



REPRODUCIBLE TRAINING LIBRARY

Customizable Soft-Skills Courseware

Women and Leadership

Working Through Barriers and Biases



Instructor Guide
Half-Day Program



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Preface

Better Learning. Better Performance. Better Life. These words capture our vision and explain why we do what we do.

HRDQ specializes in experiential learning. For more than 30 years, our company has been a trusted developer of ready-to-use, experiential resources for building great people skills. Our classroom training programs, assessments, simulations, and learning games are designed in practical formats that are easy to use and suitable for novice and veteran facilitators alike.

Experiential is the key word that explains the power of HRDQ products to deliver on our promise of **better learning**. HRDQ activities don't place learners in a passive environment where they just listen to someone describe how something should be done. Instead, they engage learners in situations where they discover the value of a skill for themselves and then *practice* it. Practice is critical because without it, nobody can become more skillful—at anything. To master bicycle riding, you must get on the bike; listening to someone describe how to do it isn't enough.

The same applies to the broad range of interpersonal skills covered by HRDQ programs—skills pertaining to leadership, communication, coaching, team building, influencing, creativity and innovation, negotiation, and conflict management. No matter how much information you absorb about these skills, your first attempts to perform them are likely to be awkward. No practice? No skill.

Experiential learning is better learning because it increases the odds that training will transfer from the learning environment to where it really counts—the workplace, where participants can apply what they have learned in a way that improves their job performance. Why? Think about it. If you have learned something *about* a skill, but you've never practiced performing it, would you want to debut your first attempts before an audience of real supervisors, subordinates, coworkers, or customers? Practice during training leads to application on the job because it gives learners the self-confidence to use and refine a skill in the real world. They've been there. They've done it. They know they can do it again. Thus, better learning leads to **better performance**.

And better performance leads to professional success, which leads to a **better life**. We aren't referring only to higher salaries, promotions, and status, though all of those certainly matter. We mean simply this: Any activity, task, or job is far more rewarding when you can perform it skillfully. Life is better when you do things well.

Better Learning. Better Performance. Better Life. That's why we do what we do at HRDQ.

About the Reproducible Training Library

HRDQ's Reproducible Training Library (RTL) offers an unrivaled range of training programs that combine quality and affordability. These learning solutions are designed using proven adult-learning methods and offered at a price that will extend your training budget a lot further than you can imagine.

Structured as instructor-led programs, the RTL provides ready-to-use content on the topics and skills most needed in today's organizations. What's more, once you purchase and download an RTL product, it's yours to keep, customize, and use over and over again.

Affordable Classroom Training

It takes 43 hours to develop a single hour of instructor-led training, according to research carried out by the Chapman Alliance.¹ For a half-day workshop—the minimum length of a classroom program in the RTL—this translates into a development cost of \$23,736, significantly more than it costs to purchase the entire RTL collection.

In addition to being cost-effective, the RTL allows you to tap into a wide range of expertly developed training designs, each complete with an instructor guide, participant guide, and slideshow presentation. With just a few clicks of the mouse, you can download the Microsoft Word and PowerPoint files to your desktop in a matter of minutes.

"I was able to go from unzipping the RTL files to delivery in less than 2 hours, making the preparation time to delivery easy and much less stressful. The instructor guides are written in a way that is logical and makes the pre-workshop study time simple and less frustrating: No hunting for the right slides, no guessing what the instructional designer intended for each module!"

—James T. Puett, Manager, Leadership and Organizational Development, Healthways Human Resources

Accelerated Learning – Accelerated Performance

The starting point for developing new titles for the RTL is to tap into the most contemporary thinking and best practices on topics that are proven to positively influence individual and organizational performance. Our experienced instructional designers review dozens of articles, books, and conference papers to isolate the critical components of a particular skill set. Then they use their expertise to create an effective training and learning design that is structured to enhance the learner's skills and improve his or her performance. A common instructional approach used in the development of RTL content is the "4P" instructional model conceived by Dave Meier at the Center for Accelerated Learning:

1. **Prepare** (the learner)
2. **Present** (the information)
3. **Practice**
4. **Perform** (provide job aids that help the learner transfer and reinforce the learning back on the job)

¹ Calculation of development hours assumes the design includes a lesson plan, workbooks, handouts, and a supporting PowerPoint slide deck.

Customizable

Each classroom title in the RTL can be delivered or viewed without any modification. The open Word and PowerPoint formats, however, enable you to add your own unique elements and even change the entire look and feel of the content. Here are just a few ways you can customize the material:

- Add your organization's logo or brand.
- Place your own organization-specific content into the design.
- Change examples to fit your industry or work environment.
- Modify content to match company rules and procedures.
- Add, delete, or rearrange content to meet training time constraints.
- Change fonts, colors, and layout properties.

You can also combine more than one title into a longer training design, extract relevant sections and reuse them in other designs you have created, or use the general structure of one module to begin developing a completely new design. Whether you choose to use the material as designed or modify it to suit your needs, you'll find the RTL to be a flexible resource and a wise investment.

License-Free

Buy once, use many times. It's a compelling model for any budget-challenged training department. Purchase any title from the library with the knowledge that you won't need to budget for any additional licensing fees or annual subscriptions. The material is yours to use in whatever way you choose.² You can freely distribute the material throughout your organization, make it available on your internal server, create unlimited hard copies, upload it to a Learning Management System (LMS), develop a customized version, and even embed the material in other training or learning systems you design.

² Some restrictions apply.

Preparing for the Course

Before conducting the training, we encourage you to read the Instructor Guide thoroughly, familiarize yourself with the program's components, and test-run the PowerPoint presentation. Please be aware that diagrams and charts are smaller in the Instructor Guide than they are in the Participant Guide.

To keep examples current, consider researching Forbes' list of the world's most powerful women, published annually and available at www.forbes.com/power-women/list.

Make copies of the Learning Summary (one per participant) and distribute them at the beginning of the Review module. If you would like written feedback on the course, make copies of the Course Evaluation form and distribute them at the end of the training.

What's Included in This Program

This course contains several components:

- Instructor Guide
- Participant Guide
- Classroom PowerPoint presentation
- One-page Learning Summary
- One-page Course Overview
- Course Evaluation form

Materials Not Included

You will need the following materials to conduct the course:

- Slips of paper (used in section 2.4, "Find Balance")

If you choose to wrap up the program by asking participants to share key learning points, we recommend using a Koosh ball or beanbag for the activity (see "Learning Summary" section).

Who Will Benefit

Although it primarily focuses on the specific barriers women face and how they can best work through them, anyone who is in a leadership position or aspires to a leadership role and wants to develop the skills of effective leadership will benefit from this program.

Timing

The timing suggestions noted in this course assume that you have experience facilitating instructor-led training. If you are a new facilitator, you may wish to allow more time. Regardless of your experience level, you and your participants will gain the most from the program if you devote time beforehand to understanding the content.

Please consider rehearsing the delivery in order to gauge the pace of the program and determine whether you need to adjust the timing.

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Course Timing

Module	Time (minutes)
Overview	10
1. Challenges Women Face in Becoming Leaders	50
2. Inward-Focused Leadership Skills	70
3. Outward-Focused Leadership Skills	85
4. Planning Your Growth	20
Review	20

Total: 4 hours, 15 minutes

Icons Used in This Guide



At the beginning of each module, you'll find a chart that outlines the module's activities. This program includes instructor-led presentations as well as individual and group activities. Below is a brief description of what each may entail.

Icon	Description
	Presentation: The instructor will lead the discussion and may invite participants to share their experiences or responses.
	Individual Activity: Each participant will work independently. Activities may include completing self-assessments, reading passages or case studies, and responding to reflective questions.
	Group Activity: Participants will work in groups of two or more. Activities may include role-playing, analyzing scenarios, sharing workplace experiences, and responding to reflective questions.
	Handout: Participants will refer to a supplemental resource provided by the instructor.

Overview

Objectives

- Explore what you will gain by completing the course.
- Develop a basic understanding of why this topic matters.

Type of Activity	Section	Time (minutes)
	Course Objectives	5
	Introduction	5

Total: 10 minutes

Course Objectives

Successful completion of this course will increase your ability to:

- Understand the challenges that women face as they pursue leadership positions.
- Assess limitations that women place on themselves.
- Build skills that enhance your development as a leader.
- Develop and manage relationships to maximize your leadership potential.
- Overcome work-life challenges.
- Recognize special issues women leaders face when they interact with others.
- Use your natural strengths to build and maintain a strong team.
- Implement a plan to target the leadership skills you most want to improve.

Instructor Notes

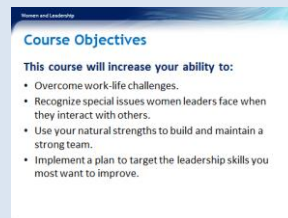
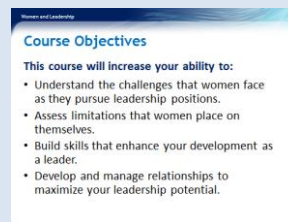


5 minutes



Introduce yourself and briefly describe your background.

Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include showing respect for all participants, participating fully, not using electronics, and not interrupting or dominating the conversation.



Review the course objectives.

Introduction

Let's start with some numbers: about 76 percent of U.S. women ages 25–54 are in the workforce.ⁱ

The good news: In the same study it was found that women ranked higher than men in 12 out of 16 essential leadership competencies, proving that women have what it takes to lead!

According to a study by Caliper, women leaders are more persuasive, assertive, and driven to get things done, and they are more willing to take risks than male leaders.ⁱⁱ In addition, they're more empathetic and flexible and have stronger interpersonal skills. Furthermore, research by Catalyst found that companies with sustained high representation of women—that is, three or more women board directors in at least four of five years—significantly outperformed those with no women board directors.ⁱⁱⁱ

The bad news: Companies should be actively recruiting women to be leaders in their organization and participate as board directors, but this is unfortunately not always the case. As of 2010, women make up just 3 percent of Fortune 500 chief executives, and under 16 percent are Fortune 500 corporate officers. The numbers are similar or worse in other countries around the world.^{iv} Only 8 percent of technology start-ups are led by women, and only 15 percent of senior management in all industries are women.^v

Obviously, women face a variety of challenges that hinder their desire to reach leadership positions. We'll take a look at those challenges, but more importantly, we'll look at how women can maximize their strengths and build their skills to become effective leaders in any organization.

"Sure [Fred Astaire] was great, but don't forget that Ginger Rogers did everything he did, backwards...and in high heels!"

—Bob Thaves

Instructor Notes



5 minutes

The Good News

- Women ranked higher than men in 12 out of 16 essential leadership competencies.
- Women are more persuasive, assertive, driven to get things done, and willing to take risks.
- Companies with 3 or more women board directors outperform those with none.

The Bad News



- Women make up only 3% of Fortune 500 CEOs and 16% of corporate officers.
- 8% of technology start-ups are led by women.
- 15% of senior management in all industries are women.



Ask participants to read the Introduction, which provides an overview of why this topic matters and describes how the course will empower them as professionals.

Maintain Poise and Composure

An effective leader is not easily rattled. Others look to you for how to react in unexpected situations or when receiving bad news, so it's important to practice the following behaviors.

- Avoid rash reactions. Most rash reactions are negative, so take a moment before you respond.
- Ask yourself, "What is possible in this situation?" You can even ask this of others around you—they may surprise you with their ingenuity.
- Use positive self-talk. This could be as simple as reminding yourself, "I've handled other surprises; I can handle this one too."
- Know your triggers. If you know what causes you to lose your cool, you can be prepared with strategies to defuse the situation. For example, if someone yelling at you makes you want to yell back, recognize when it occurs and implement a strategy such as talking very quietly in response.
- Assess your poise:
 - Can you receive negative feedback without overreacting?
 - Can you accept rejection without getting discouraged?
 - Can you keep your cool in emergencies?

Individual Activity: Identify Your Triggers

Instructions: Think about times when you didn't maintain your composure. What made you upset or caused you to lose your cool? Is there a pattern? That is your trigger. Next, think of strategies you can use to defuse the situation. Record them below.

"Poise: the ability to be ill at ease inconspicuously."

—Earl Wilson

Instructor Notes (cont.)



"Your goal is to communicate in a way that doesn't diminish your credibility, even when you are in stressful situations."



Review "Maintain Poise and Composure."



Review the instructions. Allow several minutes for participants to complete the activity individually. If participants seem to be struggling to think of defusing strategies, allow them to work with a partner or in small groups to brainstorm ideas.

Debrief by asking participants to share their triggers and their strategies for defusing.

"In many cases, the trigger is feeling devalued. Using positive self-talk is a useful strategy to counteract this trigger. For example, 'I trust myself to make a good decision in this situation.'"

(continued on the next page)

4.1 Skills Assessment

The following self-assessment will help you identify your dominant leadership strengths and areas for improvement. It is the first step in developing a plan to improve your leadership skills.

Individual Activity: Self-Assessment


Instructions: For each statement, rate the degree to which your current behavior reflects this trait or skill. Use the following rating scale:

1 = not at all; 2 = somewhat; 3 = usually; 4 = always


Authenticity	Rating
1. I know myself and what I value.	1 2 3 4
2. I know my strengths and weaknesses.	1 2 3 4
3. I'm open to feedback from people I respect.	1 2 3 4
4. I show my enthusiasm and reveal myself to others.	1 2 3 4
5. I demonstrate confidence in myself and my work.	1 2 3 4

Develop Strategic Relationships	Rating
1. I take the time to make contacts and network.	1 2 3 4
2. I'm aware of the three types of networks: operational, tactical, and personal.	1 2 3 4
3. I offer to help others before asking for help from them.	1 2 3 4
4. I am conscious of how I appear and what I say on social media in terms of how it reflects my professionalism.	1 2 3 4

Instructor Notes

 10 minutes

Review the opening paragraph.

 Review the instructions. Note that the self-assessment continues on the following three pages. Allow participants 10 minutes to respond individually.

(continued on the next page)