

YOU. Only Better.™ Sample Curriculae

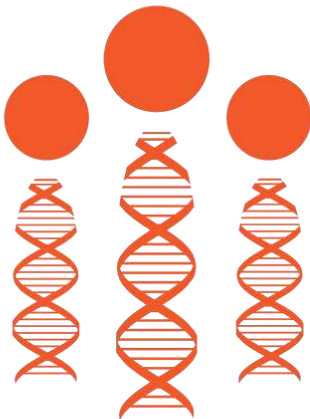


LEADERSHIPcoaching

Sample Curriculae

Coaching / Training / Consulting / Facilitation / Speaking /
Project Management / Process Improvement

2013



YOUNGADULTcoaching

YOU. Only Better.™



LEADERSHIPcoaching

Unleash Your Potential.



ROUNDTABLEcoaching

**Business Success.
Life Significance.**



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About Y.O.B. Curriculum

***** *SAMPLES: CURRICULUM* *****

The following pages showcase some of the content-robust and design-rich curriculum we have been producing for over 20 years.

In all we do, we seek to engage the Head and the Heart (cognitive and affective). We pride ourselves in utilizing best approaches in Adult Learning Principles (ALPS), Visual - Auditory - Kinesthetic Didactic Methods (VAK), and we couple those best-practices with highly experienced motivational coaches, consultants, and speakers.



Conflict Management (Scrabble Method)


Managing Conflict

Ways of SEEING Conflict

Exercise - Opening Clenched Fist

❑ What was the desired outcome?

❑ What has been your initial paradigm of behavior towards your partner? Why did you take that approach?



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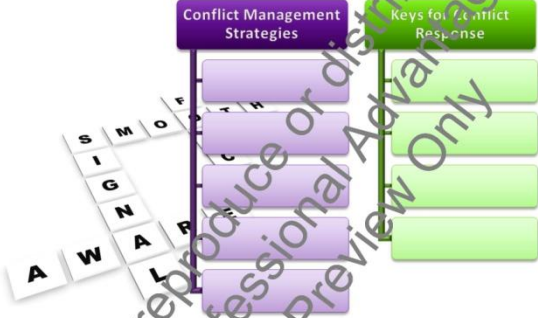
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Conflict Management Strategies

Conflict management strategies are intervention plans that you adopt intentionally.

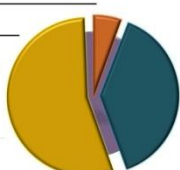
Conflict Management Strategies

Keys for Conflict Response



Communicating Effectively

❑ How can voice tone and body language be used in managing conflict?



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Managing Conflict

STRATEGIES FOR RESPONDING TO CONFLICT

Conflict Prevention

Factors that Deescalate Conflict



Teach and show by example!

Step up to the conflict and take appropriate action!

When is the best time to resolve conflict?



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FLEX Your Leadership Style

Effective Communication Skills

PERSUASIVE BEHAVIORS: OTHER

DiSC at a Glance

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DiSC Strategies Effective Usage

Level 1 - Build Personal Strengths and Relationships

Use Self-awareness and knowledge of DISC to:

- Recognize your Dominant Characteristics and become comfortable with them.
- Recognize your own Potential Liabilities and avoid them.
- Recognize Styles of others and respond to them accordingly, particularly the people that you interact with often.

STRATEGIC COMMUNICATION PRINCIPLE - THE PLATINUM RULE

Do you need to consider another style to increase your success? In what roles or relationships might another style serve you better?

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Behavioral Communication

DiSC Behaviors - ASSETS¹

Behavior	Associated Traits/Behaviors
DOMINANCE	- Decisive - Focused - Sense of Urgency
INFLUENCE	- Fun / Varied - Enthusiasm - Flexible
CAUTIOUSNESS	- Certainty - Accuracy - Rules
LEADINESS	- Implement - Stability - Cooperation

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Public Speaking

Professional Presentation Skills II

Presentations & E.I.

Listening in Sales Not A Switch Flexibility
Technique Feedback Gamc Face

Anxiety Reducers

Kill Cortisol

- Organize
- Visualize
- Practice
- Breathe
- Relax
- Release Tension (morning stretch)
- Move (can't over gesture)
- Eye Contact (one-on-one talk)

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The Professional Series

Presentation Software

Presentation Software (1): Why Use It?

- ✦ Comprehension / Recall
- ✦ Impact
- ✦ Shorten meeting time
- ✦ Enhance speaker credibility
- ✦ OR: the antithesis

Presentation Software (2): Multimedia Types

- ✦ Text
- ✦ Pictures
- ✦ Graphics
- ✦ Sounds
- ✦ Video
- ✦ Other Apps
- ✦ Over Usage

Presentation Software (3): PRESENTER NOTES

- ✦ Print Notes Pages
- ✦ Dual Monitor
- ✦ Regular Manuscript
- ✦ Always Have Hard Copy of Slide Thumbnails

Presentation Software (4): MULTIMEDIA USAGE

- ✦ Practice with room before use
- ✦ Test audio equipment
- ✦ Avoid obstructing view of visual aid
- ✦ When making reference, point it out
- ✦ Keep Plan

Presentation Software (5): MULTIMEDIA SLIDES

- ✦ Only 1 Slide Advance
- ✦ Large Font
- ✦ Dark background
- ✦ Limited Information
- ✦ Bullets not Essays (6 x 6)
- ✦ Slide design continuity

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Rhetoric Strategies

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Change Management

Motivation > Managing Change

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Leading Through Change

Leadership
Barriers to Change
Bugs on a Pot



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Motivation > Managing Change

Learning Journal

What did you learn?

How can you use it?

I will Share With:

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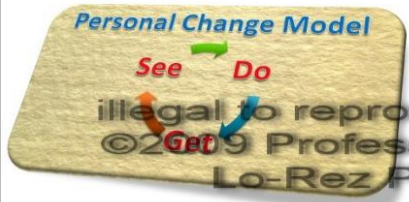
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Motivation > Managing Change


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Personal Change Model




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Reactions to Change & Leadership Responses



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The Eight Steps to Successful Change



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Communication and Delegation

Effective Communication Skills

The Delegation Fallacy

Delegation only works from an organizational perspective if the person actually committing to do the work has resources required to accomplish it.

Essential elements for effective delegation –

- Trust-based Relationships/Culture that allow and encourage push back.
- Resource management practice.
- Delegates/managers must be willing to assist in renegotiation of other commitments if available resources cannot be used.
- Ability to negotiate, communicate, and negotiate essential to work together, push back and negotiation of higher priority commitments.

Your Delegation Effectiveness

You to Others:

1. Identify someone who you can/should delegate to:

2. Describe the level of trust in that relationship:

3. What can you do to improve your delegation effectiveness in that relationship?

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Others to You:

4. Identify someone who can/should delegate to you:

5. Describe the level of trust in that relationship:

6. What can you do to improve your delegation effectiveness in that relationship?

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LISTENING as a Communication Tool

Communicating Effectively

"The single biggest problem in communications is the illusion that it has taken place."
George Bernard Shaw

For communication to take place, the loop of understanding must be completed.

Communication Loop Chart

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Communication Elements Chart

The 5 Levels of Listening:

- Ignoring
- Preselecting
- Selective
- Attending
- Empathic

Effective Communication Methods Table

Type of Communication	Meaning of Message	Direction of Message	Presence / Use of Noise	Continuity of Communication
One-to-One Meetings	✓	✓	✓	✓
Group Meetings	✓	✓	✓	✓
E-mail	✓	✓	✓	✓
Handwriting	✓	✓	✓	✓
Telephone	✓	✓	✓	✓
Videoconferencing	✓	✓	✓	✓

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Effective Communication Skills

The Faithful Translator

What is the role of a translator in the communication process?

Exercise - Acting as a Faithful Translator

Describe a significant situation that you experienced recently, using the language which you are comfortable sharing with others.

The purpose of this exercise is to practice the skill of empathic listening as the faithful translator. Don't be concerned during the exercise about evaluating the overall situation or giving advice. Focus on listening carefully and reflecting only what you have heard from the speaker.

Roles	Dialogue 1	Dialogue 2	Dialogue 3
Person A -	Speaker	Faithful Translator	Listener
Person B -	Faithful Translator	Listener	Speaker
Person C -	Listener	Speaker	Faithful Translator

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Creative Problem Solving (EINSTEIN Method)

Lesson 1: INTRODUCTION

The E.I.N.S.T.E.I.N. Problem Solving Method

E I N S T E I N

- E - _____ the Problem
- I - _____ Potential Solutions
- N - _____ the Focus
- S - _____ the Problem
- T - _____ the Solution
- E - _____ the Result
- I - _____ the Solution
- N - _____ & Celebrate

The significant problems we face cannot be solved at the same level of thinking we were at when we created them.
- Albert Einstein

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Lesson 1: INVESTIGATE THE PROBLEM

Root Cause Analysis (RCA) Process Description

- Ask why and identify the causal relationships associated with the defined problem.
- Identify which causes if removed or changed will prevent recurrence.
- Identify effective solutions that prevent recurrence, are within your control, meet your goals and objectives and do not cause other problems.

Example RCA Method - Ask 5 Whys

The following example demonstrates the basic process:

Why car will NOT start (the problem)

- Why? - The battery is dead. (first why)
- Why? - The battery is old. (second why)
- Why? - The alternator belt has broken. (third why)
- Why? - The alternator belt was well beyond its useful service life and has never been replaced. (fourth why)
- Why? - I have not been maintaining my car according to the recommended service schedule. (fifth why, root cause)

Cause and Effect Diagram⁴

A visual representation of the causes of an event or situation.

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Lesson 2: DEFINE THE PROBLEM

Activity: Putting the Puzzle Together

What did you learn?

Diverge:
Review the challenge or opportunity from as many perspectives as possible.

Converge:
Combine and clarify the perspectives into a statement that best identifies the issue you want to work on.

Methods for Evaluating Problems

- Observation
- Gathering
- Interviews
- Judgement
- Analysis
- Visual Methods
 - Cause and Effect Diagrams
 - Mind Mapping

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Lesson 2: INVESTIGATE POTENTIAL SOLUTIONS

Problem Solving Step 2 - Investigate Potential Solutions

E I N S T E I N

Imagination is more important than knowledge.

Goal of Step 2:
Develop as many potential problem solutions as possible.

Methods to Generate Potential Solutions

- Past History
- Experience
- Information Sources (Internet, literature search)
- Ask the "Expert" (Interview)
- Brainstorming
- Mind Mapping

Figure 4: Potential Solutions Method.


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Effective Meetings (CANVAS Model)

Lesson 1: Meetings as a Management Tool

The **C.A.N.V.A.S.** Method of Effective Meetings



C (Purpose & Scope)
A (People & Logistics)
N (Agenda & Discussion)
V (Time, Pace, & Destination)
A (Expectation & Execution)
S (Alignment, Coordination, Harmony)

Compare the basics of Effective Management to Effective Meeting Facilitation:

Substitute the larger concept of "Managing" for "Meeting" in the Effective Meetings method. Your effectiveness as a meeting leader may reflect your team and organization management/leadership effectiveness as well.

If you do Meetings Well... You will Manage Well...

Plan
(Clarity & Attendees)

Execute
(Navigation & Velocity)

Follow-Up
(Accountability & Synchronization)

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Sample(s): Formal/Informal Agenda Templates

AGENDA: University At Buffalo

BOARD OF DIRECTORS AND FOUNDATION BOARD

Agenda 27, 2009
7:00 a.m.

12th President's Board Room

- Opening
- Approval of Minutes
- Approval of Resolutions
- Approval of Reports
- Standing Committee Reports & Recommendations
- Approval of Dr. Egan
- Approval of Dr. Cooper
- Approval of Dr. Pridemore
- President's Report
- Long Range Planning Dr. Zlate
- Personal Dr. Egan Luncheon
- Thanking Dr. Egan

OLD BUSINESS
NEW BUSINESS
ADJOURNMENT

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Invite Participants and Set Expectations

Consider and Include in Invitation:

- Agenda
- Goals
- Time
- Location
- Meeting Work

Consider and Address:

- Logistics
- Relationships
- Dynamics
- Method
- Meeting

Activity: Case Study - Build Agenda / Invite Participants

Jake and his lead designer Tom were discussing their plan to move ahead on the design and installation of the new telephone system, a major component of the Communication Systems Upgrade Project. Jake's team had been assigned the responsibility to write the performance specification and monitor the work of a contractor. Susan Carlson had called Jake to tell him that a contract had been signed with Conder Telephone Services for the new telephone installation system. She stressed the high visibility of the telephone system installation. She was also quick to offer her support in getting the installation vendor off to a good start.

Jake and Tom had just finished a telephone call with Ian Douglas, the Conder project manager to discuss the next steps for starting the contract. They had agreed that a contract kick off meeting would be tentatively scheduled at the Acme banking division office on August 1, 2009.

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Lesson 1: Meetings as a Management Tool

Activity: Learning Log

What did you learn?


Why is it important?

How can you use it?

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Lesson 2 - PLANNING the Meeting

Meetings Step 1 - Clarity



Clarity
(Purpose & Scope)

"The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark."

- Michelangelo

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Energizing and Motivating Employees

Motivation Managing Change

MOTIVATION

Defining Motivation

Motivation is an emotional state that results from a feeling, need or desire that provokes an action or behavior. There are two forms of motivation:

Intrinsic
A drive from within that prompts or incites an action.

- Commitment
- Loyalty
- Greed
- Competition
- Desire to feel good about achievements and contributions
- Personal interest
- Need for challenge or excitement

Extrinsic
An outside force or circumstance that leads people to attempt to satisfy their important needs.

- Recognition and Praise
- Money – Salary, bonuses
- Physical rewards – Plaques, certificates
- Promotions
- Job Assignments
- Environment
- Team or organization culture

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Motivation is internal – a psychological itch that needs to be scratched.
Motivation is a two way street. If you have an opportunity to be a leader, your influence can be positive or negative. If people are looking to you for leadership, your attitudes and behavior will influence them in one direction or another.
Your job as a supervisor is to create an environment and opportunities where your staff can motivate themselves.

Personal & Inter-Personal Motivation

Intrinsic	Personal Satisfaction	Inter-personal Social Interaction
Extrinsic	Personal Rewards	Public Interaction

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Motivation Managing Change

Two Levels of Focus for Goals

Two Levels of Focus for Goals:

1. Long Term Performance Goals
2. Short Term Execution Goals

Goals Confidence Assessment

After goals are developed, ask:

	Confidence Assessment											
	Very Low	1	2	3	4	5	6	7	8	9	10	Very High
How confident are you in this plan?												
How confident are you in your ability to perform this plan?												
Rate your overall chance of success.												

If confidence is not strong, ask:

- What makes you believe that about your chances for success?
- What evidence do you have for that belief?
- What new beliefs or resources would increase your confidence?
- How can you put these beliefs or resources into place?

We must give our critical brains some evidence to believe in our success.

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Elements of Effective Performance Agreements:

Evaluating Performance

- Useful performance measures:
- Use of time
- Quantity and quality of work
- Results accomplished
- Stakeholder Satisfaction
- Meeting deadlines
- Meeting budgets

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Motivation Managing Change

The One Minute Management Style

The One Minute Manager

Essential Elements of Commitment and Good Morale

People who get good ideas themselves produce good results.
People who produce good results feel good about themselves.
People who feel good about themselves produce good results.

Three Secrets of One Minute Management

1" 1" 1"

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One Minute Management Defined

One Minute Goals

One Minute Goal Process

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

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Facilitating for Outcomes

Effective Communication Skills

Facilitation Skills

DO	DON'T
Position your body so you face the majority of the people.	Talk to your notes or visual aids.
Continually scan the group with your eyes.	Turn your back to part of the group.
Walk toward people.	Stare at individuals.
Smile at individuals.	Avoid eye contact or scan the group too infrequently or too rapidly.
Not affirmatively.	Distance yourself from the people.
Use natural gestures and facial expressions when you talk.	Stand in fixed positions.
Look at people while they are talking.	Shuffle papers or look at your watch while people are talking to you.

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Behaviors	Possible Feelings
Smiling Nodding affirmatively Leaning forward Eye contact	Enthusiasm/ Understanding
Yawning Vacant stare Shuffling feet Leaning back in chair Looking at clock	Boredom
Frowning Scratching head Pursing lips Vacant stare	Confusion

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Managing Disruptive Behaviors

The Monopolizer

The Monopolizer asks a multitude of questions relevant only to him or her, asks a multitude of stories, shows off his or her extensive knowledge or anything else that comes to mind in order to be the center of attention.

Strategies for dealing with the Monopolizer:

- Make general statements leading back to others: "Remember, we want everyone to have the opportunity to ask questions when necessary."
- Summarize and shift the focus: "Thank you for sharing your idea, the next topic we will be discussing..."
- Use non-verbal behavior: eye contact, nodding, smiling, and leaning forward to encourage the monopolizer to stop, and to indicate that you are listening to the rest of the class.

The Criticizer

The Criticizer may complain about issues such as the presence of other participants in the class.

Strategies for dealing with the Criticizer:

- Focus on the positive participant(s) - provide opportunities for students who appear positive about the classroom experience to contribute their comments. This can help to counterbalance the impact of the negative student.
- Restate the intention to fix the conflict - don't let the Criticizer draw you into an argument. Find ways to diplomatically side step the criticism. For example: "Thank you for sharing your point of view. Let's move on ahead to our next topic."
- Hit it in the bud - Make every effort to minimize the detrimental impact of the Criticizer on the rest of the class. Research suggests that bad attitudes are contagious.

The Controller

The Controller has decided that it is his or her task for the day to disagree with you, ignore your instructions, and otherwise attempt to discredit you in the room.

Strategies for dealing with the Controller:

- Humor - Use humor whenever appropriate. This takes the power out of the Controller's obvious hostility and may make your other students feel more comfortable.
- Shift focus - Shift the focus away from the Controller. This takes the focus off of the power struggle in which the villain is attempting to engage you.

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The Silent Screen Star

The Silent Screen Star is just the opposite of the Monopolizer. While this person does not necessarily disrupt the class, you'll want to make sure learning is taking place and teacher needs are being met. Silence may be attributed to boredom, insecurity, or embarrassment at not understanding the materials.

Strategies for dealing with the Silent Screen Star:

- Open-ended Q's - Use Simple Open-ended questions to draw him/her into conversation.
- Non-Verbal Behavior - encourage the silent star by making eye contact, moving toward, and providing non-verbal encouragement when the Silent Screen Star talks.

It may be possible that you will need to take a disruptive student aside and talk to her or him individually. This is particularly important if the behavior is occurring early in the day. You may need to refer the student to the Dean or other appropriate personnel for further assistance. Please contact your supervisor if you have any questions or concerns about disruptive behaviors that are more appropriate.

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Effective Communication Skills

Table: More Disruptive Behaviors

Behaviors	Possible Explanation	Response
Overly Talkative	May be well informed or over-energetic	Do not be sarcastic Share them with challenging questions
Quick and Overly Helpful	Trying to help or trying to exclude others	Give access initially for positive questions to others Thank them and suggest putting others to work in the future
Roaming	Does not focus on subject	Turn an opening device, into a direct question rewards, compliments on Acknowledge interest and attention on agenda
Interrupts	Lacks ability or does not express thoughts with precision	Let the filler use the floor If understand you correct
Definitely wrong comment	Misunderstands topic	Handle with care, avoid embarrassment to them If see your point, can we reword it with...
Refuses to participate	Bored, insecure, feels superior, intimidated	Arouse interest by using their opinion Share and elicit recognition

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ALPS: Speaking & Learning Styles

Adult Motivations & Turnoffs Table

Motivations	Motivations	Motivations	Motivations	Motivations	Motivations	Motivations
						Turnoffs

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Leadership with Results

Leadership and the Role of the Supervisor

Situational Leadership

Hersey-Blanchard's Situational Leadership

- A Leader has more than one best style.
- The appropriate style is determined by the maturity level of the follower.

There are two **Autocratic** leadership styles, and they are known by many different names:

Autocratic / Traditional / Task-Oriented / Performance-Driven / Directive

VS

Democratic / Modern / People-Oriented / Relationship-Driven / Supportive

Management Style Continuum

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Direction and Support (Primary Behaviors)

Two Primary Situational Leadership Behaviors:

- Directive
- Supportive

Sometimes people need direction. They need to be given explanations, explicit instructions, perhaps demonstrations, and an opportunity to try something - all the while knowing you are there to help and support, and feedback that validates their behavior and results or gives examples to guide their work on.

Directive Behavior:

- Structure
- Organize
- Teach
- Supervise

Supportive Behavior:

- Praise
- Listen
- Ask
- Explain
- Facilitate

Three Situational Leadership Skills

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Leadership and the Role of the Supervisor

Personal Vs. Organizational Leadership

- Personal Leadership** - accepting responsibility for my choices and the behavior that flow from those decisions, and for the outcome that those actions produce.
- Organizational Leadership** - accepting responsibility for the choices and behavior that flow from those decisions, and for the outcome that those actions produce.

Critical Leadership Questions

AM I [ARE WE] SATISFIED WITH THE RESULTS BEING PRODUCED NOW AND FOR THE FORESEEABLE FUTURE?

If the answer is no, what am I going to do about it?

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Stimulus/Response Model

Reactive Responses

Proactive Responses

Leadership and the Role of the Supervisor

Leadership Pyramid

Four Leadership Building Blocks

- Character** - your own personal values, beliefs and actions.
- Relationships** - your ability to work effectively with others.
- Management** - the ability of a person, team or organization to work to achieve a result.
- Results** - the ability of a person, team or organization to discern and define the most effective result(s) and methods to achieve those results.

"Doing things right."

"Doing the right things."

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Results (Efficiency & Effectiveness)

- Strategy** - the plan to achieve the results, the goals we set to drive our success.
- Resources** - the ingredients required to produce the results.
- Execution** - the coordinated behavior or operations required to use the resources to produce the results.
- Leadership** - determining the desired results and developing, guiding and motivating the resources to achieve the results.

Leadership Question

AT WHAT LEVELS DOES THIS MODEL OPERATE?

- Personal
- Team
- Organizational

What do the connectors in this model represent?

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Reward and Recognition

Motivation • Managing Change

Recognition and Reward

Effective supervisors know that it's important to understand what motivates their direct reports - and provide the type of recognition that person desires.

One of the most effective ways to find out what motivates an employee is to ask. You may wish to begin the discussion by saying something like, "Since you are a vital part of our team, I want to be able to express my appreciation for your extra efforts. When it's your time to be recognized, I want to provide it in the style you like best."

What Motivates You?

What type of recognition do you prefer?

Private

Informal

Formal

What type of recognition gifts do you like?

Business cards

Books

Expense tickets

Food and beverage provided

Hourly pay

Other

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Motivating On a Budget

Suggestions to motivate without spending a lot of money:

- Communicate openly & often
- Recognize with a personal verbal to the individual
- Give staff opportunities for professional growth
 - Meeting leadership
 - Job assignments
 - Project or team leadership
 - Training
- Recognize with low cost meals & gatherings
 - Have lunch delivered
 - Gift cards
 - Event tickets

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Motivation • Managing Change

Don't Reprimand Learners

When you end a reprimand with praise that doesn't legitimize the action or result that you are addressing, people think about their behavior, not your behavior.

Don't Reprimand Learners

- Tell them what to do
- Show them how to do it
- Let them try
- Observe performance
- Praise progress or redirect

Don't set standard of perfection in training someone on a new task - keep catching people doing things approximately right to move their behavior in direction it needs to go.

If a person can't do something, it's not a reprimand (It's a Learning Problem).

If a person won't do something - Reprimand (Attitude Problem).

If inexperienced, it's not a reprimand, it's a problem to be solved. If experienced, it's not a reprimand, it's a problem to be solved. Assess what happened, make sure they understand what is expected of them and what poor performance looks like. Manager's desire is to create more opportunities for success.

Reprimand must occur as close to poor performance as possible to be effective. It corrects behavior early and allows dealing with one situation at a time.

What happens if all you do is catch people doing things wrong?

What should happen if poor performance continues in spite of all efforts to correct it?

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Job Performance Coaching

Goals of Job Performance Coaching

- Providing source of accountability for employee
- Offering opinions and guidance
- Supporting
- Building trust between coach/employee/team
- Promoting emotional buy-in
- Establishing culture that facilitates teamwork
- Providing feedback and encouragement
- Building advocacy for employee and accountability to team and supervisor

Are You Ready to Coach Them?

- Coaching Character
- Coaching Skill
- Beliefs
- About coaching
- About employee
- Planning

Are They Ready to Be Coached By You?

- Relationship - Trust
- Clear Understanding of:
 - Roles
 - Expectations
 - Accountability
 - Contribution to overall result

Employees must believe that they are capable.

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Motivation • Managing Change

Building a Circle of Trust

The keys to developing and maintaining trust:

- Making and keeping commitments.
- Developing deep understanding of the needs and desires of others.

Relationship Bank Account

The Relationship Bank Account is a metaphor for the level of trust in a relationship. The account balance is developed by deposits and withdrawals.

Transaction

Deposits

Withdrawals

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From whose point of view must deposits be made?

How do you know what is a deposit and what is a withdrawal?

Consider relationships with three of your direct reports. What is your current level of trust in each relationship? Account with this person?

What deposits can you make to improve the level of trust in that relationship?

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Team Building

Team Building Essentials The Professional Supervisor

TEAMWORK ACTIVITY LOG

What did you learn? _____

Why is it important to you? _____

How can you use it? _____

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Defining Teams and Teamwork

How do you define "team"? _____

team (tēm) *n* 1 a two or more draft animals harnessed to the same vehicle or implement 4 a number of persons associated together in a work activity; as a group on one side (as in football or a debate)....

teamwork (tēm-wĕrk) *n* work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole.

Webster's New Collegiate Dictionary

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Stage

Typical Emotions

- Tentative connection with the team
- Anticipation, Excitement, Pride
- Concern over uncertainty in new situation

Typical Member Behaviors

- Initial definition of team purpose and goals
- Defining and feeling out on acceptable behavior
- Highlighting dissimilarities and/or similarities to their challenges
- Focus on relevant issues
- Discussion of concerns about support from organization, resources and barriers
- Establishing a shared vision, team name
- Initial structure.
- Assist team members in getting to know each other
- Highlighting individual member strengths and concerns.
- Define team mission, values, purpose and goals.
- Define Team roles and expectations.
- Develop Team Code of Conduct.
- Develop Team Success Criteria.
- Define Communications/Information Procedures.
- Coach team members on behaviors that contribute to personal and team effectiveness.
- Set a good example for team behavior in own actions.

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Team Building Essentials

Team Dynamics

Stages of Team Development

Stage 1 - _____

Stage 2 - _____

Stage 3 - _____

Stage 4 - _____

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Team Building Essentials The Professional Supervisor

TEAMWORK ACTIVITY LOG

What did you learn? _____

Why is it important to you? _____

How can you use it? _____

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Improving Team Performance

Leadership

Team leadership is critical to improving overall team effectiveness. Leaders, whether formal or natural, must constantly:

- ↓ Monitor
- ↓ Evaluate
- ↓ Communicate
- ↓ Facilitate
- ↓ Motivate
- ↓ Inspire
- ↓ Discipline

Evaluating Team Performance

Regular measurement and evaluation of team performance is essential to continuous improvement. Measurement criteria and accountability must be clearly defined. Evaluation must be followed by feedback, recognition, reward and/or corrective action as warranted.

Benefits of Evaluation

FOR TEAM MEMBERS:

- ↓ Lack of feedback and guidance can result in unmet expectations and can create resentment.
- ↓ Frequent feedback instills self-confidence and assists them in performing at their best.

FOR TEAM LEADERS/MANAGERS:

- ↓ Meeting regularly with Team Members promotes progress, initiative, accountability, and independence.
- ↓ Frequent evaluation provides a clear perspective and detailed history.
- ↓ Tracking performance regularly simplifies the review and feedback process.

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PROFESSIONAL ADVANTAGE INTELLECTUAL PROPERTY:

This IP AGREEMENT (the "Agreement") is dated as of December 9, 2011 between Scott Stockton also known as Professional Advantage (the "COMPANY") and the ACME COMPANY(the "CLIENT"), each a "Party" and collectively, the ("Parties").

RECITALS - WHEREAS, the COMPANY, acting through its direct and indirect subsidiaries, currently owns various Intellectual Property (the "IP") rights used in connection with a number of businesses.

WHEREAS, the Parties hereto have determined that this Agreement is appropriate in order to promote a clear understanding of their respective IP rights subsequent to the execution of facilitations and the distribution of materials(as defined therein)contemplated thereby;

NOW, THEREFORE, in consideration of the mutual agreements, undertakings and covenants herein and therein, the sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

ARTICLE I. DEFINITIONS

Section 1.01. "Infringement" shall mean any infringement, imitation, dilution, distortion, misappropriation or other unauthorized use or conduct in violation or derogation of the rights in question.

Section 1.02. "IP" shall mean all IP rights related to the Assets or Businesses of the COMPANY as defined, as they are now or may in future exist or be conducted, including without limitation:

- a. any and all rights, privileges, inventions, databases, names and logos, trade dress, technology, know-how, manuals, tools, and other proprietary information from third persons granting the right to use any of the foregoing including any rights commonly known as "industrial property rights" or the "moral rights" of authors relating to the foregoing, regarding the foregoing and all claims, causes of action, or other rights arising out of or relating to any actual or threatened Infringement by any person relating to the foregoing;
- b. all computer and digital files, including without limitation all design tools, systems documentation, instructional files, and digital manuals;
- c. all cost information, sales and pricing data, customer prospect lists, supplier records, customer and supplier lists, customer and vendor data, correspondence and lists, product literature, artwork, design, development and manufacturing files, vendor and customer drawings, reports and other books, records, studies, surveys, reports, plans and documents.

Section 1.04. "IP Disputes" shall mean any and all controversies, disputes or claims arising out of, in connection with, or in relation to the interpretation, performance, nonperformance, validity or breach of this Agreement or in any way related to this Agreement or the IP, including, without limitation, any and all claims based on contract, tort, statute or constitution.

ARTICLE II. OWNERSHIP OF IP.



General Principles of Allocation and Recognition

Section 2.01. Without limiting any obligation or liability of the COMPANY or any Ancillary Agreement, each of the Parties hereto acknowledges, recognizes and agrees that, after the Distribution, the COMPANY (or another member of Professional Advantage) shall own all right, title and interest in all IP that (i) originated primarily with the conduct of the COMPANY's Business or primarily in connection with the COMPANY's Assets; (ii) was obtained by, or exclusively or primarily for the conduct of, the COMPANY's Business or in connection with the COMPANY's Assets; (iii) was developed exclusively or primarily for the conduct of the COMPANY's Business or in connection with the COMPANY's Assets; (iv) arose from funding by, or exclusively or primarily for the benefit of the conduct of, the COMPANY's Business or in connection with the COMPANY's Assets; or (v) as of any trainings and the distribution of materials is used or held for use exclusively or primarily for the conduct of the COMPANY's Business or in connection with the COMPANY's Assets. If a conflict exists between any of the subsections (i) through (iv) of this Section or Section 2.02 on the one hand and subsection (v) of this Section on the other hand, then subsection (v) of this Section 2.01 shall prevail.

Section 2.02. Each of the Parties hereto acknowledges, recognizes and agrees that, after coaching, facilitations, and trainings and the distribution of materials, COMPANY (or another member of COMPANY) shall own all right, title and interest in all IP owned by the COMPANY or any of its subsidiaries immediately prior to any trainings and the distribution of materials.

Section 2.03. Reserved.

Section 2.04. Rights Arising in Future. Each of the Parties hereto acknowledges, recognizes and agrees that, after any trainings and the distribution of materials, (i) any and all IP created by or on behalf of a Party, including common-law rights related thereto, shall belong solely and exclusively to such Party; and (ii) any and all subsequent ownership, possession and use by each Party of the IP that it will own, including common-law rights related thereto, shall inure solely to such Party's own benefit.

Section 2.05. No Warranties. Each of the Parties hereto understands and agrees that, except as otherwise expressly provided, no Party hereto is, in this Agreement or in any other agreement or document contemplated by this Agreement or otherwise, making any representation or warranty whatsoever regarding the IP, including, without limitation, as to title, value or legal sufficiency. It is also agreed and understood that any and all IP assets either transferred or retained by the Parties, as the case may be, shall be "as is, where is".

ARTICLE III. FURTHER ASSURANCES AND COOPERATION.

Section 3.01. Each Party hereto shall execute and deliver as and when reasonably requested by any other Party hereto, all such documents and instruments and shall take, or cause to be taken, all such further or other actions as such other Party may reasonably deem necessary or desirable to effect the purposes of this Agreement and/or to clarify, confirm and/or record the respective ownership rights of the Parties as provided for in this Agreement.

Section 3.02. Each Party hereto shall reasonably cooperate with the other Parties with respect to any government filings or any other actions reasonably necessary to maintain, enforce and/or record the rights to the IP covered by this Agreement.



Curriculum Samples

Section 3.03. Each Party hereto shall, upon the prior written request of another Party, arrange for the provision of appropriate copies of Records in its possession or control created prior to any trainings and the distribution of materials and relating to the IP, as soon as reasonably practicable following the receipt of such request.

ARTICLE IV. INDEMNIFICATION.

Section 4.01. Article III of the Distribution Agreement shall govern the rights of the COMPANY with respect to indemnification for any and all Indemnifiable Losses incurred by any Party related to the IP.

ARTICLE V. DISPUTE RESOLUTION.

Section 5.01. Article VI of Agreement shall govern the rights of the COMPANY and CLIENT with respect to dispute resolution. The term "Agreement Dispute" in that Article shall be read to include all IP Disputes.

ARTICLE VI. MISCELLANEOUS.

Section 6.01. Complete Agreement; Construction. This Agreement shall constitute the entire agreement between the Parties with respect to the subject matter hereof and shall supersede all previous negotiations, commitments and writings with respect to such subject matter.

Section 6.02. Other Agreements. This Agreement is not intended to address, and should not be interpreted to address, the matters specifically and expressly covered by other Ancillary Agreements.

Section 6.03. Counterparts. This Agreement may be executed in one or more counterparts, all of which shall be considered one and the same agreement, and shall become effective when one or more such counterparts have been signed by each of the Parties and delivered to the other Party.

Section 6.04. Survival of Agreements. Except as otherwise contemplated by this Agreement, all covenants and agreements of the Parties contained in this Agreement shall survive the Distribution Date.



Section 6.05. Notices. All notices and other communications hereunder shall be in writing and hand delivered or mailed by registered or certified mail (return receipt requested) or sent by any means of electronic message transmission with delivery confirmed (by voice or otherwise) to the Parties at the following addresses (or at such other addresses for a Party as shall be specified by like notice) and will be deemed given on the date on which such notice is received:

To the COMPANY:

3842 Harlem RD Suite 400-150
Amherst, NY 14215

Attn: Scott Stockton

To the CLIENT:

ACME COMPANY

Procurement Department

Attn: Shelle Heaton- Strategic Sourcing Manager

310 Fourth Street

Niagara Falls, NY 14303

RE: # SGC- 0076-11SH

Telephone: (716) 501-2160

sheaton@seneca casinos.com

(RFP) # SNC- 0077-11SH

Section 6.06. Waivers. The failure of any Party to require strict performance by any other Party of any provision in this Agreement will not waive or diminish that Party's right to demand strict performance thereafter of that or any other provision hereof.

Section 6.07. Amendments. Subject to the terms of Section 6.10 hereof, this Agreement may not be modified or amended except by an agreement in writing signed by each of the Parties hereto.

Section 6.08. Assignment. This Agreement shall not be assignable, in whole or in part, directly or indirectly, by any Party hereto without the prior written consent of the other Party hereto, and any attempt to assign any rights or obligations arising under this Agreement without such consent shall be void.

Section 6.09. Successors and Assigns. The provisions to this Agreement shall be binding upon, inure to the benefit of and be enforceable by the Parties and their respective successors and permitted assigns.



Curriculum Samples

Section 6.10. Termination. This Agreement may be terminated and may be amended, modified or abandoned at any time prior to the Distribution by and in the sole discretion of the COMPANY without the approval of CLIENT or the shareholders of the CLIENT. In the event of such termination, no Party shall have any liability of any kind to any other Party or any other person. After the Distribution, this Agreement may not be terminated except by an agreement in writing signed by the Parties.

Section 6.11. Subsidiaries. Each of the Parties hereto shall cause to be performed, and hereby guarantees the performance of, all actions, agreements and obligations set forth herein to be performed by any Subsidiary of such Party or by any entity that is contemplated to be a Subsidiary of such Party on and after the trainings and the distribution of materials.

Section 6.12. Third Party Beneficiaries. This Agreement is solely for the benefit of the Parties hereto and their respective Subsidiaries and Affiliates and should not be deemed to confer upon third Parties any remedy, claim, liability, reimbursement, claim of action or other right in excess of those existing without reference to this Agreement.

Section 6.13. Title and Headings. Titles and headings to sections herein are inserted for the convenience of reference only and are not intended to be a part of or to affect the meaning or interpretation of this Agreement.

Section 6.14. GOVERNING LAW. THIS AGREEMENT SHALL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF NEW YORK APPLICABLE TO CONTRACTS MADE AND TO BE PERFORMED IN THE STATE OF NEW YORK.



Section 6.15. Consent to Jurisdiction. Without limiting the provisions of Article V hereof, each of the Parties irrevocably submits to the exclusive jurisdiction of (a) the Supreme Court of the State of New York, New York County, and (b) the United States District Court for the Southern District of New York, for the purposes of any suit, action or other proceeding arising out of this Agreement.

Section 6.16. Severability. In the event any one or more of the provisions contained in this Agreement should be held invalid, illegal or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained herein and therein shall not in any way be affected or impaired thereby.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be duly executed as of the day and year first above written.

By: /s/

Name: Scott Stockton

Title: President

By: /s/

Name: _____

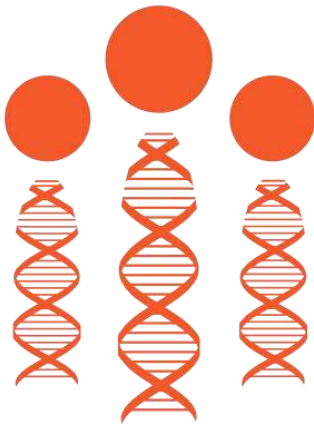
Title: _____



Notes



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