



Advanced Performance Associates, LLC has developed and presented the following classes and workshops regularly for the past ten years. They are always customized to meet a client's specific needs.

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Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<p><b>New! – Available in September, 2007</b></p> <p><b>Managing In Space</b></p>	<p>This course is for leaders whose team members do not work in the same place – they work in different locations yet must function as a team. During this program, leaders learn about different kinds of virtual teams and how the use of technology affects the culture, roles, and competencies of such teams. It is rich with tools to help leaders develop and manage successful virtual teams.</p> <p><b>Pre-work</b> A self-administered assessment is used to focus participants on developing personal learning goals.</p> <p><b>Post-work</b> At the conclusion of the program a follow-up assessment will be administered to measure the effectiveness of the training program.</p>	<ol style="list-style-type: none"> <li>1. Understand the different kinds of virtual teams.</li> <li>2. Identify critical success factors.</li> <li>3. Know roles and competencies critical to successful virtual teams.</li> <li>4. Experience the dynamics of a virtual team.</li> <li>5. Plan to manage the adaptive environment of virtual teams.</li> </ol>	<p>Team leaders, managers, supervisors and project leaders</p>	<p>1 day</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>When To Compete, When To Cooperate</b>	<p>While competition can energize individuals and teams, misdirected competition can seriously impede progress and performance. This highly experiential program helps participants “feel” the energy of healthy competition, the discomfort of misdirected competition, and the satisfying results of cooperation.</p> <p><b>Pre-work</b> A self-administered assessment is used to focus participants on similarities and distinctions between competition and cooperation.</p> <p><b>Post-work</b> To conclude the program, participants will develop a written plan covering how they expect to apply the competition and/or cooperation lessons learned in their own work setting.</p>	<ol style="list-style-type: none"> <li>1. Recognize the difference between healthy and unhealthy competition</li> <li>2. Develop strategies to lead teams to cooperate to advance organizational objectives</li> </ol>	Team leaders, project managers, senior managers.	1 to 2 days depending on client need



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Playing Well With Others</b>	<p>People who are able to recognize certain behavioral patterns in others – and themselves – are better able to communicate effectively. In this workshop, participants first discover their own patterns. Then, they learn to recognize others' patterns and develop skills to adapt their own behavior to communicate more effectively with others.</p> <p><b>Note</b> A self-administered assessment is used to focus participants on personal behavioral preferences and communication styles they apply when communicating in the work place.</p>	<ol style="list-style-type: none"> <li>1. Understand one's own behavioral preferences</li> <li>2. Recognize behavioral patterns in others.</li> <li>3. Adapt one's style to better accommodate another person</li> <li>4. Develop communication strategies designed to accommodate the preferences of the audience.</li> </ol>		1 day



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<p><b>Core Interpersonal Skills That Effective Leaders Use</b></p> <p>Two versions available:</p> <ul style="list-style-type: none"> <li>• Employee Version</li> <li>• Leader Version</li> </ul>	<p>Through structured experiences, participants gain understanding and appreciation for the communication responsibilities of a leader. Participants learn about the effect their communication style has on their ability to influence the performance of others. They develop communication skills that can help them increase their leadership effectiveness.</p> <p><b>Pre-work</b> A self-administered assessment is used to focus participants on personal learning goals that they apply to communicating in the work place.</p> <p><b>Post-work</b> At the conclusion of the program a follow-up planning exercise will be conducted to help participants focus the lessons they learned and plan how to put those new skills and ideas to work.</p>	<ol style="list-style-type: none"> <li>1. Deal with the challenges of leadership in their workplace.</li> <li>2. Develop confidence using new interpersonal skills.</li> <li>3. Use a model for increasing effectiveness in dealing with others.</li> <li>4. Demonstrate behaviors that will serve as a model for others.</li> </ol>	<p>Employees in leadership roles such as managers, supervisors, project or team leaders</p>	<p>1 or 2 days depending on client need</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<p><b>Advanced Leadership</b></p>	<p>In this program, leaders explore the strategic development of the workgroup as a team. Participants learn about the most current leadership thinking, how diversity affects the work place and how to develop and share a compelling vision for success.</p> <p><b>Pre-work</b> A self-administered assessment is used to focus participants on developing personal learning goals.</p> <p><b>Post-work</b> At the conclusion of the program a follow-up assessment will be administered to measure the effectiveness of the training program.</p>	<ol style="list-style-type: none"> <li>1. Identify the factors that comprise effective leadership</li> <li>2. Develop a vision for the future that engages employee interest</li> <li>3. Create involvement and obtain the commitment of employees to that vision</li> <li>4. Develop a plan for implementing a leadership vision</li> </ol>	<p>Managers, supervisors and project leaders</p>	<p>1 day</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Coaching For High Performance</b>	<p>People who supervise people need good coaching skills. This highly experiential course teaches the concepts and supports role-play practice of the techniques necessary to become an effective coach for high-performance work teams. Skillful coaching is a powerful tool for supporting and expanding the contributions employees.</p> <p><b>Pre-work</b> A self administered assessment is used to focus participants on developing personal learning goals surrounding the subject of coaching.</p> <p><b>Post-work</b> To help participants retain and use lessons learned, each one will complete a work-sheet describing how they prefer to be coached and how the plan to coach those who report to them. The worksheets will be confidential and remain with the course participant.</p>	<ol style="list-style-type: none"> <li>1. Recognize how individuals and groups respond to different situations</li> <li>2. Recognize what motivates employees</li> <li>3. Put together an action plan to tap into employee motivation</li> <li>4. Use a practical coaching model</li> <li>5. Practice dealing with difficult situations</li> </ol>	<p>Employees who are in key leadership roles such as managers, supervisors, project/team leaders.</p>	<p>1 day</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<p><b>Empowerment And Building Trust</b></p>	<p>Employees want to be empowered, but empowerment is a leadership tactic that is generally misunderstood and therefore misused. In this program, leaders learn what empowerment is, and learn how and when to use it to positively affect job performance and satisfaction.</p> <p><b>Pre-work</b> A self administered assessment is used to focus participants on their concept of empowerment as a way to begin to develop individual learning goals.</p> <p><b>Post-work</b> At the conclusion of the program, participants will be asked to complete a questionnaire about empowerment. The questionnaire is designed to be thought-provoking and to help participants retain key concepts that can be applied in their working relationships.</p>	<ol style="list-style-type: none"> <li>1. Understand that empowerment does not mean losing control</li> <li>2. Use empowerment to develop employee commitment</li> <li>3. Use empowerment to enhance job assignments</li> <li>4. Focus performance energy where it is most needed</li> </ol>	<p>Employees in key leadership roles such as managers, supervisors, project/team leaders</p>	<p>1 day</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<p><b>Managing Change and Transition</b></p>	<p>Within organizations, leaders must guide and direct employees through changes while maintaining, or even improving, productivity. In this program, participants learn to anticipate the effects of change, recognize the ways people respond to change, and plan ways to implement strategies to manage change effectively.</p> <p><b>Pre-work</b> Participants will be asked to think of and write about a change they experienced in their workplace. This short essay will be referred to during the class as a kind of personalized case study.</p> <p><b>Post-work</b> At the conclusion of the program, participants will respond to the question, “Thinking about the change situation I brought to class, what was done well and what might be done better?” This concluding exercise will help participants retain key concepts and see how they can be applied in the work place.</p>	<ol style="list-style-type: none"> <li>1. Understand the leader’s role in times of change</li> <li>2. Develop skills to deal with change and people’s responses to change</li> <li>3. Cope with the personal challenges created by organizational change</li> <li>4. Build the skills needed to sustain peak performance during periods of change</li> </ol>	<p>Supervisors, managers, project team leaders</p>	<p>1 day</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Resolving Conflict</b>	<p>When conflict is not properly managed, it becomes disruptive and detrimental. This program teaches people in leadership roles to recognize situations where they need to intervene to resolve conflict.</p> <p><b>Pre-work</b> A self administered assessment is used to focus participants on developing personal learning goals.</p> <p><b>Post-work</b> At the conclusion of the program a follow-up assessment will be administered to measure the effectiveness of the training program.</p>	<ol style="list-style-type: none"> <li>1. Recognize the danger signs of escalating conflict</li> <li>2. Facilitate conflict resolution using an inter-active model</li> <li>3. Deal with disruptive emotional behavior</li> <li>4. Develop confidence in dealing with difficult situations</li> </ol>	Supervisors, managers, project team leaders	1 day



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Hiring The Best</b>	<p>Effective hiring decisions are made when they are based on an understanding of an individual's technical and personal competencies required for success. Too often interviewers focus solely on technical requirements not on a person's personal and interpersonal competencies. This program teaches interviewers to clarify job requirements, develop questions that will explore an individual's personal experience.</p> <p><b>Pre-work</b> A self administered assessment is used to focus participants on developing personal learning goals.</p> <p><b>Post-work</b> At the conclusion of the program a follow-up assessment will be administered to measure the effectiveness of the training program.</p>	<ol style="list-style-type: none"> <li>1. Profile the technical and personal competencies for a specific job.</li> <li>2. Develop questions that explore a candidate's personal and technical competencies.</li> <li>3. Use a variety of questioning techniques.</li> <li>4. Develop or refine your personal interviewing style</li> </ol>	<p>Employees who have responsibility for interviewing candidates for job openings.</p>	<p>1 day</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Performance Management</b>	<p>Performance planning and evaluation is an important part of the supervisor/employee relationship. Participants learn to use the process of performance management to develop, monitor and evaluate employee performance over time.</p> <p><b>Pre-work</b> A self administered assessment is used to focus participants on developing personal learning goals.</p> <p><b>Post-work</b> At the conclusion of the program a follow-up assessment will be administered to measure the effectiveness of the training program.</p>	<ol style="list-style-type: none"> <li>1. Understand the strengths and pitfalls of the Performance Management process.</li> <li>2. Complete a Performance Appraisal.</li> <li>3. Write performance goals and measurements.</li> <li>4. Reference appropriate performance examples during a performance appraisal.</li> <li>5. Conduct a performance planning discussion</li> </ol>	All leaders who have responsibility for evaluating the performance of employees.	1 day



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Managing the Interpersonal Side of Project Management</b>	<p>There is a growing need for employees who can manage projects effectively while they continue to perform in their existing job functions.</p> <p>Project management requires good organizational skills: a methodical approach to planning, implementing and monitoring multiple activities.</p> <p>But <i>effective</i> project management – particularly for those who have regular job responsibilities as well - also requires the ability to establish strong working relationships with project sponsors, team members and stake-holders.</p> <p>During the life-cycle of any project priorities change, resources may dwindle, schedules slip and expectations lose focus. These realities can strain relationships, confuse issues and create conflict. Strong relationships are paramount to a project’s success.</p>	<ol style="list-style-type: none"> <li>1. Setting and achieving goals that keep you on track</li> <li>2. Reducing risks that may be encountered</li> <li>3. Planning and executing quickly and effectively</li> <li>4. Interacting with people who have varied interests</li> <li>5. Evaluating and correcting the course of the project</li> <li>6. Time management so the project is done on time</li> <li>7. Managing costs efficiently so the budget is met</li> </ol>	<p>Employees in leadership roles such as managers, supervisors, project or team leaders</p>	<p>1 to 2 days depending on client need</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Effective Negotiations</b>	<p>Negotiations based on principles rather than positions are the most effective because they create win-win situations.</p> <p>Participants in this workshop will first learn to determine whether or not to negotiate. If negotiation is the chosen option, participants will be equipped with the knowledge and tools to “be hard on the problem, and easy on the people.”</p>	<ol style="list-style-type: none"> <li>1. Differentiate between "positions" and "interests"</li> <li>2. Use questions to bring out interests</li> <li>3. Use objective standards to reconcile conflicting interests</li> <li>4. Develop a BATNA - Best Alternative To A Negotiated Agreement - and recognize when it makes sense to walk away from negotiation</li> <li>5. Recognize and respond appropriately when the other side uses dirty tricks</li> </ol>	<p>People at any organizational level who must negotiate as part of their job.</p>	<p>2 days</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Problem Solving</b>	<p>This course is designed to bridge the gap between how problems <i>actually</i> get solved and how they <i>should</i> get solved. It's based on what researchers have learned over the past 50 years. It will not tell participants <i>what</i> to decide, but it will show them <i>how</i>.</p> <p>During this workshop, participants will be introduced to a straightforward, proven approach to problem solving, even when complex tradeoffs must be faced. By improving the way problem solving is approached, goals can be achieved, time and money saved, and worry and regret avoided.</p>	<ol style="list-style-type: none"> <li>1. Learn to use six problem solving elements</li> <li>2. Practice using new problem solving or decision-making tools</li> <li>3. Understand psychological traps problem solvers encounter</li> <li>4. Practice on a work-related problem in a team setting</li> <li>5. Learn how to successfully communicate solutions</li> <li>6. Leave with a plan to implement a solution</li> </ol>	People at any organizational level.	1 day



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Managing Multiple Generations</b>	<p>What's age got to do with it? Nothing! But the socialization each of us experienced in our early adulthood – the time when we came of age – has a huge impact on our values and behaviors.</p> <p>This workshop illustrates the differences between generations, providing insights and communications strategies designed to appreciate and capitalize on the characteristics each generation tends to embrace.</p>	<ol style="list-style-type: none"> <li>1. Understand the world view of each generation beginning with WWII</li> <li>2. Understand what tends to motivate people from a given generation</li> <li>3. Learn how to capitalize on the strengths of each generational value system and blend those values in working teams</li> </ol>	<p>Leaders at all levels, working teams, people who are preparing to lead.</p>	<p>½ day</p>



Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Collaborating To Improve Team Performance</b>	<p>In this workshop, participants go through a series of exercises designed to increase knowledge, build skills and gain experience working in a high performance team.</p> <p>On the first day, participants engage in highly interactive experiences to help them learn about building a collaborative team work ethic, recognize what successful teams do to set them apart from others, and learn how to recognize success. They also learn when to compete and when to cooperate in order to succeed in the real world.</p> <p>Day two focuses on action planning so that individual and team growth can continue beyond the workshop.</p> <p><b>Post-work</b> Lessons learned will be reinforced with a written action plan to be implemented when participants return to their jobs.</p>	<ol style="list-style-type: none"> <li>1. Develop team commitment and identify the core competencies needed for team success</li> <li>2. Create an action plan that can be used back on the job</li> <li>3. Build camaraderie within their own team and with other teams</li> <li>4. Succeed in overcoming challenges to the teams' success</li> </ol>	<ul style="list-style-type: none"> <li>• People who want to develop their leadership potential</li> <li>• Team leaders</li> <li>• Managers</li> <li>• Members of existing teams</li> <li>• People who want to be more effective working in teams</li> </ul>	2 days

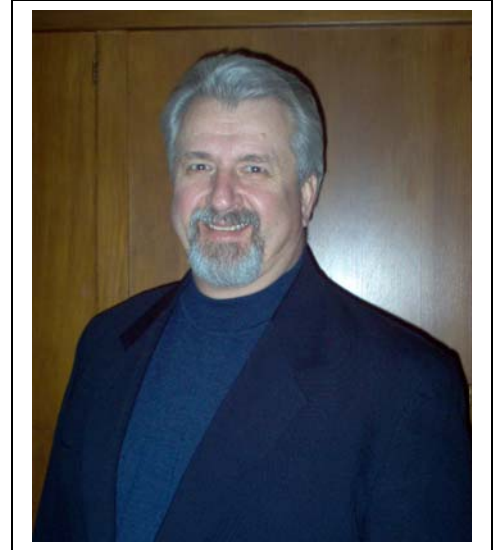


Title	What Is Covered	Learning Outcomes	Who should Attend	Class Length
<b>Art and Science of Group Facilitation</b>	<p>This course is designed to dovetail with companies that use Six-Sigma processes. It develops qualified internal “Team Facilitators” who are then responsible for successfully guiding teams in the refinement and implementation of key strategic initiatives and are prepared to facilitate future process improvement projects as qualified facilitators.</p> <p><b>Post-work</b> Work with coach to complete first contracting meeting with Project Sponsor.</p> <p>Mentoring to prepare for first facilitation event.</p> <p>Co-facilitation of first Six-Sigma event</p>	<ol style="list-style-type: none"> <li>1. Develop understanding of and commitment to the team’s charter</li> <li>2. Manage group processes effectively</li> <li>3. Establish a positive working environment</li> <li>4. Apply problem solving tools within a group setting</li> </ol>	<ul style="list-style-type: none"> <li>• People who have been identified by their company as potential Facilitators.</li> </ul>	<p>2 days</p> <p>Contracting Coaching, approximately 2 hours</p> <p>Mentoring during first facilitation event, approximately 8 hours</p> <p>Co-facilitation of first event, up to 3 days</p>



**Our story began in 1988** when Jim Park established a private management training consulting practice. In the late 1990's, Jim Park and Susan Edwards met while working with a mutual client. They kept in touch, working together from time to time on other corporate projects. In 2005, they formed Advanced Performance Associates, LLC

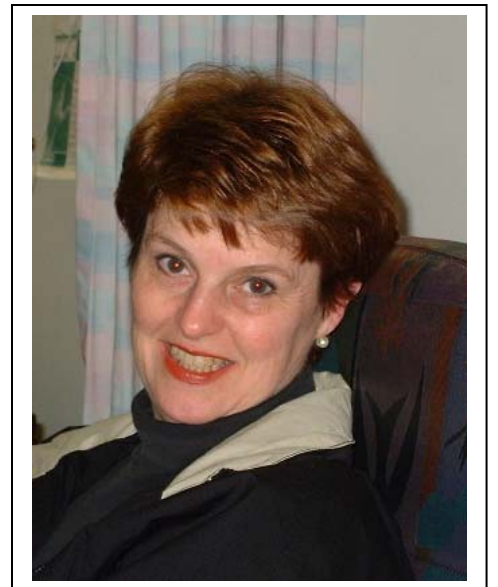
**Jim Park**, principal, has 20 years of experience facilitating, coaching and developing managers. His work helped streamline working teams and refine business processes. Unsurpassed as a teacher and facilitator, Jim has an innate ability to sense whether the participants he works with “get” the concepts he is teaching. If they “look like trout,” as Jim puts it, he skillfully changes his approach - on a dime. It’s a gift, one that ensures that those who attend the learning events he facilitates leave with the knowledge they came for.



Jim believes that experiential learning is best for adults, so the classes and workshops he presents are decidedly hands-on. Participants leave with written actions plans for applying what they have learned to their jobs beginning immediately.

After graduating from the University of Michigan, Jim worked in the broadcasting, non-profit, and manufacturing industries before beginning his consulting practice. He is a strategist with expertise in facilitation, executive coaching, and strategic planning.

**Susan Edwards**, principal, is one of the first in the United States to earn the designation, Certified Professional in Performance Improvement, or CPLP, via the American Society for Training and Development.



Susan has more than ten years experience managing training and development programs in corporate and government settings. Instructional design is her specialty, but she also loves research – finding the latest, greatest ideas and tools to apply to a client’s project.

Before moving into corporate training and development, Susan worked in the public relations field managing media, community and governmental relations for educational entities. She is a communications strategist with expertise in learning design and results measurement.



## **APA's Clients**

**We have clients across the country.** They include large companies in high tech, electric utilities, telephony, government, and non-profit as well as small businesses facing the challenges of rapid growth and increasing success.

Alascom

Anchorage Communication Services

Electro Scientific Industries

Freightliner Corporation

Oregon Public Broadcasting

Pacific Telecom

Pacificorp Electric Operations

LG Electronics MobileComm USA

United States Navy (Civilian Staff)

Ohio Edison

Rochester Gas and Electric

Sequent Computer Systems

State of Oregon

Unigard Insurance

United Telephone

Walker Siltronics

The San Diego Foundation

National Steel and Shipbuilding Co