Delighting Your Customers workshop helps participants from all functions and levels of your organization to:

- Bring the voice of the customer inside your organization in the form of actionable customer-focus data
- Identify and remove costly organizational barriers to customer satisfaction
- Achieve breakthroughs in customer service to enhance customer loyalty
- Better manage difficult customers

Who Should Attend:
All managers, supervisors and employees involved with the customer service function for your organization.

Structure:
This workshop is divided into five modules, and is available in both a one-day or two-day format:

1. **You and Your Customers:** Defines a customer focus organization as one in which all employees and work processes work as one to delight both your internal and external customers. Participants learn why they must use the “voice of the customer” to drive customer focused improvements and to provide outstanding customer service. A customer-focus audit helps participants assess current customer-focus levels.

2. **Understanding Your Customers:** Participants learn how to identify barriers between themselves and their customers and how to apply the needs evolution technique to translate general customer needs into specific, clearly prioritized customer service standards. Participants also learn how to partner with their colleagues, internal customers and suppliers to enhance customer loyalty.

3. ** Cultivating Customer Delight:** Shows participants that each interaction with a customer offers not one but at least three different opportunities to delight: before, during, and after the delivery of products and services. Participant work in teams to identify and prioritize opportunities to improve their own customer relationships in the before, during, and after phases.
4. **Dealing with Difficult Customers**: Teaches participants how to read the customer’s unstated needs, how to analyze those needs to determine what he or she cares about most, and how to respond in ways that demonstrate a commitment to providing customer delight. This interpersonal skills module provides participants with new skills to better manage difficult customer situations that they may be confronting.

5. **Creating a Customer Focused Culture**: Introduces your managers and supervisors to six key factors needed to sustain total customer focus. Management and supervisory participants use these keys to evaluate the environment for customer focus within their own work groups, create specific customer service standards, and plan how to empower their employees to exceed customer needs.

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