



**WESTOVER**  
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# TRAINING AND PROFESSIONAL DEVELOPMENT SERVICES

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## Workshops

### Workshop Course Description

Training Course	Knowledge, Skills and Abilities (KSAs)	Methods of Instruction	Audience
<p style="text-align: center;"><b>MANAGING CHANGE IN THE WORKPLACE</b></p>	<ul style="list-style-type: none"> <li>• Skills needed to involve others in the change process;</li> <li>• Ability to create a climate conducive to sustained change;</li> <li>• Ability to help others break from the past by “modeling” change;</li> <li>• Ability to communicate change to others to achieve optimal cooperation and “buy-in”; and</li> <li>• Ability to simplify and reduce the pain associated with workplace change.</li> </ul>	<p>Lectures; small-and large-group discussion sessions; dyad exercises; role playing; case studies; use of individualized worksheets; use of films, videos, audiotapes, and other audiovisual materials; and learner-managed assignments with feedback sessions. One concrete outcome of this course is an individualized action plan for continued manager self-development that leads to increased efficiency, greater quality, and improved individual initiative and accountability.</p>	<p>Upper management, first-and second-line supervisors.</p>
<p style="text-align: center;"><b>PERSONAL STRATEGIC PLANNING (Part 1)</b></p>	<ul style="list-style-type: none"> <li>• Knowledge to understand the principles of strategic planning;</li> <li>• Knowledge to understand the relationship between personal strategic planning, professional development, and job satisfaction;</li> <li>• Ability to create a personal vision and mission statement; and</li> <li>• Skills to create a personal strategic plan.</li> </ul>	<p>Lectures; individual assessment; small and large group discussions; and feedback sessions.</p>	<p>All levels within the organization.</p>
<p style="text-align: center;"><b>PERSONAL STRATEGIC PLANNING (Part 2)</b></p>	<ul style="list-style-type: none"> <li>• Skills needed to sustain desired outcome in personal strategic planning; and</li> <li>• Skills needed to address barriers to personal strategic planning.</li> </ul>	<p>Lectures; individual assessments; small and large group discussion; and feedback sessions. Note: Personal Strategic Planning – Part 1 is a prerequisite to taking the course. Part 2 provides a forum to discuss challenges and successes associated with personal strategic planning implementation.</p>	<p>All levels within the organization.</p>

Training Course	Knowledge, Skills and Abilities (KSAs)	Methods of Instruction	Audience
<b>STRESS MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Skills needed to determine one’s personal range of stress, and to pin point and employ effective techniques for reaching and remaining in one’s “comfort zones”;</li> <li>• Ability to pinpoint the psycho-social and behavioral hazards of workplace stress; and</li> <li>• Ability to identify individual “stressors” and to use effective techniques to handle various types of stress.</li> </ul>	Presentations and group discussions; self assessment exercises; individual inventories and large-group feedback sessions, small-group interactive sessions; use of appropriate audiovisual materials; and a participatory relaxation exercise that combines mental imagery with physical relaxation techniques.	All levels within the organization.
<b>INTERPERSONAL COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>• Skills needed to implement an action plan for improving communication where necessary;</li> <li>• Ability to determine communication strengths and weaknesses;</li> <li>• Ability to recognize body language that impedes or fosters interactions;</li> <li>• Ability to provide effective feedback to co-workers; and</li> <li>• Ability to demonstrate positive interpersonal communication techniques one on one and in groups.</li> </ul>	Lectures; small-and large-group discussions; modeling; use of self-assessment scales; learner-completed inventories; role playing; dyad exercises; and group feedback sessions.	All staff within the organization.
<b>CONFLICT MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Skills in determining one’s optimal conflict management style;</li> <li>• Ability to understand the nature of conflict and anticipate some potential causes of conflict; and</li> <li>• Ability to resolve workplace conflict effectively and promote conflict resolution skills among co-workers.</li> </ul>	Thomas-Kilman Conflict Mode Instrument; group presentation and discussion; fishbowl exercises; small-group role simulations; case studies, video segments; dyad exercises; and brainstorming.	All levels within the organization.

Training Course	Knowledge, Skills and Abilities (KSAs)	Methods of Instruction	Audience
<b>SUPERVISORY/LEADERSHIP DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Ability to understand the principles of effective supervision and leadership to new supervisors.</li> <li>• Skills will be examined in the following areas:               <ul style="list-style-type: none"> <li>- project management</li> <li>- delegating</li> <li>- coaching/motivating employees</li> <li>- evaluating performance</li> <li>- giving and receiving</li> <li>- feedback</li> </ul> </li> </ul>	Brief lectures; “360 Degree” feedback instrument; Myers-Briggs Type Indicator; small-and large group discussion; self-directed learning role playing; case studies; participant-directed interactive sessions; dyad exercises; and selected films, videotapes, and other appropriate audiovisual	First-and second-line supervisors who are new to supervision; staff who are inspired to become supervisors; and supervisors who need a course refresher.
<b>PROFESSIONALISM AND CAREER MOBILITY</b>	<ul style="list-style-type: none"> <li>• Skills in (1) planning a self-analysis of one’s skills and abilities; (2) determining one’s career motives and values; (3) setting realistic and attainable career goals; and (4) conducting situation audits, trend analyses, etc; skills needed to devise an individual Career Development Plan;</li> <li>• Ability to articulate and internalize the characteristics of proactive career planning; and</li> <li>• Ability to identify and use at least four of the categories of career support resources.</li> </ul>	Large group presentation; large-and small-group discussions; brief lecturettes; worksheets used with guided discussion; and small-group or dyad feedback sessions.	Entry to mid-level employees.

<b>Training Course</b>	<b>Knowledge, Skills and Abilities (KSAs)</b>	<b>Methods of Instruction</b>	<b>Audience</b>
<b>EFFECTIVE MENTORING</b>	<ul style="list-style-type: none"> <li>• Ability to define the mentoring process;</li> <li>• Ability to articulate and effectively carry out the role of the mentor and/or protégé; and</li> <li>• Ability to recognize and make effective use of issues unique to cross-gender, cross-generational and cross-cultural mentoring.</li> </ul>	Case studies; role plays; lecturettes; and small-group and individuals exercises.	All staff within the organization.
<b>SELF MANAGEMENT: UTILIZING STEVEN COVEY'S PRINCIPLES</b>	<ul style="list-style-type: none"> <li>• Skills needed for self management and increased productivity using Steven Covey's principles;</li> <li>• Ability to understand the relationship between being able to manage yourself in order to manage time; and</li> <li>• Ability to identify and practice self-management tools.</li> </ul>	Lecturettes; individual exercises; self-assessment instrument; small group report out; and individual action planning.	All levels within the organization.
<b>MEETING MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Knowledge needed to become an effective meeting participant;</li> <li>• Ability to identify the skills necessary for facilitating effective meetings;</li> <li>• Skills to assess your meeting management weaknesses and strengths; and</li> <li>• Ability to understand alternatives to meetings.</li> </ul>	Brief lecturette and group discussion; simulation; individual and small group exercises; and individual assessment instrument.	All levels within the organization.
<b>EFFECTIVE DELEGATION</b>	<ul style="list-style-type: none"> <li>• Knowledge to understand the principles of delegation;</li> <li>• Ability to examine the risk and benefits of delegation;</li> <li>• Ability to identify various styles of delegation; and</li> <li>• Skills for successful delegation.</li> </ul>	Lecturette; role plays; skill building lab; small group activities; and video presentation.	Upper management, project managers, first and second-line supervisors.

Training Course	Knowledge, Skills and Abilities (KSAs)	Methods of Instruction	Audience
<b>PERFORMANCE PROBLEM SOLVING</b>	<ul style="list-style-type: none"> <li>• Skills needed to develop employee expectations and develop an individual development plan;</li> <li>• Knowledge needed to manage corrective action and reinforce positive performance; and</li> <li>• Ability to understand the skills needed to manage employees.</li> </ul>	Lectures; case studies, dyads; small group report out; and individual action plans.	Upper management, first, and second-line supervisors.
<b>STRATEGIC PLANNING</b>	<ul style="list-style-type: none"> <li>• Skills needed to facilitate short and long term strategic planning;</li> <li>• Knowledge to understand the benefits of strategic planning; and</li> <li>• Ability to understand the execution, management, and follow-up involved in strategic planning.</li> </ul>	Individual and small group report out; brief lecture; simulation; and individual action planning.	Upper management, first and second-line supervisors.
<b>CROSS CULTURAL COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Skills needed to prevent miscommunication and conflict;</li> <li>• Knowledge to identify and practice using interpersonal skills necessary for enhanced communication; and</li> <li>• Ability to understand how culture impacts communication.</li> </ul>	Individual report outs; group exercises; brief lecture, dyads; and case study.	All levels within the organization.
<b>COACHING: A TOOL TO DEVELOP EMPLOYEES</b>	<ul style="list-style-type: none"> <li>• knowledge needed for individual development planning;</li> <li>• Skills needed for successful coaching;</li> <li>• Ability to understand the coaching process; and</li> <li>• Ability to understand other methods to developing employees.</li> </ul>	Video; individual action planning; brief lecture; and role play.	Upper management, first and second-line supervisors.

<b>Training Course</b>	<b>Knowledge, Skills and Abilities (KSAs)</b>	<b>Methods of Instruction</b>	<b>Audience</b>
<b>CUSTOMER SERVICE</b>	<ul style="list-style-type: none"> <li>• Skills needed to respond to challenging customers;</li> <li>• Knowledge to understand the service provider’s role in customer service; and</li> <li>• Ability to identify and practice the interpersonal skills necessary for excellent customer service.</li> </ul>	Individual assessment; brief lecturette; role playing; group feedback session; and small group activities.	All levels within the organization.
<b>WORKPLACE HARASSMENT PREVENTION</b>	<ul style="list-style-type: none"> <li>• Skills needed to create an environment that is harassment-free;</li> <li>• Knowledge to understand the definition of what constitutes harassment in the workplace;</li> <li>• Ability to understand the grievance procedures; and</li> <li>• Ability to understand the role of management and employees.</li> </ul>	Self-assessment; case studies; and small group activities.	All levels within the organization.
<b>EEO AND THE LAW</b>	<ul style="list-style-type: none"> <li>• Knowledge to understand the basis/history behind EEO.</li> <li>• Knowledge to understand EEO laws and regulations;</li> <li>• Knowledge to understand the basis/history behind EEO.</li> <li>• Ability to describe the discrimination complaints process; and</li> <li>• Ability to understand the legal implications for managers and supervisors.</li> </ul>	Brief lecture; case studies; video; pre-post test; and small group report outs.	All levels within the organization

Training Course	Knowledge, Skills and Abilities (KSAs)	Methods of Instruction	Audience
<b>CREATING AND MANAGING EFFECTIVE WORK TEAMS</b>	<ul style="list-style-type: none"> <li>• Knowledge needed to understand task and maintenance behaviors in work teams;</li> <li>• Ability to identify the major characteristics of effective teams and incorporate them into future team activities;</li> <li>• Ability to recognize the individual and organizational benefits derived from effective work teams;</li> <li>• Ability to identify and eliminate the common barriers to effective team functioning in the workplace; and.</li> <li>• Skills to create and manage effective work teams.</li> </ul>	Lecturettees; large-and small-group discussions; self assessment instruments; video presentations; group exercises; and simulations.	Upper management, team leaders, project managers, and team members.
<b>BUILDING TEAMS IN A DIVERSE ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>• Ability to examine one’s own biases, attitudes, and misconceptions about “others” that lead to cross-cultural and/or gender barriers;</li> <li>• Skills to promote organizational behavior that values diversity and to address the concerns of those from diverse cultures, women, the disabled, and recent immigrants in the workplace; and</li> <li>• Knowledge to effectively create and sustain multicultural work teams that view diversity of backgrounds and idea as a positive and rich resource.</li> </ul>	Case studies; lecturettees; self-assessment inventories; large-and small-group discussions; video presentations; interactive exercises; role plays, and simulations.	All levels in the organization.

Training Course	Knowledge, Skills and Abilities (KSAs)	Methods of Instruction	Audience
<b>HEALTHY SELF IMAGE</b>	<ul style="list-style-type: none"> <li>• Knowledge to understand the components of a positive self image;</li> <li>• Ability to identify strengths and areas of personal growth to enhance self image; and</li> <li>• Skills and tools to enhance self-esteem.</li> </ul>	Highly interactive course utilizing individual assessments; small group sessions: and case studies.	All levels within the organization.
<b>EFFECTIVE PLATFORM SKILLS</b>	<ul style="list-style-type: none"> <li>• Knowledge to understand adult learning theory and diverse learning styles;</li> <li>• Ability to identify key platform skills;</li> <li>• Skills to enhance effective communication delivery; and</li> <li>• Ability to address challenging behavior during oral presentation.</li> </ul>	Lecturette; skills lab; individual presentations, dyad exercise; and small group activity.	All levels within the organization.
<b>INFLUENCING OTHERS</b>	<ul style="list-style-type: none"> <li>• Knowledge to effectively influence the decisions of decision makers;</li> <li>• Ability to understand personal power vs. position power;</li> <li>• Skills and techniques to influence through negotiation techniques; and</li> <li>• Skills and tools needed to influence through assertive skills.</li> </ul>	Lecturette; individual assessments; small group activities; and individual report out.	Entry to mid level management.

## **Career Development Seminars**

The following are 2- 3 hour seminars that address the various phases within the career cycle. You can select individual seminars or combined seminars as needed to meet your staffing needs.

- Career Planning – 3 hours
- Resume Writing – 3 hours
- Cover Letters and Thank you letters –1 to 2 hours
- Surviving the Panel Interview – 3 hours
- Communicating Your Product (You) and Your Marketing Strategy – 3 hours
- Networking Skill Development – 3 hours
- Preparing for the Next Job at Your Agency – 2.5 hours
- Negotiating the Job Offer– 2 hours

### **Career Planning – 3 Hours**

The goals of career planning are to define your career direction and professional objectives. In this course, you will gain an understanding of what it takes to manage your career over your lifetime. Use this information to navigate the career path that leads to success.

Objectives:

- Discuss principles for charting your career direction
- Identify your professional objectives
- Review your work history, performance and accomplishments
- Identify trends in your profession
- Discuss the value of a Resume and other marketing tools
- Define your target market and explore market needs
- Map your Career and create a Career Development Action Plan

## **Resume Writing – 3 Hours**

The goal of this course is to develop a resume that reflects the knowledge, skills, aptitudes, and specific professional experience of each participant.

Objectives:

- Review the basic nuts and bolts of putting a resume together
- Write quantifiable or qualifiable accomplishments (What, Where, How)
- Draft a resume that communicates who you are, what you have done, what you can do, and gets you an interview
- Know what employers are looking for
- Review Types of resumes

## **Writing Cover Letters and Identifying References - 1-2 hours**

The goals of this session are to acquire the skills of writing effective cover letters and managing references.

Objectives:

- Understand the purpose, style and format of cover letters
- Discuss the importance of writing a separate cover letter to generate interest, communicate a specific message about your value, and guide the reader through the resume
- Create letters that direct readers to the meat of your resume and establish rapport between you and them
- Explain guidelines for managing the reference process

## **Surviving the Panel Interview - 3 hours**

The goals of this seminar to understand the panel interview process and to practice the requisite skills necessary to not only to survive, but to thrive during the panel interview process.

Objectives:

- Identify the mechanics of a panel interview
- Review effective interviewing skills with confidence
- Identify what interviewers are looking for in a candidate

- Describe behavioral style questions
- Review techniques to confidently “sell” self to interviewers
- Describe the type of questions to ask in an interview

### **Interviewing Skills and Practice – 3 hours**

The goal of the Interviewing Skills session is to become knowledgeable in planning for an interview through preparation and practice.

Objectives:

- Position yourself as a value add to an organization
- Organize and prepare for the interview
- Professional Image and Body Language
- Different types of interviews (informational, telephone interviews)
- Be able to effectively “Tell me about yourself”
- Answer difficult interview questions and Prepare for behavior-based questions
- Avoid interview mistakes
- Look at interviewing from the employers perspective

### **Communicating Your Product (You) and Your Marketing Strategy – 3 hours**

The purpose of this session is to create a communication strategy to enable you to market yourself effectively during the job search. A resume alone will not get you a job. It is one tool in your job search and networking process.

Objectives:

- Understand the power of effectively marketing yourself
- Write and present a 30 second statement about yourself
- Write and present a two minute statement that effectively describes yourself
- Use these statements in your resume, cover letters and when marketing your product
- Focus on how you can be part of their team and what solutions you offer

## **Networking Skill Development – 3 hours**

The goals of this session are to learn the value of building and maintaining a Network and the skills required to actually network effectively.

Objectives:

- Develop strategic networking skills
- Compile a list and manage your contacts
- Explore opportunities for networking
- Strategies for capitalizing on networking events
- Practice getting your message out

## **Preparing for the Next Job at Your Agency-2.5 hours**

The goal of this session is to determine and assess the skills needed to move up in your current organization.

Objectives:

- Assess your skills for strength and for growth.
- Relate how your skills can be marketed to higher-level positions.

## **Negotiating the Job Offer– 2 hours**

The goal of this session is to understand that almost anything is negotiable. Much of the offer depends on your negotiating skills.

Objectives:

- Ask the right questions
- Cultivate offers
- Evaluate job offers
- Learn how to negotiate
- and negotiate packages

## Succession Planning

Where will those who succeed the present leadership come from? Executive creativity is challenged to design an infrastructure that identifies the right talent for the needs of the organization. Succession Planning involves having senior executive periodically review their executives and those in the next lower level to determine backups for each position.

The purpose of this planning session is to discuss the need for a careful and considered plan of action to ensure that there are highly qualified people in all positions. A succession plan clearly sets out the factors to be taken into account and the process to be followed in relation to retaining or replacing people.

Objectives:

- Establish a process to identify and prepare employees through mentoring, training and job rotation to replace key players as their terms expire.
- Identify expected vacancies
- Determine critical positions
- Identify current and future competencies employees possess and those needed when someone leaves a position.
- Develop a recruitment strategy.
- The manager and employee agree to a sequence of development steps, taking into account current job needs and gaps, how these map to organization gaps, and the long-term career goals of the employee.
- Managers develop logical moves based on assessment of strength versus core job-task requirements and provide employees the development and other exposures employees need to build the managerial bench strength of the organization.
- Create assessment and selection tools
- Assist with leadership transition and development
- Develop an evaluation plan for succession management
- Westover is available to provide the following services to meeting your succession planning:
  - Executive Coaching to develop a plan of action to meet your succession planning needs
  - Briefing with your senior staff
  - Training with your human resource staff

## Organizational Development Services

Westover provides a variety of comprehensive organizational development services to meet the diverse needs of its clients:

- Strategic Planning
- Briefings
- Organizational Interventions
- Curriculum development
- Retreat facilitation
- Executive coaching
- Needs assessment such as, focus groups, questionnaires and surveys
- Key note speakers

### Mediations

Westover's certified mediators have extensive experience in the area of conflict resolution and facilitation. They are skilled in creative mutual problem solving, know how to achieve synergy within diverse teams and work groups, appreciate how diversity impacts and compounds conflict, and understand how to create a climate for collaboration. Working with difficult group members, staying on task, and meeting the desired goals of the group are equally addressed.

### Meeting Support

Westover can provide the following meeting Facilitation support services:

- Defining and refining the agenda
- Convening and leading large-and small-group briefings and discussions
- Recording discussion content
- Preparing written summaries of work group processes and outcomes, and debriefing session focusing on next steps.

# WESTOVER CONSULTANTS, INC

## GENERAL COST INFORMATION

### Off-The Shelf Training Courses

Estimates are available upon request for training development and delivery. Discounts are given when purchasing more than one training or purchasing comprehensive services that include a variety organizational development services. The following assumptions apply to each estimate:

- The average length of time for each one day class is 8 hours. Each day includes 2 morning and afternoon breaks and up to an hour for lunch.
- Estimates for classes of two or more days can be provided upon request.
- A maximum of 25 participants per class, per instructor.
- Participant materials include a workbook with all course handouts, PowerPoint slides, etc. Per person cost for special assessment instrument are included in the estimate.
- All classes will take place at the customer's site, at no charge to Westover. The customer will provide any standard training aids and/or audiovisual equipment that may be necessary (i.e., flip chart easels and pads, etc).
- Cost for out-of-town travel for Westover instructors.
- Costs for "customizing" the course to fit the specific audience.

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