

Management Training Program- Healthcare Focus

Course Description

Management is everywhere. Documented as one of the fastest growing jobs in America, the role of manager is the heartbeat of businesses, organizations, and teams of all types. This practical and interactive program on management emphasizes the theory, practice, and iteration of great management in action, designed for new and future managers in the workplace, with an emphasis on healthcare. You will work with other colleagues in the industry, and learn from one another and the unique experiences each student brings.

Management is often defined as “the process of reaching organizational goals by working with and through people and other organizational resources.” That process is both an art and science, and one which is taught best through an active learning process. Through the process of reflection, experimentation, and application, this 16-week course aims to make you a more effective manager, utilizing specific case studies and role-plays that focus on healthcare settings. This may include working with patients, conversing with colleagues and patient families, and managing difficult conversations at hospitals or clinics. You will engage in content, readings, videos and activities that will help you to better understand how to work with, lead and inspire others, at the individual and group level. Our goal is not to teach you the *right* way to manage others—there are many. Rather, we aim to expand your toolkit so that you can build on your authentic management foundation and draw on frameworks to continually develop into a stronger manager.

Course Learning Outcomes:

By the end of end of this 16-week course, you will be able to

- identify theory, research and conceptual frameworks for understanding the best practices of modern management.
- utilize opportunities and tools for analysis and reflection on your personal model of leadership.
- develop and practice the practical skills of managing people and teams.

Course Overview & Structure:

Below is a basic overview of the 16-week course, which is divided into 8 units. Each unit will include discussion posts, reading assignments, theory, application activities, a culminating unit assessment and a final unit reflection.

Units and competencies include:

Unit	Competencies:
Unit 1: Knowing Yourself as a Manager	By the end of the unit, you will be able to... <ul style="list-style-type: none"> • evaluate multiple leadership styles in order to compare and contrast different approaches to leadership; • examine your preferences for working style and interest areas; • create a leadership profile that represents elements of your personality, interests, and skills; • assess and communicate strengths and weaknesses of your own personal leadership style.
Unit 2: Building Productive Relationships by Understanding Others	By the end of the unit, you will be able to... <ul style="list-style-type: none"> • examine effective listening practices that provide a framework for active listening; • differentiate between intrinsic and extrinsic motivation; • assess underlying motivational structures of others in the work environment to better understand how to influence others; • demonstrate effective listening skills through role play with peers.
Unit 3: Communicating Effectively	By the end of the unit, you will be able to... <ul style="list-style-type: none"> • create an action-oriented verbal presentation to communicate your leadership brand; • demonstrate an ability to provide both positive and critical feedback effectively; • analyze written communication in order to identify common mistakes; • create examples of effective written communication.
Unit 4: Mastering the Art of Difficult Conversations	By the end of the unit, you will be able to... <ul style="list-style-type: none"> • design a process guide to help set expectations around difficult conversations with your team;

	<ul style="list-style-type: none"> • experiment through role play to test and iterate your conversation strategies; • evaluate theoretical frameworks for identifying sources of conflict & tension in workplace conversations; • analyze past experiences with difficult conversations to identify personal themes and patterns.
Unit 5: Building Cohesive Teams	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • think critically about values and responsibilities for managing teams; • distinguish between formative and summative feedback. • research and analyze examples of team charters and similar documents used to establish expectations within teams; • create a sample team charter that reflects your leadership style and values.
Unit 6: Growing Each Employee's Performance Over Time	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • design a plan for evaluating and giving feedback to teams based on the research and evaluation of current resources; • design a plan for evaluating and giving feedback to individuals based on the research and evaluation of current resources; • create sample onboarding documents for a newly hired employee; • design an onboarding strategy for supporting new employees in the first month of work.
Unit 7: Process Management	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • evaluate different strategies for planning effective group and individual meetings; • integrate design-thinking strategy to explore problems and solutions; • research, compare, and contrast different project management tools to support multiple management processes; • create a process management guide to inform future practice based on an analysis of current processes in your place of employment (or desired place of employment).
Unit 8: Establishing a Vision	<p>By the end of the unit, you will be able to...</p> <ul style="list-style-type: none"> • evaluate and self-assess your personal management vision and values; • design a plan that outlines priorities for the first 90s days in a management role;

	<ul style="list-style-type: none"> • develop a revised vision statement that represents your values as a manager; • create a final portfolio that incorporates the tools, samples, and reflective assignment from the course.
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Contact Hours:

All activities and assignments in this course are designed to help you achieve mastery of the learning objectives. The exact number of hours you spend will vary, depending on the week and your working style. However, you can expect to spend approximately 10-20 hours each week on your course work, including a mandatory 60-minute weekly live session.

Given the intensive time commitment, we have designed the class experience so you can learn anytime, anywhere. Our learning management system--where you will find assignments, exercises, readings, videos, and more--is available on web and mobile devices, and we encourage you to check the app daily. Moreover, you can communicate with your peers, instructor, and coach via email, discussion boards, text, phone, or messaging. We have found that students who get the most out of our courses are often those who invest the most energy into the learning experience and continually reflect on their progress.

Unit Deliverables:

Unit Component	Student Deliverable
Opening exercises to activate prior knowledge with an assessment exercise or other activity	<i>Reflection, summary or peer review</i>
Theory - research, articles, book excerpts and presentations, to ground the management practice in research and findings	<i>Quiz, summary, personal or peer review</i>
Discussions to share, debate and learn from peers and instructors	<i>Discussion post, video response and other peer-to-peer communications</i>

<p>Class sessions with peers and instructor to review learnings, practice new tools, and receive feedback</p>	<p><i>Attendance and active participation in class session</i></p>
<p>Activities and Applications to relate your key management learnings to your current reality and provide opportunities to test and practice your learnings in action</p>	<p><i>Role Play simulations, interviews, & peer activities. All include analysis of each competency as applied to your own experience</i></p>
<p>Unit Assessments to demonstrate mastery of the competencies for each unit, through individual and group projects, primary and secondary research, memos, case studies, research reports, strategic plans and presentations. Unit Assessments will incorporate Activities and Applications from each competency in the unit, and provide a comprehensive means to demonstrate your mastery.</p>	<p><i>Unit Assessment submission & revisions when necessary</i></p>

*Note: You can expect each unit to include the above activities and deliverables. You will find a more detailed overview of the activities and assignments for each week in the appropriate unit folders on Schoology.

Guild Learning Model:

We believe that everyone can be successful in the online learning setting. Because courses are not individualized for each student, each student must come prepared with the tools to navigate his or her own learning.

This course will adhere to the following core Guild principles:

- **Our classes are competency-based.** You don't receive credit because of the hours of seat time spent in class or online--credit is about demonstrating mastery of the skills, theories, and knowledge (we call these learning outcomes).
- **We are learner-centric.** We will engage you in the hard and messy work of learning - you and your peers are responsible for bringing your attitude, curiosity, and knowledge to the learning experience. We offer

opportunities for you to collaborate with peers and instructors, reflect on your own learning achievements, share your experience and knowledge, and identify what you need to accomplish to make the most of your education.

- **We all learn best by doing.** We think it is important to understand both the theory and application of each learning topic. Experimentation, action, feedback, and reflection are at the core of every learning experience with Guild. Unlike many passive learning experiences, you will be an active participant and much of your learning will happen in a tactical way—with tools, approaches, and habits you can apply in your work tomorrow.
- **Practice is the backbone of success.** Keep at it. Practice is the core of the Guild learning experience. Sometimes you will fail, and that's okay - in fact, it's celebrated! Our classrooms are learning laboratories where you can try new behaviors, be uncomfortable, learn and grow. We will push you to try new things and support you as you learn along the way.
- **Feedback makes us better.** In fact, it's a gift. Practice can only make perfect when we get feedback on how to improve. At Guild, you'll give and receive feedback on a regular basis to help you learn and grow.
- **Reflection is need-to-have, not nice-to-have.** Reflection is the digestion process of practice and feedback - when you get to take time for internal growth and goal setting. On a regular basis, we will ask you to reflect on experiences, internalize your learning, and set goals for the next opportunity to practice.
- **Community matters - we have each other's backs.** To support a safe learning laboratory for the Guild community, we expect all Guild members to treat each other with the utmost respect and a shared appreciation for the role we all play in one another's learning experiences.

What You Can Expect from Guild

Wrap-Around Support

You will have support from your personal coach and a lead instructor; both are committed to your success.

Your coach's purpose is to help you learn and move forward in the course. We

know that balancing work and academics is not easy, and your coach is here to help you along the way. From setting your academic goals early on to monitoring progress to tackling external challenges, your coach is available for you in a one-on-one setting. As such, you can communicate with your coach through whatever means works best for you-- whether it's text, email, video or phone.

The lead instructor of the course is responsible for delivering content and making sure it is both relevant and up-to-date. Instructors also review and provide feedback on your course work and unit assessments. Because we believe that feedback is a gift and it should be provided in a timely manner, you can expect your instructor to provide detailed feedback on your assessments. You will have opportunities to revise and resubmit assignments if needed.

Through forums and groups, you can connect with other members of the program. While you can discuss the curriculum and assignments, it is also a place to offer and seek support and develop relationships with other Guild students. Just because you are not sitting in class with a professor and other students does not mean you will go this process alone. In fact, we believe the opposite is true-- you will go with many.

Clear Expectations and Grading Policies

We want to make your job as a student as transparent and easy to follow as possible. As such, the grading and structure look the same each unit:

- Work through content - including online course materials and assignments aligned to the unit learning outcomes
- Attend the live-session
- Complete a Unit Assessment to demonstrate mastery of the unit learning outcomes

Unit Assessments vary by unit, - tests, projects, presentations, and groups collaborations, but all are used to measure your knowledge. If you do not pass the Unit Assessment, you can try again. In fact, you can revise and resubmit as many times as needed. Your learning should matter, not your first attempt.

Accommodations

Guild Education is committed to providing accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact their student success advisor to coordinate

reasonable accommodations.

What We Expect from You

Be Present (Participation and Attendance)

This is a hybrid program with online and offline components. Being present means being actively engaged both on and offline. While you will still have assignments and participation requirements like an in-person class, much of what you will do will be independent or completed on your own time. Pay particular attention to requirements regarding discussion posts each week. Additional coordination may be necessary to complete group projects.

If you have any technical difficulties, challenges with assignments, or any other challenges that are affecting your progress, let your coach know as soon as possible.

Attendance in live sessions is required for the completion of the course. Students are permitted one excused absence per course. Make-up work for missed sessions must be coordinated by the student with the course instructor. One or more unexcused absences may result in an administrative withdrawal from the course.

Do the reading (Course Materials)

There are no required books for the course. Research papers, news articles, and short videos will all be utilized. These resources will be found in your learning portal, organized by unit.

Stay Resilient (Grading)

Mastering a competency is not always easy. As discussed above, you will have the opportunity to resubmit assignments based on instructor feedback in order to master unit competencies. You can expect transparency and honest feedback from us; we ask in return that you exhibit resiliency when faced with a challenge.

Be Proud of Your Work (Citing and APA requirements)

Academic integrity is necessary for the classroom, just like professionalism is in the workplace. You must assume responsibility for citing sources, when appropriate. We expect you to follow APA requirements (based on the APA Style Manual, 6th edition) for all written assignments. For details on APA style, please review the APA resources on the Guild platform under the “APA Guide.”

Treat Others with Respect (Classroom Behavior)

Just like in the workforce, it's critical to respect the diversity of opinions found amongst peers, instructors, and coaches. All discussion board posts, videos, chats, and live virtual meetings should be conducted in a respectful way, as you would in any professional setting. We have zero tolerance for any sort of harassment, insult or humiliation directed towards someone else. We reserve the right to remove you from the program upon violation of this expectation.

Course Schedule & Unit Details:

Unit 1: Knowing Yourself as a Manager

Description: To be able to manage others, you must first know yourself. In this unit, you will first deepen your understanding of a variety of different leadership styles, in theory and in practice. Knowing leadership styles, however, is not enough. You will then apply what you have learned to look introspectively at your current leadership style and the style you aim to emulate, considering both the strengths and challenges of the style and/or styles that suit you best.

Core Competencies:

- Evaluate multiple leadership styles in order to compare and contrast different approaches to leadership.
- Examine your preferences for working style and interest areas.
- Create a leadership profile that represents elements of your personality, interests, and skills.
- Assess and communicate strengths and weaknesses of your own personal leadership style.

Assigned Additional Reading

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton and Sheila Heen

- **Chapter 1** - The Problem: Sort Out the Three Conversations
- **Chapter 2** - The "What Happened?" Conversation: Stop Arguing About Who's Right: Explore Each Other's Stories

Unit Assessment: Personal Leadership Style Powerpoint Presentation

Overview: For this wrap-up assignment reflect on the leadership styles, your own personality type and preferences, and your past and current experiences in leadership. Use a provided PowerPoint template and your responses to previous exercises in this unit to complete your leadership profile presentation.

In this presentation you will share your preferred leadership style and summarize the results of your MBTI, Holland Codes, Skills Inventory, and Values Activity. You will also be asked in the template to use the SWOT analysis method to identify your:

- **Strengths** - What leadership qualities are your strengths?

- **Weaknesses** - Which are your weaknesses?
- **Opportunities** - Can you identify opportunities for growth and develop in these areas?
- **Threats** - What threats/challenges/obstacles might you need to overcome to develop these skills? They may be personal obstacles or obstacles related to your industry or work environments.

For each item, provide an example of how this is evident in your past or current experiences.

Unit 2: Building Productive Relationships by Understanding Others

Description: The key to developing productive relationships with your team is to first seek to understand them individually. Research shows that effective listening is the critical first step in establishing a relationship, but while we often “hear” what an individual is saying, we regularly miss the key message. In this unit, you will focus on understanding the difference between listening and hearing and then apply critical listening practices. You will leverage these listening techniques to help you understand what motivates individuals and how you can utilize differentiated management strategies to move individuals on your team forward.

Competencies:

- Examine effective listening practices that provide a framework for active listening.
- Differentiate between intrinsic and extrinsic motivation.
- Assess underlying motivational structures of others in the work environment to better understand how to influence others.
- Demonstrate effective listening skills through role play with peers.

Assigned Additional Reading

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton and Sheila Heen

- **Chapter 3** - The “What Happened?” Conversation: Don’t Assume They Meant It: Disentangle Intent from Impact

- **Chapter 4** - The “What Happened?” Conversation: Abandon Blame: Map the Contribution System

Unit Assessment: A Relationship Plan, Revised

Overview: In this wrap-up assignment, you will analyze your past listening habits and provide concrete changes you will institute to improve your listening. To put your theory into action, you will interview a co-worker with whom you would like to strengthen your relationship. The interview is focused on your coworker’s internal and external motivations. After the interview, you will compare and contrast both your own and your interviewee’s exhibited listening habits. You will also provide a detailed analysis of what motivates your coworker and short plan to leverage those motivations in a productive way going forward.

Sample questions for the interview:

- Tell me about your job, what it is like on a typical day?
- Why did you take this job, and what are you hoping to get out of it?
- What are some internal factors that motivate you to do well at your job?
- What are some external factors that motivate you?
- What would you change about your job if you could?
- Is there anything that I could do differently as your coworker to help you be successful at work?

Requirements:

Step 1: Complete an interview with a coworker, using the above questions as a guide.

Step 2: Create a powerpoint or other media presentation that includes the following information:

- How did the interview go? Were you a good interviewer - why or why not?
- What listening skills did you use effectively during the interview?
- What did you identify as your own internal and external motivators for work? How did these compare to your co-workers motivations?
- What did your coworker share about your relationship?
- Did you learn anything new from your coworker?

- Moving forward, how will you modify your attitude or behaviour towards this coworker?

Step 3: Create a summary (either as part of the powerpoint or separately) that addresses the following:

- When you hire a new employee (or become a manager of current peers) how might you use the listening skills and influence model to start a conversation about your relationship with them moving forward?

Unit 3: Communicating Effectively

Description: While listening is critical to establishing relationships, communicating effectively is critical to driving towards results. In this unit, you will hone your verbal and written skills, focused specifically on presentations and email correspondence. Another important part of communication is delivering feedback. Critical to developing both teams and individuals, you will do it often as a manager. But how you do it matters. Thus, you will learn about feedback through a particular framework, the Action-Impact model, and try it out for size with a training program peer.

Competencies:

- Create an action-oriented verbal presentation to communicate your leadership brand.
- Demonstrate an ability to provide both positive and critical feedback effectively.
- Analyze written communication in order to identify common mistakes.
- Create examples of effective written communication.

Assigned Additional Reading

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton and Sheila Heen

- **Chapter 5** - The Feelings Conversation: Have Your Feelings (Or They Will Have You)

Unit Assessment: Communicating My Brand as A Manager: My Leadership Style Introduction

Overview: In this Unit Assessment, you will develop a leadership brand powerpoint, including and revising some materials from the previous units.

Imagine that you are applying for leadership position, and as part of your interview they would like you to create this presentation. Try to keep the presentation direct and focused by drilling down to the most important components of your leadership brand.

My Leadership Brand Powerpoint

Create a powerpoint presentation to start to explore/identify/solidify your brand of leadership.

- Open up the "Let's Work Together" project that you submitted earlier in this unit. You will now add to this powerpoint for this assignment.
- Review your "Leadership Profile" from Unit 1 and select some information from this profile to include in your presentation. This may include information such as a summary of your strengths and interests, the type of leadership style(s) you most connect with, and also the areas where you know you need continued development. Create a new slide and add this information here. You can create as many additional slides as you need.
- Review your "My Relationship Plan" assessment from Unit 2, and select the key messaging you want to communicate to new employees about how you envision your relationship with them. What are your strategies for communication and getting to know them?
- Now consider what you have learned in this unit about feedback. What is your plan and approach for helping your team grow through continuous feedback? What specific structures might you put into place in order to achieve this? Add these additional strategies into your presentation.

Unit 4: Mastering the Art of Difficult Conversations

Description: Many of us associate dread, anxiety, and hesitance towards difficult conversations at work, whether it be frustration about performance, conflict between coworkers or disappointment in an action. In this unit, you will learn

multiple strategies to approach difficult conversations, and then get to test them out in real situations. Like an art form, the more you practice and reflect on the experiences, the more you will improve.

Competencies:

- Design a process guide to help set expectations around difficult conversations with your team.
- Experiment through role play to test and iterate your conversation strategies.
- Evaluate theoretical frameworks for identifying sources of conflict & tension in workplace conversations
- Analyze past experiences with difficult conversations to identify personal themes and patterns.

Assigned Additional Reading

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton and Sheila Heen

- **Chapter 6** - The Identity Conversation: Ground Your Identity: Ask Yourself What's at Stake

Unit Assessment: Difficult Conversations Situational Analysis

Overview: Now you have explored the importance of embracing difficult conversations and some potential frameworks to utilize. You will now create a tool to help you set the tone for your team about embracing difficult conversations.

Requirements:

This one-page document (two pages if needed) will outline your vision as a manager for how your team should approach conflict and the value of embracing difficult conversations with a growth mindset.

- Create a statement that communicates to your team why they should embrace conflict. Customize this to your personality and leadership brand.
- Identify potential sources of conflict that may come arise given the situational factors of the goals and responsibilities for the team. For example, if the environment is fast-paced then time management may be a potential source of conflict.

If customer service is a big part of the work then managing difficult customers may be a potential source.

- Next, create a step-by-step guide for them on how they can go about engaging in difficult conversations. Include information on how and when to include you or others in the process.
- Include specific questions you might ask your team when presenting this document, and any additional information you might want from them. You may decide to include the use of “Let’s Work Together” activity as part of this discussion.
- Submit an additional summary providing context for how you would use this tool in action.

Unit 5: Building Cohesive Teams

Description: In almost any function or role, employees today must spend significant time working in groups and teams. To be successful as a manager, you must be able to create an atmosphere where members are able to make thoughtful decisions, work collaboratively, and utilize creative problem-solving to ensure that projects are created in an efficient and productive manner. We believe design-thinking as a framework for problem-solving can help accomplish these goals. In this unit, you will learn frameworks for establishing team identities and selecting team structures that are best suited to meet a particular goal.

Competencies:

- Think critically about values and responsibilities for managing teams.
- Distinguish between formative and summative feedback.
- Research and analyze examples of team charters and similar documents used to establish expectations within teams.
- Create a sample team charter that reflects your leadership style and values.

Assigned Additional Reading

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton and Sheila Heen

- **Chapter 7** - Create a Learning Conversation: What's Your Purpose? When to Raise It and When to Let Go
- **Chapter 8** - Create a Learning Conversation: Getting Started: Begin from the Third Story

Unit Assessment: Creating a Team Charter

Overview: In this Unit Assessment, you will build on your exploration of team processes and charters to develop your own team charter. This document will outline the expectations for a team working together on projects.

Note: If you don't often have team projects, consider a hypothetical situation where you would have your team work together on something for your company.

As a manager, you will identify both expectations that are “must-haves” for you (such as how you would like to be updated on the status of projects) as well as outline decisions that may be delegated to the team (but still need to be made!) such as how teammates will communicate with each other. The tool should be flexible enough that it can be customized depending on the personalities and unique qualities of different employees.

Unit 6: Growing Each Employees Performance Over Time

Description: Hiring, performance evaluations, and management adjustments are all critical to your success as a manager. You will gain exposure to hiring process strategies and identify formative performance evaluation techniques, while incorporating process management and feedback strategies learned in prior units. In addition, you will put your knowledge to the test through a simulated performance review process. Finally, you will learn how to integrate effective listening into your management practice by making incremental adjustments to your style of communication and feedback.

Competencies:

- Design a plan for evaluating and giving feedback to teams based on the research and evaluation of current resources.

- Design a plan for evaluating and giving feedback to individuals based on the research and evaluation of current resources.
- Create sample onboarding documents for a newly hired employee.
- Design an onboarding strategy for supporting new employees in the first month of work.

Assigned Additional Reading

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton and Sheila Heen

- **Chapter 9** - Create a Learning Conversation: Learning: Listen from the Inside Out
- **Chapter 10** - Create a Learning Conversation: Expression: Speak for Yourself with Clarity and Power

Unit Assessment: Performance Review Plan

Overview: In this unit you will explore strategies for evaluating and giving feedback to teams and individuals, and start a tool for individual performance review.

You will now create a **performance review plan** that is relevant to your potential future roles as a manager and aligns with your leadership brand.

If you already manage a team, keep the culture of your team in mind as you design/re-design these tools. If you are not yet a manager, then stick to your brand and values and create tools that align with those.

Instructions:

Create a 1-2 page document that summarizes your vision for how your team(s) will reflect on and evaluate their performance as a team, and individually. Additionally, you will include:

- A plan for how you will onboard new employees, including specific objectives for their first month of work
- The team evaluation you drafted last week, with any revisions as you see fit.
- The individual evaluation plan you drafted this week, with any revisions as you see fit.

Keep in mind your leadership profile and how these tools will align with your overall leadership brand.

If possible, meet with a peer in the course to share your finished products and exchange any feedback. Submit your final versions here for your coach to review.

Unit 7: Process Management

Description: At the end of the day, your job as a manager is to empower your team to achieve positive results. Process management is about making your team's workflow more efficient and effective as means of setting your team up for success. In this unit, you will learn how to define a workflow process, establish responsibilities, evaluate process performance and identify opportunities for improvements. Finally, you will learn tangible strategies to acknowledge individual and team success as means to enhance performance.

Competencies:

- Evaluate different strategies for planning effective group and individual meetings.
- Integrate design-thinking strategy to explore problems & solutions.
- Research, compare and contrast different project management tools to support multiple management processes.
- Create a process management guide to inform future practice based on an analysis of current processes in your place of employment (or desired place of employment).

Assigned Additional Reading

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton and Sheila Heen

- **Chapter 11** - Create a Learning Conversation: Problem-Solving: Take the Lead

Unit Assessment: Your Process Management Toolkit

Overview: For this unit wrap-up assignment, you will create a Powerpoint presentation that includes the following:

- Background on your current or desired work setting with examples of projects/tasks you would be overseeing (for context)
- Three or more tools or strategies you will use for your own time management
- How you would initiate a project with a team? Might you try using design thinking?
- Your strategies and tools for communicating with your team during projects. What type of meeting structure would you use and why?
- Key goals to help your team stay on-track
- How you will troubleshoot problems as they arise
- How you will review and give feedback when the project is complete.

If you would like to create a hypothetical project (or have a real example from work) that is encouraged. Otherwise you can create this Powerpoint as a toolkit for future use!

Unit 8: Establishing a Vision

Description: In the culminating unit of Management Training Program, you will put all of your knowledge together, incorporating your self-reflection and Unit Assessments from prior units. You will first describe in clear and inspiring detail your desired future state of management- the way that you and your team work together that is highly satisfying and effective to you both through a process called Appreciative Inquiry. In addition, you will analyze your current view of management and identify what areas you need to explore to make your future state of management a reality.

Competencies:

- Evaluate and self-assess your personal management vision and values.
- Design a plan that outlines priorities for the first 90s days in a management role.
- Develop a revised vision statement that represents your values as a manager.
- Create a final portfolio that incorporates the tools, samples, and reflective assignment from the course.

Assigned Additional Reading

Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton and Sheila Heen

- **Chapter 12** - Create a Learning Conversation: Putting It All Together

Unit Assessment: First 90 Days as a Manager Plan

Overview: In this final Unit Assessment, you will create a comprehensive plan for your first / next 90 days as a manager. You will create a detailed calendar and strategic plan with defined objectives to establish relationships and deepen your understanding of your role. You will consider resources, processes, tactics, exercises, activities, and milestones for both you and the team you manage. You will incorporate strategies of effective listening and team formation as you create processes to build relationships with your team and boss, while monitoring team and individual progress.

Requirements:

- Your Management Vision Statement and “Before Day 1” checklist (template provided)
- Your Management Plan with milestones for each category:
 - resources, processes and tactics to make you successful
 - key stakeholder relationships & meetings
 - team-building exercises and activities
 - team, individual and self assessments
- Revision of your Leadership Style presentation, with documentation of changes
- Review by 1 peer; documentation of how feedback was incorporated into deck & documentation of your review of their 90-day plan
- Evidence of mastery of all Unit 8 competencies

Guild Management Training Portfolio

During the final week of the course, you will take time to pull together all of your wrap-up assignments into one finalized portfolio. This portfolio will provide an opportunity for you to reflect back on all you have accomplished during the 16-weeks, but also secure for your future access to all of the tools and resources you have developed and personalized to meet your own needs and preferences as a manager. This portfolio is something you can draw from frequently as you take on leadership roles for years to come.

What You Can Expect from Guild

Wrap-Around Support

Because the training program is competency-based and you can move at your own pace, the role of instructor will look different. You will have support from your personal coach and a lead instructor and both are committed to your success.

Your coach's purpose is to help you learn and move forward in the training program. We know that balancing work and academics is not easy, and your coach is here to help you along the way. From setting your academic goals early on to monitoring progress to tackling external challenges, your coach is available for you in a one-on-one setting. As such, you can communicate with your coach through whatever means works best for you-- whether it's text, email, video or phone. Your personal coach may also host live sessions, conduct role plays, and work with groups throughout the training program.

The lead instructor of the training program is responsible for developing content and curriculum, and making sure the content is both relevant and up-to-date. Instructors also review and provide feedback on your unit assessments. Because we believe that feedback is a gift and it should be provided in a timely manner, you can expect your instructor to provide detailed feedback on your assessment within 48 hours. You will have opportunities to revise and resubmit assessments, with the same 48-hour feedback cycle.

Guild also provides community forums and groups for you to connect with other members of the training program. While you can discuss training program curriculum and assignments, it is also a place to offer and seek support and develop relationships with other Guild members. Just because you are not sitting in class with a professor and other students does not mean you will go this process alone. In fact, we believe the opposite is true-- you will go with many.

Clear Expectations and Grading Policies

We want to make your job as a student as transparent and easy to follow as possible. As such, the grading and structure looks the same each unit:

- Work through 3-4 competencies
- Complete a Unit Assessment to demonstrate mastery of each competency found in a unit

Unit Assessments vary by unit, - tests, projects, presentations, and groups collaborations - but all are used to measure your knowledge. As soon as you pass a Unit Assessment, you will be able to move along to the next unit. If you do not pass the Unit Assessment, you can try again. In fact, you can revise and resubmit as many times as needed. Your learning should matter, not your grades.

While we don't give traditional A, B, C grades, in order to pass a unit, you are required to demonstrate your knowledge with an 80% passing score on the rubric that your lead instructor completes. However, we know that numbers mean little without an explanation. Every time you turn in a Unit Assessment, you can expect detailed feedback within 48 hours of submitting it. That way, whether you pass the Unit Assessment that time or not, you know exactly what you need to work and what you understand well.

Accommodations

Guild Education is committed to providing accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact us at (408) 766-1834 and/or email us at programs@guildeducation.com for additional information to coordinate reasonable accommodations for students with documented disabilities.

What We Expect from You

Be Present (Participation and Attendance)

This is a hybrid training program with online and offline components. Being present means being actively engaged both on and offline. While you will still

have assignments and participation requirements like an in-person class, much of what you will do will be independent or completed on your own time. Pay particular attention to requirements regarding discussion posts each week. Additional coordination will be necessary to complete group projects, as your assignment will entail collaboration with 2-3 of your peers.

If you have any technical difficulties, challenges with assignments, or any other challenges that are affecting your progress, let your coach know as soon as possible.

Do the reading (Course Materials)

Required text *Difficult Conversations: How to Discuss What Matters Most* by Douglas Stone, Bruce Patton and Sheila Heen. Research papers, news articles, and short videos will all be utilized. These resources will be found in your Guild account, organized by unit. We choose these resources because they are timely, demonstrative, and to the point. We have spent time selecting them, and expect you will do the same when engaging with them.

Stay Resilient (Grading)

The grading in our program is simple. You have either mastered a competency, or you are still working on it. There is nothing in between. Mastering a competency is not always easy, though. You may find this challenging, as you may not pass the first time—or even the second or the third for certain competencies. As discussed above, you will always know why you did not pass a competency, and what you need to do to fix it. You can expect transparency and honest feedback from us; we ask in return that you exhibit resiliency when faced with a challenge.

Be Proud of Your Work (Citing and APA requirements)

Academic integrity is necessary in the classroom, just like professionalism is in the workplace. You must assume responsibility for citing sources, when appropriate. In particular, if you draw on sources, be they articles, books, or

information provided by organizations through your research, it is necessary for you to attribute them, *without exception*.

To that end, we expect you to follow APA requirements (based on the APA Style Manual, 6th edition) for all written assignments. For details on APA style, please review the APA resources on the Guild platform under the “APA Guide”.

Treat Others with Respect (Classroom Behavior)

Just like in the workforce, it’s critical to respect the diversity of opinions found amongst peers, instructors, and coaches. All discussion board posts, videos, chats, and live virtual meetings should be conducted in a respectful way, as you would in any professional setting. We have zero tolerance for any sort of harassment, insult or humiliation directed towards someone else. We reserve the right to remove you from the training program upon violation of this expectation.