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New Hire Training for Development Employees

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A final project presented to the faculty of the
Instructional Design Master's Degree Program
University of Massachusetts at Boston

New Hire Training for Development Employees

Submitted by
Frances Pickles

in partial fulfillment for the requirement of the degree
MASTER OF EDUCATION

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Dr. Carol Sharicz

Approved by Dr. Carol Ann Sharicz, Faculty

Abstract

Children's Cancer Charity employs development staff members in field offices across the country. These new hires require a specialized training for their role within the organization. The existing new hire training consists of a sales training and a week-long training held quarterly at the Executive Office. The current training lacks a foundational understanding of the various fundraising programs that exist at CCC and the training on the soft skills required to be successful in a development role. Two training series were designed to meet the needs of development new hires: Fundraising Program Training and Business Skills Training. The program training utilizes microlearnings to provide overviews of each program and the responsibilities required of staff to execute them. The business skills series incorporates soft skills training that utilizes individual pre-work combined with live assessments for the social aspect recommended for mastering interpersonal skills. These trainings would exist in conjunction with the two current new hire trainings.

Keywords: new hire, development, fundraising, soft skills, microlearning

Table of Contents

Abstract	2
Overview	4
Organizational Overview	4
Stakeholders	5
Organizational Mission	5
Organizational Vision	5
Phase I: Analysis	5
Analysis Plan	5
Analysis Report	7
Phase II: Design	9
Learning Objectives	9
Instructional Strategy	10
Phase III: Develop	11
Instructional Materials	11
Implementation	13
Evaluation	13
References	15
Appendix A	19
Appendix B	20
Appendix C	27
Appendix D	28
Appendix E	29
Appendix F	30
Appendix G	31

Overview

Organizational Overview

Children's Cancer Charity (CCC) is the fundraising and awareness organization for childhood cancer research. Field Development is a part of the overall Development division of CCC and includes 34 field offices across the country. Each field office employs a team of staff members who are responsible for the fundraising events in their designated geographical region. Regional Development Representatives are the entry-level role for these fundraising offices with Regional Development Specialist being the promoted position above them. To be successful in these roles, employees must possess soft skills including high-level communication, leadership skills, and emotional intelligence. The roles are defined by the following core competencies according to our divisional leadership and Human Resources department: plans and aligns, communicates effectively, action oriented, instills trust, being resilient and resourcefulness.

The current new-hire training consists of individual training within their offices led by their manager that includes basics of working in the office and the requirements for their specific list of individual events that the staff member is responsible for managing. Each new hire completes two standardized training sessions: a two-part online sales training and a week-long training at the Executive Office, called core training. Core training is held quarterly and includes how to work with and who to contact within the Executive Office, an overview of all event programs, an opportunity to hear from senior leadership, and some initial training on how to manage committees to produce successful events. The addition of the sales training came out of staff surveys.

There are several different types of fundraising events, known as "core programs," that development staff are responsible for. These include: radio programs, walk/run, collegiate fundraising, promotions campaigns, dream home giveaways, dinners, galas, and golf events, and

more. While these are imperative for staff to understand to lead the programs on their individual book of business, a standardized training does not exist for these programs. New hires often learn about these through meetings with their manager, calls with the program lead at the Executive Office, or from peers in their office or region.

Stakeholders

Name	Title
Charles Brown	Senior Vice President, Field Development
Mindy Wallace	Executive Director, Field Development
Sara Kim	Senior Advisor, Field Programs Strategy & Planning
Darcy French	Liaison, Change Enablement

Organizational Mission

Children's Cancer Charity raises funds and builds awareness to sustain the mission to advance cures, and means of prevention, for pediatric catastrophic diseases through research and treatment while honoring the memory and heritage of our founder, David Smith.

Organizational Vision

To realize our founder's dream that no child should die in the dawn of life.

Phase I: Analysis

Analysis Plan

In November 2017, a survey of all divisional staff members was conducted to understand the training needs of Field Development. There were 83 respondents to the survey and the top needs were classified under interpersonal or technological skills. Technology and systems training are being created for each individual system. The need that has not yet been addressed is the interpersonal skills training. Some examples of interpersonal skills there were mentioned as needs in the survey results were: conflict management, communication both internally and externally, and working with their managers.

Four employees were interviewed to gain more insight on the current training strategies that exist in the field offices for new hires. Each employee was at a specific period since their hire date – three months, one year, a year and a half, and two years. The employees were asked questions pertaining to training within the first three months on the job, what they would like to know more about, what they enjoy about their role and what they struggle with, and what training they wish existed (Appendix A includes the full list of questions). In addition, the three staff members who have been with the organization for a year or more were asked what they wished they knew sooner. The data from the interviews was compiled and there were some common themes in terms of training needs. Three of the people interviewed would have liked to have a stronger foundational knowledge of each of the core programs. The fourth person interviewed leads two events, a legacy gala and a brand-new youth program, so that was not a need for their specific role. The programs that the interviewees had the most confusion about were, unsurprisingly, ones that they had not yet worked on. Other training needs that were cited were sales training and training on the various technology platforms that are used by the organization. The sales training is brand new and is being rolled out throughout the next few months and the technology training is in the design phase. The interviews identified the need for a more structured training program that could be implemented consistently across all the field offices. Besides the week of core training and the mandatory compliance courses, there are no additional new hire trainings that exist for the rest of the functions of the Development staff member roles.

Newly hired development staff at Children's Cancer Charity are predominantly of the Millennial generation, which are people born between 1977 and 1997 (Lykins & Pace, 2013, p. 44). Most companies would agree that this generation requires specialized training (Lykins &

Pace, 2013, p. 44). Roberts, Newman, and Schwartzstein (2012) describe millennial tendencies by saying:

“[Millennials] are generally felt to be technologically savvy, interested in fairness, attracted to teamwork and community building, and accepting of diversity. However, they are driven by self-interest, often prefer structured environments for learning, and are used to immediate satisfaction of needs.” (Roberts et al, 2012, p. 275)

In a study of Millennial entry-level employees in Public Relations, there was a significant difference between how they rated their personal performance of a series of job skills and professional characteristics versus how their supervisors rated them (Todd, 2014, p. 792). Some of the job skills and characteristics rated in the study were: job task prep, quality of work, oral communication, critical thinking and writing skills, computer skills, willingness to learn, accepting criticism, and time management (Todd, 2014, p. 793). For nearly all categories, supervisors rated their staff members lower than they rated themselves. The only skills that were on par with both the employees’ and managers’ scores were computer and social media skills (Todd, 2014, p.794). Showry and Manasa (2016) cite these interpersonal skills as “better predictors of new hires’ success or failures than the hard skills or technical competence demanded by the job” (Showry & Manasa, 2016, p. 47). Therefore, soft skills training in general is beneficial for the success of employees in a new role but it appears that millennials are especially in need of this type of training.

Analysis Report

The interviews with staff members identified the need for standardized training on the various fundraising programs. Currently, employees are receiving this information from either their manager, the national program lead or the regional program lead, which often leads to inconsistencies in messaging and information. In addition to a program training series, the

research identified a need for a specialized training for millennials with an emphasis on soft skills. In considering the skills an employee would need to execute any of their programs on their book of business, a holistic approach should be taken versus viewing each program in silos. While each fundraising program has its own intricacies in its approach to raising funds, overall the skills required to successfully execute these events are primarily the same. These skills needed include soft skills, such as relationship building, communication, effective meetings, and organization and time management and prioritization. Therefore, a training that includes an overview of the specifics of each fundraising combined with the soft skills required to be successful in a development role is necessary for new hire training.

The target audience for this training includes all new hires in the development division at Children's Cancer Charity who work in the field offices across the country. These learners are typically millennials and predominately women. While these employees may not work on all programs to be included in the program training series, they will be strongly encouraged to complete them all, but this decision will be ultimately up to their management team. The series of business skills training should be completed by all new hires with no exception.

Children's Cancer Charity utilizes WorkDay as their learning management system and Articulate as their e-Learning software of choice. Both will be available for use for these trainings. Additionally, live assessments can be performed via Zoom or in-person at core training.

The new hire training will consist of two parts: the program training series and the business skills series. The program training will be a compilation of microlearnings for each fundraising program at CCC, including: radio, dinners, galas and golf, walks, dream home, promotions, and youth development. Each will be designed to explain an overview of the program, any specific industry terms and an overall understanding of planning and execution

required for staff members. The business skills series will include the following trainings: organization and time management, leading effective meetings, communication, and relationship building. Each training will include pre-work housed in WorkDay to be completed prior to the assessment, which will be conducted in either an online Zoom session or in-person during core training. Live assessments, either face-to-face or online, are important because “the opportunity to practice soft skills requires access to real people” (Tadimeti, 2014, p. 42). Also, millennials tend to enjoy a social aspect to learning (Roberts et al, 2012, p. 277) so the recommendation for a live setting was vital for the design.

The instructional goals for this training program will be to be able to describe and execute all fundraising programs of CCC and develop essential business skills that are crucial to the development staff role.

Phase II: Design

Learning Objectives

At the end of the new hire training series, learners will be able to:

- Describe the various fundraising programs
- Execute fundraising events using best practices
- Prioritize their work using an organization strategy
- Prepare for and conduct an effective business meeting
- Clearly communicate ideas, needs and expectations in writing and verbally
- Identify influencers and build relationships, both internally and externally

Instructional Strategy

As determined, the two areas of need for new employees are structured training on each of the fundraising programs and soft skills training. Therefore, new hire training will consist of two series: Fundraising Program Training and Business Skills Training. This project will include the Radio Program as an example of a program training and organization and time management and effective meetings as the first two courses for the business skills series. Each of the program trainings will be a ten minute or less microlearning that will cover an overview of the program, including any industry or program-related terms and best practices for event planning and execution. The business skills will include activities, housed on WorkDay, to be completed individually prior to the assessment. The activities will be multimedia related to the business skill. The assessment will be an activity completed either in person or via Zoom.

Objective	Activities	Assessment
PROGRAM TRAINING SERIES		
Lesson One: Radio Events		
At the end of the training, learners will be able to describe the radio event program, including industry-related terms and best practices.	Learners will complete a micro-training explaining the radio program.	Learners will complete a quiz at the end of the training included in the micro-learning. Passing will be a score of 80% or higher.
BUSINESS SKILLS TRAINING SERIES		
Lesson One: Organization & Time Management		
At the end of the training, learners will be able to develop a personal organization strategy.	Learners will read and watch a compilation of tips on Microsoft Outlook email and calendar organization, time management, and task prioritization	Learners will develop an organization strategy and share with their manager in one-on-one meeting.
Lesson Two: Leading Effective Meetings		
At the end of the training, learners will be able to prepare for and conduct a business meeting to meet its intended goals and objectives.	Learners will read and watch a compilation of strategies for planning for and executing business meetings and dealing with meeting distractors.	During either a live Zoom session or in person during core training, learners will be given a meeting dilemma scenario and will need to create a solution to how to handle that situation to be presented to the group.

Phase III: Develop

The three training modules within this project are: Radio Event Training, Organization and Time Management Training and Leading Effective Meetings Training. The radio training will serve as an example for the fundraising program series, which will be a compilation of 10-minute or less microlearnings. The organization and time management training is the introductory course of the business skills series followed by leading effective meetings training. The two business skills trainings utilize trainings that can be accessed through our company's partnership with Lynda.com, as well as additional multimedia resources.

Instructional Materials

Radio Event Training

The radio event training module was created using Articulate Rise. Rise offers the ability for learners to see the training in full on a webpage and to scroll through the training at their own pace. It can also be accessible on mobile device which is convenient for employees while they are traveling. This is a helpful feature because format of the training allows for easy access to the information at any time. Because these employees will be learning about each program in the onboarding process but will be executing the programs throughout the year, choosing a training that can easily be referenced in the future is important.

It is crucial for employees at CCC to be well-versed on the programs themselves as well as what their role is in completing each event. With that in mind, the radio training is comprised of two lessons: "Radiothon 101" and "Staff Responsibilities," followed by a quick five-question quiz on the material. The training would take a learner about ten minutes or less to complete. Radiothon 101 covers the overviews of each of the four radio programs and specific terminology

for radio events. The Staff Responsibilities section describes the best practices for executing radio events. The radio training can be found in Appendix B.

Organization & Time Management Training

The introductory course of the business skills series is the organization and time management training. The components of this training include a series of articles, YouTube videos and Lynda.com trainings that will be housed on WorkDay. This training specifically covers organization tools, Microsoft Outlook tips and tricks, and time management prioritization techniques. Learners can read, watch and complete each of these sections at their own pace as they learn more about ways to organize their work. A full list of the compilation of materials is included in Appendix C. The assessment for this lesson is to create a personal organization strategy that includes how to manage the following: task lists and to-do's, email, calendar appointments, and productivity while in the office and traveling on the road for meetings and events. The organization strategy will be presented to their manager during their weekly one-on-one meeting. A personal organization strategy template is included in Appendix D.

Leading Effective Meetings Training

The leading effective meetings training is outlined similarly to the organization and time management training with a collection of articles, YouTube videos and Lynda.com trainings housed on WorkDay. This training specifically guides learners on best practices for planning and conducting meetings and dealing with meeting dilemmas and distractors. A complete list of the materials of this training are included in Appendix E. These materials will be completed prior to the assessment which will be held either in-person during Core Training or in a live online Zoom session depending on the new hire's start date. In the live session, participants will be put into

groups and given meeting dilemmas. They will discuss their strategy on handling the dilemma in their small group and then present their dilemma and solution to the class in a style of their choice (role play, storytelling, etc.). A facilitator's guide for the assessment is included in Appendix F.

Implementation

Once the full series of both the program training and the business skill training is developed, a pilot implementation will be conducted. The pilot participants will be the entire new hire class of a future core training. Those new staff will have the opportunity to complete the program training series and the pre-assessment activities within the business skills training series prior to core training. During this live training session, they will be able to pilot the assessments face-to-face. Following this initial test, adjustments can be made based on feedback and a second pilot of new hires will complete an online Zoom session assessment.

Evaluation

According to Kirkpatrick, the four levels of evaluation are: reaction, learning, behavior and results (Kirkpatrick, 2006). At the completion of the full series for both the program training and the business skills training, new hires will complete a survey to test their reaction to the course material. The survey questions are included in Appendix G. The survey has two sections, one for each series, which will be combined into one survey and distributed digitally through Survey Monkey or via SharePoint. Improvements will be made based on the survey results. Each module will include an assessment that aims to test the new employees' learning of the material. The first six months that the new hires are employed with CCC is the probationary period. Following that period, their manager will meet with them for their six-month review which will

test the behavior change from their new hire training program. Finally, results of the training will be measured by comparing turnover rates from the previous quarter and fiscal year, as well as the information gathered from exit interviews.

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Appendix A

Interview Questions

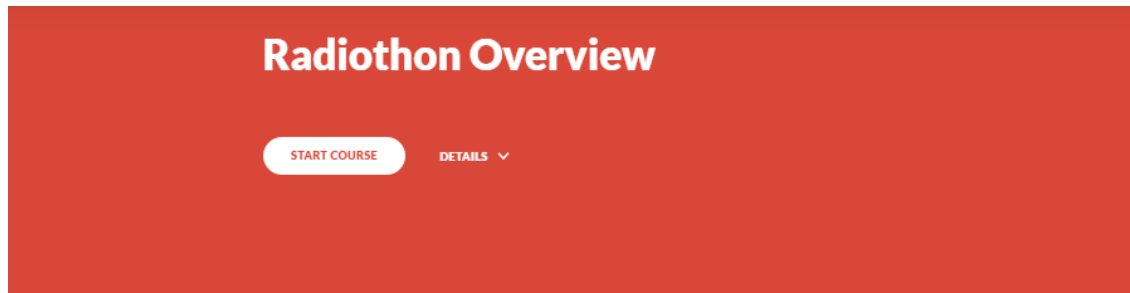
1. When did you start?
2. When did you complete core training? Sales training?
3. Describe your training for the first three months on the job.
4. What events do you lead?
5. When did you attend your first meeting alone? How did it go?
6. What do you enjoy about your job?
7. What do you struggle with the most?
8. Have you been in a situation where you felt unprepared? If so, describe.
9. Have you completed any training on soft skills/interpersonal skills (such as communication, critical thinking, etc.)?
10. What are you interested in learning more about?
11. What training do you wish existed?

For staff members who have been with the organization a year or more:

12. Looking back at your time with the organization, what do you wish you knew sooner?

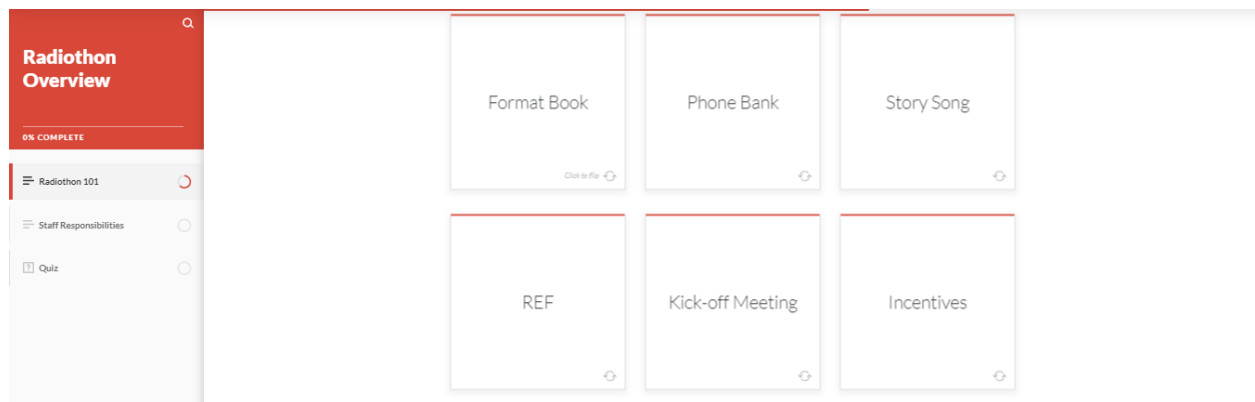
Appendix B

Radio Event Training sample screenshots



This course will provide information on radiothons and working with our radio partners. Complete the two lessons below, followed by the assessment.

-  Radiothon 101 
-  Staff Responsibilities 
-  Quiz 



Appendix B (continued)

0% COMPLETE


Radiothon 101

Staff Responsibilities

Quiz

Station Staff

You will be working with various team members at the station or cluster to prepare for and throughout the radiothon.

MANAGEMENT	PROGRAMMING	SALES	PROMOTIONS
<p>The management team is responsible for the "bigger picture" of the station or cluster.</p> <p>Staff members: Market President, Regional President, Market Manager, General Manager</p> 			

Radiothon Overview

0% COMPLETE


Radiothon 101

Staff Responsibilities

Quiz

Station Staff

You will be working with various team members at the station or cluster to prepare for and throughout the radiothon.

MANAGEMENT	PROGRAMMING	SALES	PROMOTIONS
<p>The programming team defines the vision for the station's on-air product.</p> <p>Staff members: VP Programming, Operations Manager, Program Director, Assistant Program Director, Music Director</p> 			

Appendix B (continued)

Radiothon Overview

0% COMPLETE

Radiothon 101

Staff Responsibilities

Quiz

Station Staff

You will be working with various team members at the station or cluster to prepare for and throughout the radiothon.

MANAGEMENT


PROGRAMMING

SALES

PROMOTIONS

Sales management is responsible for meeting or surpassing set revenue goals.

Staff members: VP Sales, Director of Sales, General Sales Manager, Local Sales Manager, Account Executive



Radiothon Overview

0% COMPLETE

Radiothon 101

Staff Responsibilities

Quiz

Station Staff

You will be working with various team members at the station or cluster to prepare for and throughout the radiothon.

MANAGEMENT


PROGRAMMING

SALES

PROMOTIONS

The promotions department brings to life the station's brand in both social media and local events.

Staff members: VP of Marketing, Director of Marketing, Marketing Manager, Promotions Director



Appendix B (continued)

Radiothon Overview

33% COMPLETE

Radiothon 101

Staff Responsibilities

Quiz

Lesson 2 of 3

Staff Responsibilities

Preparing for your radiothon

Once the dates have been set for your radiothon, you can begin preparation. The timeline below is a good resource for the steps for pre-event and post-event processes.

DOC

Radiothon Event Timeline.doc

47.5 KB

Radiothon Overview

33% COMPLETE

Radiothon 101

Staff Responsibilities

Quiz

Radiothon accounting

If you are the lead staff for your radio event, you should have another staff member or trusted volunteer to assist with the accounting and volunteer management.

Tableau	+
RDA	+
Managing volunteers	+

Year-round cultivation

Show your appreciation for your radio partner throughout the year. Visit your stations at least once a quarter and send them items to show we are thinking of them.

Some ideas include:

Appendix B (continued)

Radiothon Overview

33% COMPLETE

Radiothon 101

Staff Responsibilities

Quiz

Radiothon accounting

If you are the lead staff for your radio event, you should have another staff member or trusted volunteer to assist with the accounting and volunteer management.

Tableau

All revenue for your event will be reported in Tableau. This includes, phone bank, online and texting donations.

RDA

Radiothon Overview

33% COMPLETE

Radiothon 101

Staff Responsibilities

Quiz

Tableau

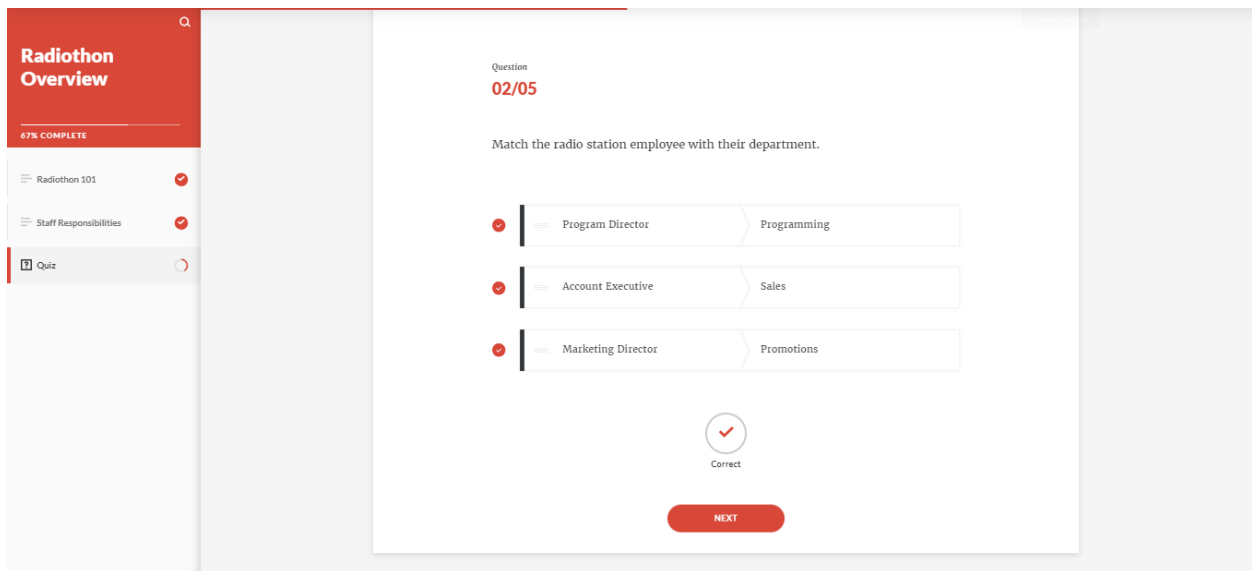
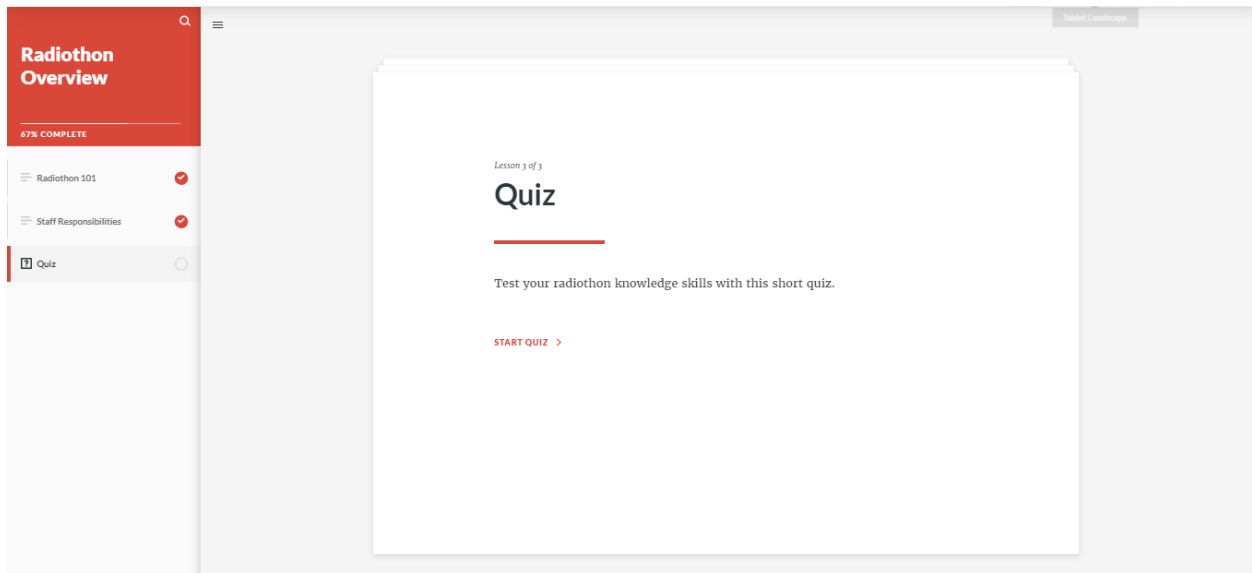
RDA

Managing volunteers

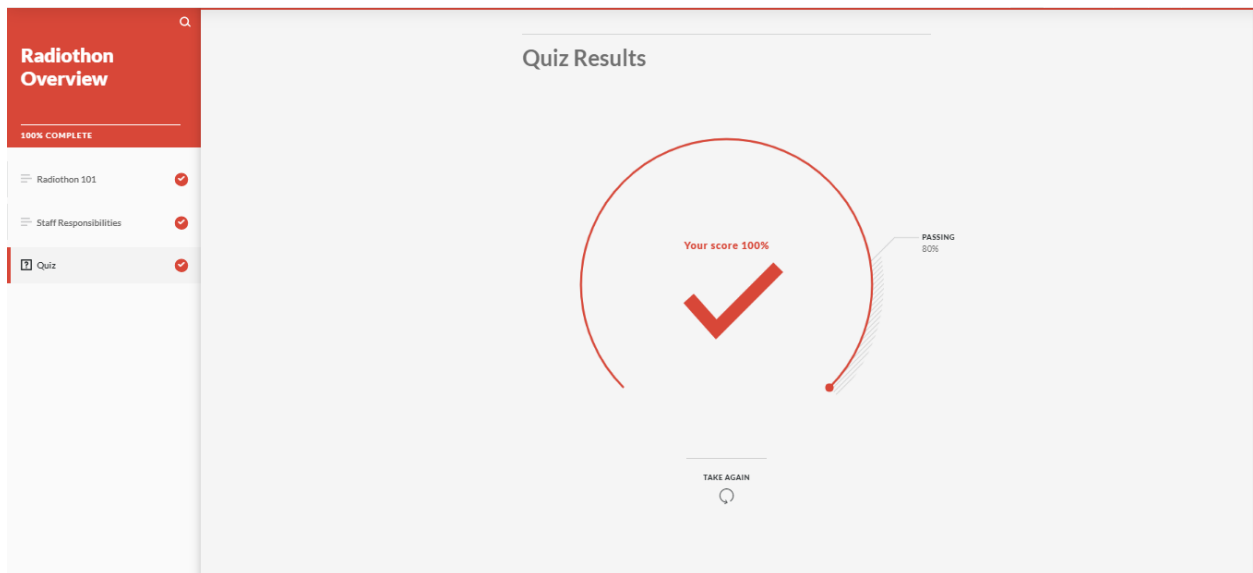
When volunteers arrive for their shift, they should be given a name tag and instructed to sign into RDA to register as volunteer for the event. If they have not volunteered as a phone bank volunteer before, they will complete the RDA training on how to take a pledge.

Note on PCI compliance:
Per PCI compliance, volunteers may not have their cell phone out while in the phone bank area. They can have it with them in their pocket or bag, but cannot have it accessible for use. If they need to use their phone they can leave the phone bank area to do so.

Appendix B (continued)



Appendix B (continued)



Appendix C

Organization and Time Management Training Curriculum

Business Skills Training Series

Lesson One: Organization & Time Management

Introduction:

This lesson will cover techniques and tips on how to manage your email and calendar and the overall time management and prioritization of work. The information shared should help to guide you as you develop your own personal strategy for organizing your work. After reviewing the information below, you will discuss your strategy with your manager in a one-on-one meeting.

Learning Objectives:

At the end of this lesson, you will be able to:

- Understand techniques to manage Outlook effectively
- Prioritize your tasks using the Urgency-Importance Matrix
- Utilize time management techniques
- Develop a personal organization strategy

Email and Calendar Organization

- **Outlook 2016: Tips and Tricks** (Lynda.com training)
 - Note: There are more than 65 short videos included in this training. You do not have to complete them all. Browse through and review tips that are of interest to you.
- 5 Tips for Creating an Organized Outlook Inbox (3:01) <https://www.youtube.com/watch?v=MY1KHn-rRBQ>
- **Managing your calendar for peak productivity** (Lynda.com training)

Time Management & Prioritization

- Organized Audrey: The First Fifteen (PDF)
- Organized Audrey: 3 Productivity Game Changers (PDF)
- Time Management Skills <https://www.skillsyouneed.com/ps/time-management.html>
- Tips for Successful Time Management <https://www.businessballs.com/self-management/time-management-tips-130/#time%20management%20tips>
- Eisenhower's Urgent/Important Principle https://www.mindtools.com/pages/article/newHTE_91.htm
- Pomodoro technique (3:15): <https://www.youtube.com/watch?v=WqBuh4HWu8U>
- Pareto's 80/20 Rule (1:30): <https://www.youtube.com/watch?v=zPoA6dzKmtg>

Optional:

Interested in digital to-do lists? Try Trello:

- Trello 101: <https://trello.com/guide/trello-101>
- Ultimate Trello To-Do List (7:57) <https://www.youtube.com/watch?v=ljh3KkKeff0>

Assessment: Complete the Organization Strategy Worksheet and meet with your manager to discuss.

Appendix D

Organization Assessment

Organization Personal Strategy

Complete this questionnaire following your organizing and time management training lessons in WorkDay. Discuss with your manager during your next weekly one-on-one meeting.

DAILY TASKS

Which tool will you use to organize your task lists and notes?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Trello | <input type="checkbox"/> Hand-written |
| <input type="checkbox"/> OneNote | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Microsoft Word | |

EMAIL MANAGEMENT

How do you manage your emails (folders, rules, tasks, color-coding, etc.)?

CALENDAR MANAGEMENT

How do you manage your calendar (color-coding, blocking off travel time, sharing your calendar, etc.)?

PRIORITIZATION

What is your strategy for organizing work in the office?

What is your strategy for organizing your time on the road?

How do you prepare for work trips to maximize time on the road?

Appendix E

Leading Effective Meetings Training Curriculum

Business Skills Training Series

Lesson Two: Leading Effective Meetings

Introduction:

In this section, you will read articles, watch videos and complete a training on preparing for and managing meetings. Meetings are vital for business both internally and externally and oftentimes you will serve as facilitator or assist the facilitator (if meetings are led by committee members, partners, or volunteers) and your role will be to ensure the meeting stays on track and is respectful of the participants' time.

Learning Objectives:

At the end of this lesson, you will be able to:

- Create purposeful meeting agendas
- Lead meetings that meet the intended goals and objectives
- Respond to meeting dilemmas and distractors

Effective Meetings:

- **Managing Meetings** (Lynda.com training)
- **7 Tips to More Productive Meetings** <http://projectmanagementhacks.com/meeting-tips/>
- **How to Run a Killer Meeting** <https://www.adminhero.com/run-killer-meeting/>
- **How to Design an Agenda for an Effective Meeting** <https://hbr.org/2015/03/how-to-design-an-agenda-for-an-effective-meeting>
- **Dealing with Difficult Behaviors** <https://facilitatoru.com/meetings/dealing-with-difficult-behaviors/>
- **13 Types of Meeting Attendees You Don't Want to Be** <https://money.usnews.com/money/blogs/outside-voices-careers/2015/02/25/13-types-of-meeting-attendees-you-dont-want-to-be>

Appendix F

Leading Effective Meetings Assessment

Leading Effective Meetings Assessment: Meeting Dilemmas

This assessment will be completed in a live Zoom session or during core training.

Introduction: Oftentimes, when a group of individuals comes together for a meeting, a variety of dilemmas or distractions may arise that could deter your meeting from its intended objectives. In order to be able to feel confident in leading meetings both internally and externally, we are going to practice dealing with those dilemmas today.

Facilitation note: Split up into groups of 2-4 participants. Each group will work through one or two meeting dilemmas depending on the size. You can have a maximum of eight groups. Create cards in advance for each of the meeting dilemmas:

- | | |
|---|--|
| <ul style="list-style-type: none">• Discussion dominator• Side conversations• Discussion moving off topic• Interrupter | <ul style="list-style-type: none">• Late arriver• Silent participant(s)• Argumentative participant• Negative person |
|---|--|

Directions for Participants: You will be given a card with a meeting dilemma or distraction. Discuss in your group how you would handle the situation and then present your dilemma and situation to the group. You can present by role play, storytelling or whatever works best for your group.

Discussion: After each dilemma and solution are presented, the rest of the class will answer the following prompts:

- How do you think the meeting leader responded to the distractor?
- Would you have done anything differently?

Final Reflection: At the end of the activity, the class will reflect on the following:

- Have you experienced any of these dilemmas in a meeting you led or attended?
- If so, how would you have changed your behavior?

Appendix G

Post-Training Reaction Survey

Program Training Series

I was able to develop an understanding of the following programs:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Radio					
Dinners, Galas, & Golf					
Dream Home					
Fitness					
Walk/Run					
Youth Development					
Promotions					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The courses included enough information to understand each program.					
The courses in this series were engaging.					
The courses were easy to navigate.					
The training was useful for my role.					

What are some ways this series could be improved?

Any additional comments about the training?

Appendix G continued

Business Skills Series

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I learned new organization and time management skills.					
I learned how to create agendas that meet the objectives of the meeting.					
I learned techniques to deal with meeting distractors and dilemmas.					
I learned written and verbal communication skills.					
I learned skills to assist in building relationships with individuals both internally and externally.					
The live assessments were useful to understanding the material.					
The courses were engaging.					
The courses were easy to navigate on WorkDay.					
The training was useful overall.					

What are some ways this series can be improved?

Any additional comments about the training?