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6

■ Creating a Training Program

ORIENTATION

Once employers have devoted time and effort to sourcing, screening and selecting new employees, they have completed the first step in the typical human resource activity, attracting new employees. The next steps are to retain and motivate these employees.

A critical component of retention and motivation is an effective orientation program. New employees very often find the start of a new position a trying experience. There is much they don't know about the job tasks and responsibilities, the company and its operations, the organization and reporting structure, the operational rules and procedures they should follow and what they are expected to do and not to do.

All new employees want to be successful, and we as employers want them to succeed. A new hire orientation program must be planned and implemented carefully to ensure that success. This program already began with the employment interview when we provided an explanation of the job, salary, benefits and other terms of employment. Prudent owners and managers will double-check that the checklist in Table 6-1 is completed,

understood and signed for, as appropriate, by each new employee on the first day of work.

Completing this checklist clarifies for the new hire the nature of the job and its requirements. It also provides documentation for disciplinary action if such is required.

With acceptance of the job, an employee policy manual can be a helpful tool for the new employee to understand aspects of the job, the company, the business and the industry. A listing of sample employee policy manual topics is included at the end of this chapter.

In developing a new employee program, there are several points that can assist in making it a success:

- Determine if the employee feels at ease and a part of the organization.
- Encourage new employees to share concerns and problems.
- Encourage new employees to ask questions about any information covered in orientation sessions.
- Ensure that all new personnel read the employee policy manual, understand its content and acknowledge, in writing, that they understand the manual.

- Evaluate if new employees can benefit from repeat orientation sessions, more training or assistance in a particular area.
- Encourage new employees to utilize your "open door" policy.
- Praise new employees often for success in their new jobs.
- Frequently review progress-to-date with the employee. Owners and managers should offer constructive criticism, suggestions to avoid mistakes, ideas on how to avoid conflicts and suggestions on how to improve work performance to ensure success.

When employees understand what is required of them and why they are asked to perform activities in a certain way, they have a much greater opportunity for success on the job. Still, corrective and disciplinary action may be required during the evaluation period. Managers need to understand that discipline is designed to "mold and correct" the behavior of employees. Discipline in business is not intended to punish.

Employers should discuss evaluation procedures and considerations with new employees. Review

NEW EMPLOYEE CHECKLIST

Table 6-1

- "At-will" status with no guarantee of employment
- General expectations, standards for performance and behavior guidelines
- Hours of work, working conditions, employment terms and conditions (overtime requirements, extra-duty assignments, breaks or rest periods, lunch time, etc.) and special circumstances
- Organizational policies and procedures, compensation practices (pay rates and ranges, overtime, holiday and shift differential pay, deductions, company discounts, job expense reimbursements, pay advances, etc.), and benefits (medical-dental, life, disability, and workers' compensation insurance, holidays and vacations, sick leave, training opportunities, counseling services, etc.)
- Safety information and precautions
- Specific job requirements and performance review considerations

specific items to be evaluated and how these items will be measured.

INITIAL EVALUATION PERIOD

Normally, employers establish an initial evaluation period for new employees where they are exposed to the job and evaluated on their performance. Typically, evaluation periods extend to 90 calendar days of work.

Ninety-day evaluation periods often are established to coincide with state unemployment compensation considerations. In some states, if an employee is terminated within the 90-day evaluation period, the terminating organization is not charged for unemployment compensation. The compensation may revert to the prior employer. Employers should consult appropriate sources about local legal and regulatory matters.

Reviewing 90-day evaluation forms as well as standard evaluation forms with employees is helpful for management and employees because it confirms our desire to develop employees. Also, it shows our desire to help employees through advice and formal evaluation.

Three general areas that may be considered for evaluation are:

1. Achievement in work performed
2. Potential for advancement
3. Accomplishment of specific objectives

Management and non-management evaluations differ in their focus on achievement and potential. Non-management evaluation primarily centers on achievement. Management evaluation, on the other hand, includes information on achievement and contains more detail on potential for advancement.

Typical non-management factors may include, among others:

- *Attendance*
- *Cooperation*
- *Dependability*
- *Initiative*
- *Planning work*
- *Quality of work*
- *Quantity of work*
- *Safety*
- *Versatility*
- *Work skills*

Management evaluation factors may include, among others:

- *Accepting responsibility*
- *Controlling costs and operations*
- *Directing and developing employees*

- *Flexibility*
- *Interpersonal skills*
- *Job knowledge*
- *Judgment and decision-making*
- *Oral and written skills*
- *Planning and organizing work*
- *Thinking constructively*

Any evaluation to indicate whether a person has the characteristics necessary for success on the job should be based on as comprehensive criteria as possible. Employers may select alternative and/or additional items to the above, as appropriate. These factors can be determined and evaluated adequately during a 90-day evaluation period. Usually, achieving specific goals is not a consideration for the initial evaluation period. Rather, it is an aspect to be considered when the new employee is more established in the job.

As we noted, supervisory personnel should evaluate and assist new employees as frequently as possible to ensure the person's success. Key considerations include:

- Identifying unacceptable behavior early-on is most effective.
- Promptly identifying performance problems and assisting in corrective action.

For routine, brief evaluations, oral review is helpful.

For overall evaluations and at appropriate times, evaluations should be written, reviewed with the employee and retained in appropriate files.

Ample time should be allowed for the employee to correct behavior.

If a 90-day evaluation period is in effect it would be appropriate to have a formal, written evaluation approximately at 60 to 70 days into the period.

Oral evaluations and assistance can be weekly, bi-weekly, at the end of projects and monthly. Managers must use discretion for the most effective schedule.

When evaluating early employee performance, managers must be aware of employee rights. These rights may be the result of laws, traditions or nature and must be taken into account in disciplinary actions. Successful owners and managers are those who are fair, firm and consistent in administering policies and procedures.

Employee rights are offset by employee obligations to be accountable for actions. Again, when employees know and understand their obligations, they can best meet their obligations and they are best held accountable for their actions.

Throughout the evaluation period and thereafter, employers must be aware of laws involving employment-at-will. If such is in effect in the state of employment, the employer has the right to hire, fire, promote or demote unless there is specific law or a contract. Still, even during the evaluation period, managers should make every effort to retain employees by correcting misbehavior. An investment of time, effort and expense here makes good business sense. Although a reason may not be needed in an at-will employment decision, managers must be careful that decisions do not violate federal, state or local laws.

Opportunity for training, development and education during the orientation period brings benefits to the business as well as the employee. Following are key considerations for an effective new employee orientation program.

DEVELOP A FORMAL PLAN AND MONITOR ITS PROGRESS

Answer these questions:

- Is there a genuine need for the training?
- Who needs to be trained?
- Who will be the trainer?
- In what form will the training be presented?
- How will workers transfer the new knowledge to their jobs?
- How and who will evaluate the training?

Determine the objectives for the program in terms of the new employee, the employee's supervisor and the business as a whole.

Identify barriers, issues and solutions for a successful program.

Decide the duration and what can be effectively covered in the timeframe.

Identify and prepare the persons to be involved in the orientation/evaluation process.

Determine and/or develop the manuals, handbooks and handouts to be used and issued to employees.

Develop effective checklists for orientation/evaluation periods.

Determine areas where there were past successes in orienting employees and utilize what worked.

EVALUATE YOUR PROGRAM AND MODIFY AS NEEDED

Mostly, we will be training adult learners. There are five key points we should consider to enhance adult learning:

- Adults need to know why they are being taught the material.
- Adults prefer to be more self-directed in their work.
- Adults use more work-related experience as they go through the learning process.
- Adults prefer a problem-centered approach to learning.
- Adults are motivated by their own internal desire to master something as well as by outside factors such as the need to learn new skills for the job, peer pressure, licensing requirements, etc.

Determine what, how much and how often follow-up is required.

Select and prepare rooms appropriately for orientation and other training sessions.

Identify and watch for key indications that a new employee is having difficulty. Conversely, identify what works best and apply it again.

Review your programs repeatedly and routinely to keep them current, accurate and effective.

Select effective evaluation methods and tools to critique orientation and new employee evaluation period programs.

Highlight how new employees will be integrated into the workforce and culture of the organization.

Plan a full department tour and a company-wide tour to help the new employee understand how his/her role is important and how s/he makes a contribution.

Benchmark your orientation and evaluation period programs with those of other companies in your community and your industry.

NEW EMPLOYEE ORIENTATION

Table 6-2

TYPICAL HUMAN RESOURCES RESPONSIBILITIES

Developing and monitoring the orientation program and checklists
Evaluating orientation programs
Explaining employee benefits
Installing the employee in the payroll system

TYPICAL SUPERVISORY AND MANAGEMENT RESPONSIBILITIES

Evaluating new employee performance
Introducing the new employee to other employees
Preparing co-workers to welcome and assist the new employee
Presenting the job overview and work rules

ENSURE CRITICAL CONTENT IS INCLUDED IN THE PROGRAM

Determine what items are to be presented orally, what must be in written form.

Include topics that protect the new employee and those that protect the organization, such as legal and regulatory requirements, i.e., EEOC, OSHA, ADA, and others.

Use charts, guides, audio/video tapes, CDs, online sources etc. to ensure consistent, accurate information is given.

Use experts and qualified personnel to present certain topics, e.g. employee benefits where organization representatives are not permitted to advise on benefits selections.

Vary delivery techniques to ensure material addresses all learning styles.

Provide opportunity and encouragement for new employees to ask questions.

Effective new employee orientation and evaluation period programs bring bottom-line value.

- Productivity is improved.

- Turnover is reduced.
- Comprehensive and consistent understanding of the company and the markets served leads to customer satisfaction.
- Favorable new employee impressions are created.
- Interpersonal acceptance of new employees is enhanced.

New employee orientation is a shared responsibility between those responsible for human resource management matters and the managers and supervisors for whom the new employee works. Often senior managers take on the responsibility for planning and developing the training (the typical human resource responsibility) and supervisors take on the delivery responsibility.

Generally this leads to more effective planning and delivery, spreads training tasks over a wider staff so it is not so burdensome and enables several people to be involved in training to ensure comprehensive topic coverage and shared expertise. These two general divisions are shown in Table 6-2.

TRAINING FOR NEW EMPLOYEES

Key to an effective orientation process, and indeed the success of new employees on the job, is a clear and comprehensive understanding of the business. In the excitement of a new employee joining a business and with all that needs to be accomplished, it is easy to miss some important items and topics along the way. Inadvertently skipping some points is even more likely if there has been a lapse of time since the employee joined the company.

Table 6-3 is a simple checklist of orientation items that should be reviewed, completed, included in employee records and clearly understood by the new employee. To assist employers, the items covered and presented are broken into a two-day listing to parallel the typical first two days of an orientation period.

This checklist is presented more to highlight items to cover than to establish a schedule. The schedule depends upon the worksite, activities of the day and the time of day. Employers will add to and delete items on this listing as appropriate.

NEW EMPLOYEE ORIENTATION CHECKLIST

Table 6-3

FIRST DAY OF WORK: DATA COLLECTION

Important information for employee records and key points for new employee to know promptly. Complete upon new employee first reporting if this has not already been done.

Name
Starting and period ending dates
Department
Employee number
Job title
Supervisor's name and title
Employee sign-off on accuracy and understanding of information (affirms completion of all items)
Supervisor responsible for orientation sign-off on accuracy and understanding of information (affirms completion of all items)

FIRST DAY: SUPERVISOR'S GENERAL ORIENTATION (TYPICAL RESPONSIBILITIES)

Job introduction

Familiarize with job material and equipment
Familiarize with safety equipment
General explanation of job and how it fits in the over-all company
Review accident reporting
Review job description
Review safety policies

Job overview

Co-worker introductions
Department tour
Organization tour

Handling emergencies

Fire
Medical
Power
Weather
Other

Worksite

Dress codes and special items
Employee lockers and personal items storage
Restroom facilities
Telephones and usage
Transportation and parking

FIRST DAY: HUMAN RESOURCES AND ADMINISTRATION RESPONSIBILITIES

First day afternoon

Organization overview

Organization business units
Organization charts and employee directory
Organization history

Hours of work

Mealtime and breaks
Policies for overtime
Time worked reporting and recording
Work start and finish times, preparation time

Pay

SECOND DAY: HUMAN RESOURCES AND ADMINISTRATION RESPONSIBILITY

Human resources policies

Complaints, concerns and grievances
Drug and alcohol programs
Equal employment opportunity
Harassment

Health care benefits

Disability
Group health
Life insurance
Workers' compensation

Social benefits

Activities and employee programs
Civic duty leave
Clubs and memberships
Family and medical leave
Funeral leave
Personal leave
Sick leave
Vacation and holidays
Other

Retirement programs

Pension plans
401(k)

Generally the orientation period is one where there is considerable on-the-job training, supervisory guidance and assistance, suggestions and help from co-workers and individual review of written materials and procedures. Businesses vary on how,

when, where and by whom to present the initial orientation.

One typically overlooked method of new employee orientation is mentoring. Mentoring is a long-term, future-oriented developmental

process in which an experienced manager aids a subordinate in developing the skills and abilities necessary to succeed in the job. This is usually an informal, one-on-one arrangement that can serve as an early identification

and correction of problems and an early identification of high-potential employees.

The emphasis in any such program is on enhancing the level of satisfaction of the new hire and the mentor to speed up learning opportunities and effectiveness with which new hires feel comfortable in the business, add value to the company and improve retention rates.

A successful mentoring program requires training in the intellectual, emotional, interpersonal and tactical aspects of effective mentoring. It is not to be taken lightly and training of mentors should be provided before such a program is implemented. However, once in effect, it can be a powerful retention tool.

WORK RULES

Most employers have rules of conduct. Normally these are formalized in writing, communicated and distributed to employees. It is good practice to include these rules in employee manuals and identify penalties that may be imposed if rules are broken. Similarly, it is good to identify the steps that will be followed in administering discipline.

There are several aspects to developing and administering effective work rules.

Be flexible and consider all factors in a disciplinary matter.

Consider a system for handling complaints or disputes.

Develop and follow equitably a review procedure to give both management and employees opportunity to present the facts.

Have a top manager or executive approve decisions to terminate an employee.

Ensure all employees are informed about the rules. Monitor employees in rule compliance. Monitor management in rule enforcement.

Plan, develop and implement firm and fair procedures for enforcing your rules.

Plan, develop and implement a firm and fair set of rules for employee conduct.

- *State rules in writing.*
- *Use simple and clear terms that all employees can understand.*

Teach management how to hand out fair and consistent discipline.

Train management in the company's discipline policies.

In Chapter 9 we discuss discipline more in-depth. Sample infractions are included there.

CONTINUING LEARNING FOR EXISTING EMPLOYEES

In today's fast-paced business world, one thing is certain — change. Adapting to change requires a lifelong learning mindset. As owners and managers, we can foster a learning mindset in our employees through continuing learning programs.

There are five basic areas to consider in any continuing learning program:

- *Technical skills*
- *Interpersonal skills*
- *Product and service knowledge that is specific to your company, products and customers*
- *Customer knowledge*
- *Personal skills*

All are critical to the success of the business as well as personal success for the employee.

There are various delivery methods for the five basic areas cited above. On-site classes and seminars, manuals, video programs, online training programs, Webinars and in-person demonstrations, attendance at conferences and markets, group projects and case studies are but a few.

Another method, cross-discipline training, is probably one of the best, for it often results in better communication among departments and more strategic personnel management decisions. Cross-discipline training helps managers plan for the future, provides immediate replacement for short-term vacancies, is a cost-effective aid to planning and scheduling, helps employees identify their particular interest areas and gives the employee a better understanding of the overall operations of the company.

Effective continuing learning for existing employees is based on a needs assessment of the business and an inventory of the skills and competencies of the employees. The programming should be tailored to meet the individualized needs and interests of employees and the needs of the owner or manager to meet business goals.

Wherever possible, employees should be involved in all phases of continuing learning — planning, implementing, participating and evaluating.

By implementing continuing learning programs, we reap an added benefit for employee loyalty. By presenting such programs we make it clear to employees that the company is making an investment in the employee him/herself.

In the field of continuing learning there are actually three general approaches:

TRAINING

This is often more along the line of skills building and familiarization with specific details of products and procedures. An example may be a vendor updating store personnel on new methods and equipment for computer matching of paint colors. Training focuses more on the “how” of a topic.

EDUCATION

More formalized and often presented in a classroom format, education provides students with the conceptual and theoretical aspects of a topic. Programs presented in a store or a classroom on merchandising may fall into the category of education. Education relates heavily to the “why” of a topic.

DEVELOPMENT

As almost a cross between training and education, development provides practical topics routinely needed to get a job done. It provides specific skills, often through example and practice, and it summarizes some of the basic concepts behind the topic taught. Programs in management are an example where various techniques for dealing with people are presented along with specifics of certain tasks such as how to close the store cash drawer daily and how to close the books monthly. Development gives an overview of the “how and why” of a function. This handbook is primarily a development tool.

With these three approaches in mind, owners and managers can more accurately determine the type of training needed. Moreover, they can more effectively search for and locate resources for the programs needed. With so many products and services available throughout the

home improvement/hardware industry, often owners and managers go directly to product vendors for skills training.

Hardware/home improvement industry associations are a logical first step to look for programs as well as professionals who can assist and guide owners and managers to additional resources. The advantage to these programs is that they are specific to the hardware/home improvement industry.

At the end of this chapter we have included a selected listing of non-industry specific resources that provide training, education and development programs and materials. In this listing, we provide important areas for training and human resource management, vendor names, the primary location from which the vendor operates and a contact phone number. Owners and managers may click on the vendor name to initiate a hot link to summary information. The hot link is supported by the American Society for Training and Development (ASTD)

Before jumping into contacting numerous resources, let’s consider some of the planning aspects of this broad field of training so we can better assemble our programs.

TRAINING SCHEDULE

Scheduling is an important aspect of any continuing education program. Unless the training is planned in advance and scheduled appropriately, it can fail miserably.

Of paramount importance in any training program is that continuing education should not be left to chance. It must occur routinely. Employees should know that, for example, once every quarter, they will be expected to attend a workshop, seminar or training program, be asked to view an educational video/CD or complete a self-study course. Employees can work with their supervisors to plan an

appropriate schedule to coincide with the business’s needs, the employee’s areas for development and the employee’s interests.

The timing of training sessions may be of concern to employers. Many managers schedule training sessions during normal work hours. Under federal wage-hour law, these sessions must be counted as hours worked. If the training is scheduled before or after the normal workday, care should be taken to ensure that attendance is clarified for employees.

If attendance at the training session is mandatory, the time must be considered as hours worked.

If attendance at the session is voluntary, time need not be counted as hours worked. It is imperative, however, that with voluntary attendance, employees must not perceive their absence will adversely affect their employment.

Training often is above and beyond the normal work activity. Therefore, it is important to keep certain considerations in mind.

Lecture-type sessions should last no longer than one hour. Discussion groups and the like may be longer if periodic breaks are scheduled. Training professionals find that adult learning is more successful in frequent, shorter sessions than in fewer, longer sessions.

Learning occurs best when training groups have 20 or fewer members.

Whenever possible, the training should be activity-based, i.e. employees should become involved in the session via discussions, demonstrations, small group or hands-on activities, etc.

EVALUATION OF TRAINING

Training is successful when it contributes to improved employee performance in

the workplace. Unfortunately, training often does not immediately result in improved performance. Managers must allow sufficient time for employees to implement strategies learned in training, modify previous practices and realize the value of their own progress.

Objective measurements may be used as pre- and post-assessments to determine each training course's effectiveness. In-person interviews or training evaluation forms may be completed by attendees after each training session. See pages 6-30 and 6-31 for effective program/course evaluation forms. There are two types of forms which can be used as appropriate for your company. Finally, managers may conduct cost-benefit analyses to measure the value received.

RECORDKEEPING

Recordkeeping is another integral part of the scheduling process. Records provide documentation that training was completed, the timing of the training, any follow-up activity needed and an individual's progress. Moreover, thorough documentation may be an especially invaluable defense against a business liability claim for failure to train. It is also critical for OSHA-mandated training. For the convenience of owners and managers, a sample attendance sheet and a certification of completion template are included. The certificates can be edited and printed on 8 1/2"x 11" paper. Users can usually purchase certificate paper stock at local office supply stores.

REWARDS

Finally there are the rewards. There are the rewards to the business for what the employee can contribute and the rewards to the customer with the new knowledge and information learned.

More important is the sense of accom-

plishment the employee realizes in completing a training program and the new confidence the person brings to his/her job. The value of this can not be overlooked, and, in fact, should be publicized and communicated to the employee and others with certificates, letters of congratulations or public recognition in local newspapers. To many employees this recognition is of paramount importance.

SPECIAL SCHEDULING CONSIDERATIONS

A special consideration for scheduling may be dealing with part-time employees such as high school, vocational or other students. Such students, anxious to develop a career, are a valuable resource of future employees. The prudent employer can train the student in the specific requirements of the job and the business and can develop the student in the ways best suited for the company. It is a tremendous opportunity to instill work values.

Work-study programs benefit both the student and the employer. The student learns to apply course studies to real-life situations and the employer can open a new channel for interested, well-trained candidates. An added benefit is the positive community and customer relations inherent in such a program.

To promote work-study programs, employers should stress the valuable on-the-job training, experience and career guidance given to the student.

Work-study programs generally fall under the domain of state and local governmental agencies. Employers must check with authorities on what are permissible hours of work, duration of work and wages.

Note: Under the federal wage-hour laws, full-time students employed by retail, school or agricultural employers may be paid 85% of the minimum wage; distributive education or vocational education students and learners

may be paid 75% of the minimum wage. Employers must apply for and be authorized by the Department of Labor to pay sub-minimum wages.

EDUCATION/TRAINING RESOURCES

Audio-visual training is becoming more and more common in business today. The limits on time and costs of on-site trainers can be overcome by using pre-recorded programs presented by professionals. Audio-visual aids include digital video discs (DVDs), television, 35mm slide/tape programs, and various films; online resources are also valuable.

Commercial organizations publish descriptive brochures about these tools and lend, rent or sell their products directly to users. Owners and managers may make direct contact with ASTD at www.astd.org. A second helpful organization for training resources as well as general HR topics is the Society for Human Resource Management (SHRM), www.shrm.org, which contributed materials to the listing at the end of the chapter.

The local library can be an invaluable resource for materials. Most libraries have a wide selection of audio-visual training appropriate for businesses of all types. Brochures and summaries can be found in the library.

Organizations should take time and care to evaluate training resources. Providers are eager and accustomed to responding to requests for proposals (RFPs) for training. It is prudent for organizations to prepare RFPs to assist them in selecting training materials. Proposals from vendors need not be lengthy or complex. In the Appendix you will find a concise, two-page RFP format which may be adapted and/or adopted and forwarded to potential vendors.

We now move to Chapter 7 where we use many of the tools discussed here to develop our employees. ■

SELECTED PROVIDERS OF TRAINING SERVICES

AREA	PROVIDER
Assessment	ALeSys (Applied Learning Systems, Inc.) Alachua, Florida 386.462.5562 Baker & Daboll, LLC - Executive Coaching Cincinnati (Mason), Ohio 513.339.1007 Bernard Hodes Group New York, New York 888.438.9911 BEST Instruments, LLC Niceville, Florida 850.678.7623 CCi Assessment Group International Edina, Minnesota 952.944.3738 ClientSkills LLC Littleton, Colorado 978.640.0906 DecisionWise, Inc. Provo, Utah 801.374.6232 Envisia Learning Santa Monica, California 310.452.5130 Examiner Corporation, The St. Paul, Minnesota 651.451.7360 Hogan Assessment Systems Tulsa, Oklahoma 918.749.0632
Apprenticeship & internship	Task Trainers, Inc. Freeport, Illinois 815.563.4634
Business development	Caras Training Lynnfield, Massachusetts 978.531.2022 Ext: 55 Janek Performance Group, Inc. Las Vegas, Nevada 800.979.0079 Lore International Institute Durango, Colorado 970.385.4955 Martin Training Associates Cincinnati, Ohio 513.563.3512 Richardson Philadelphia, Pennsylvania 215.940.4255
Business etiquette	BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688 Telephone Doctor Customer Service Training St. Louis, Missouri 314.291.1012
Career development	CCi Assessment Group International Edina, Minnesota 952.944.3738 IPAT, Inc. Savoy, Illinois 217.352.4739

	<p>Nova Southeastern University Education & Human Services North Miami, Florida 954.262.8513</p> <p>CCi Assessment Group International Edina, Minnesota 952.944.3738</p> <p>IPAT, Inc. Savoy, Illinois 217.352.4739</p> <p>Nova Southeastern University Education & Human Services North Miami, Florida 954.262.8513</p> <p>Crystal Point Solutions, Inc. New York, New York 212.340.9040</p> <p>iB4e Sharpsburg, Georgia 770.463.2232</p> <p>Joyce A. Kozuch, Ph.D. Arlington, Virginia 703.243.1052</p> <p>Martin Training Associates Cincinnati, Ohio 513.563.3512</p> <p>Metrus Group Somerville, New Jersey 908.231.1900</p> <p>OFFICE DYNAMICS Las Vegas, Nevada 702.360.4904</p> <p>OKA (Otto Kroeger Associates) Fairfax, Virginia 703.591.6284</p> <p>OnPoint Consulting New York, New York 203.254.2193</p> <p>Spencer Johnson Partners Provo, Utah 801.655.0200</p>
<p>Change management</p> <p>Coaching</p>	<p>Baker & Daboll, LLC - Executive Coaching Cincinnati (Mason), Ohio 513.339.1007</p> <p>Caras Training Lynnfield, Massachusetts 978.531.2022 Ext: 55</p> <p>CIRCLES OF EXCELLENCE INC. Dallas, Texas 972.370.1300</p> <p>DecisionWise, Inc. Provo, Utah 801.374.6232</p> <p>Envisia Learning Santa Monica, California 310.452.5130</p> <p>Grammar Group (The) Valparaiso, Indiana 219.548.0519</p> <p>IWCC Training In Communications Richmond Hill, ON L4B 1J2 905.764.3710</p> <p>Kravetz Associates Scottsdale, Arizona 480.538.1888</p>

Communication skills	<p>Leadership Training Systems Inc. Tampa, Florida 813.818.1883</p> <p>APREND A Group Ltd. Dallas, Texas 940.725.0057</p> <p>Aptient Research and Training State College, Pennsylvania 814.689.2167</p> <p>ASTD Buyers Guide Alexandria, Virginia 703.683.8100</p> <p>Better Communications® Waltham, Massachusetts 781.895.9555</p> <p>Booher Consultants, Inc. Grapevine, Texas 817.318.6000</p> <p>Caras Training Lynnfield, Massachusetts 978.531.2022 Ext: 55</p> <p>CIRCLES OF EXCELLENCE INC. Dallas, Texas 972.370.1300</p> <p>Clusterazzi Reston, Virginia 703.431.6181</p> <p>CONTENTED Wellington 644.384.7106</p>
Conflict management	<p>Development Dimensions International (DDI) Bridgeville, Pennsylvania</p> <p>BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688</p> <p>Center for Management Effectiveness, Inc. Pacific Palisades, California 310.459.6052</p> <p>ICONS Project/University of Maryland College Park, Maryland 301.405.4172</p> <p>Management Concepts Vienna, Virginia 703.790.9595</p> <p>Martin Training Associates Cincinnati, Ohio 513.563.3512</p> <p>Negotiating Edge Scotts Valley, California 831.461.1112</p> <p>Thin Book Publishing Co Bend, Oregon 541.382.7579</p> <p>Trainingcontent.com Marco Island, Florida 239.389.2000</p> <p>WORKPOINTS, Inc. Swansea, Massachusetts 508.567.0506</p>
Corporate culture	<p>Nova Consulting, Inc. Bristol, Rhode Island 401.253.1997</p> <p>Thin Book Publishing Co Bend, Oregon 541.382.7579</p>

Customer service	<p>Alexander/Hancock Associates Davidson, North Carolina 704.892.5097</p> <p>American Bankers Association Washington D.C. 202.663.5490</p> <p>APRENDA Group Ltd. Dallas, Texas 940.725.0057</p> <p>Better Communications® Waltham, Massachusetts 781.895.9555</p> <p>Cambridge Consulting Wakefield, Rhode Island 401.782.9222</p> <p>Caras Training Lynnfield, Massachusetts 978.531.2022 Ext: 55</p> <p>Development Dimensions International (DDI) Bridgeville, Pennsylvania</p> <p>HumanR, Inc. Herndon, Virginia 703.435.5911</p> <p>OFFICE DYNAMICS Las Vegas, Nevada 702.360.4904</p> <p>Pathways to Performance, Inc. Hopkins, Minnesota 763.745.7907</p>
Decision making	<p>Action Management Associates, Inc. Dallas, Texas 972.386.5611</p> <p>Center for Management Effectiveness, Inc. Pacific Palisades, California 310.459.6052</p> <p>Great Circle Learning Marco Island, Florida 239.389.2000</p> <p>Martin Training Associates Cincinnati, Ohio 513.563.3512</p> <p>Trainingcontent.com Marco Island, Florida 239.389.2000</p>
Diversity training	<p>Alexander/Hancock Associates Davidson, North Carolina 704.892.5097</p> <p>Bernard Hodes Group New York, New York 888.438.9911</p> <p>Brightline Compliance, LLC Washington D.C. 202.639.9500</p> <p>CIRCLES OF EXCELLENCE INC. Dallas, Texas 972.370.1300</p> <p>Griggs Productions San Francisco, California 415.750.5100</p> <p>Litigation Management & Training Services, Inc. Scottsdale, Arizona 480.607.5847</p> <p>VisionPoint Des Moines, Iowa 515.334.9292</p>

Electronic learning	<p>ALeSys (Applied Learning Systems, Inc.) Alachua, Florida 386.462.5562</p> <p>Allen Communication Learning Services Salt Lake City, Utah 801.537.7800</p> <p>Allen Interactions Inc. Mendota Heights, Minnesota 651.203.3700 Ext: 703</p> <p>Amy Smith Consulting LLC Vienna, Virginia 703.847.3645</p> <p>ASTD Buyers Guide Alexandria, Virginia 703.683.8100</p> <p>Bodine Training Games LLC Lenexa, Kansas 913.492.7709</p> <p>Business Training Library Chesterfield, Missouri 636.534.1000</p> <p>Chalk Washington D.C. 703.564.7720</p> <p>CONTENTED Wellington 644.384.7106</p> <p>Corporate Training Consultants, Inc. Cary, North Carolina 919.467.0800</p>
Employee opinion surveys	<p>CCi Assessment Group International Edina, Minnesota 952.944.3738</p> <p>DecisionWise, Inc. Provo, Utah 801.374.6232</p> <p>HumanR, Inc. Herndon, Virginia 703.435.5911</p> <p>Kravetz Associates Scottsdale, Arizona 480.538.1888</p> <p>Metrus Group Somerville, New Jersey 908.231.1900</p> <p>SurveyConnect, Inc. Boulder, Colorado 303.449.2969</p>
Employee orientation	<p>Seminars Express Merritt Island, Florida 321.453.8133</p>
Employee rewards	<p>Astron Solutions New York, New York 646.792.2517</p>
Employee selection	<p>Development Dimensions International (DDI) Bridgeville, Pennsylvania</p> <p>Hogan Assessment Systems Tulsa, Oklahoma 918.749.0632</p> <p>IPAT, Inc. Savoy, Illinois 217.352.4739</p> <p>Metrus Group Somerville, New Jersey 908.231.1900</p>

	<p>Nova Consulting, Inc. Bristol, Rhode Island 401.253.1997</p> <p>Peak Performance Consultants Omaha, Nebraska 402.334.1676</p> <p>EHS Consulting Services, Inc. Gastonia, North Carolina 704.813.8574</p> <p>Litigation Management & Training Services, Inc. Scottsdale, Arizona 480.607.5847</p> <p>BEST Instruments, LLC Niceville, Florida 850.678.7623</p> <p>CCi Assessment Group International Edina, Minnesota 952.944.3738</p> <p>Examiner Corporation, The St. Paul, Minnesota 651.451.7360</p> <p>Performance Challenges Corporation Toronto, Ontario 416.964.5666</p> <p>Alexander/Hancock Associates Davidson, North Carolina 704.892.5097</p> <p>Baker & Daboll, LLC - Executive Coaching Cincinnati (Mason), Ohio 513.339.1007</p> <p>BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688</p> <p>CIRCLES OF EXCELLENCE INC. Dallas, Texas 972.370.1300</p> <p>DecisionWise, Inc. Provo, Utah 801.374.6232</p> <p>IPAT, Inc. Savoy, Illinois 217.352.4739</p> <p>Lore International Institute Durango, Colorado 970.385.4955</p> <p>Management Concepts Vienna, Virginia 703.790.9595</p> <p>Nova Consulting, Inc. Bristol, Rhode Island 401.253.1997</p> <p>Power Presentations, Inc. Cleveland, Ohio 440.526.4400</p> <p>American Bankers Association Washington D.C. 202.663.5490</p> <p>APRENDIA Group Ltd. Dallas, Texas 940.725.0057</p> <p>Baker & Daboll, LLC - Executive Coaching Cincinnati (Mason), Ohio 513.339.1007</p> <p>Better Communications® Waltham, Massachusetts 781.895.9555</p>
Environmental training	
Ethics	
Evaluation design & tools	
Executive coaching	
Executive development	

	<p>ClientSkills LLC Littleton, Colorado 978.640.0906</p> <p>DecisionWise, Inc. Provo, Utah 801.374.6232</p> <p>Development Dimensions International (DDI) Bridgeville, Pennsylvania</p> <p>Envisia Learning Santa Monica, California 310.452.5130</p> <p>Lore International Institute Durango, Colorado 970.385.4955</p> <p>Nova Southeastern University Education & Human Services North Miami, Florida 954.262.8513</p>
Facilitation	<p>BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688</p> <p>IWCC Training In Communications Richmond Hill, ON L4B 1J2 905.764.3710</p> <p>Peck Training Allen, Texas 214.495.9499</p> <p>Power Presentations, Inc. Cleveland, Ohio 440.526.4400</p>
Goal setting	<p>TrainingPros Atlanta, Georgia 404.239.0414</p> <p>Loyalty Group (The) Sherman Oaks, California 818.981.8806</p>
Group process skills	<p>OFFICE DYNAMICS Las Vegas, Nevada 702.360.4904</p> <p>Aptient Research and Training State College, Pennsylvania 814.689.2167</p> <p>Cambridge Consulting Wakefield, Rhode Island 401.782.9222</p> <p>Responsive Management Systems® Seattle, Washington 206.523.4603</p>
Influencing skills	<p>Thin Book Publishing Co. Bend, Oregon 541.382.7579</p> <p>APRENDA Group Ltd. Dallas, Texas 940.725.0057</p>
Human resource information skills	<p>OnPoint Consulting New York, New York 203.254.2193</p> <p>PILAT Lebanon, New Jersey 908.823.9417</p>
Interviewing skills	<p>Development Dimensions International (DDI) Bridgeville, Pennsylvania</p> <p>Kramer Consulting Solutions, Inc. Bernardsville, New Jersey 908.696.1776</p>

Job and task analysis	<p>ALeSys (Applied Learning Systems, Inc.) Alachua, Florida 386.462.5562 Joyce A. Kozuch, Ph.D. Arlington, Virginia 703.243.1052 Task Trainers, Inc. Freeport, Illinois 815.563.4634</p>
Labor management relations	<p>Litigation Management & Training Services, Inc. Scottsdale, Arizona 480.607.5847 The Mulvaney Group, Inc. New York, New York 212.755.2236</p>
Leadership development	<p>Action Management Associates, Inc. Dallas, Texas 972.386.5611 Alexander/Hancock Associates Davidson, North Carolina 704.892.5097 Alpine Link Corporation Breckenridge, Colorado 970.453.4924 ASTD Buyers Guide Alexandria, Virginia 703.683.8100 Baker & Daboll, LLC - Executive Coaching Cincinnati (Mason), Ohio 513.339.1007 BEST Instruments, LLC Niceville, Florida 850.678.7623 Better Communications® Waltham, Massachusetts 781.895.9555 Boston University Corporate Education Center Tyngsboro, Massachusetts 978.649.9731 BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688 Carlson Marketing Worldwide Plymouth, Minnesota 763.212.6948</p>
Legal matters	<p>Brightline Compliance, LLC Washington D.C. 202.639.9500 Cerulean Associates LLC Williamsburg, Virginia 757.645.2864 Fair Measures, Inc. Santa Cruz, California 831.458.6007 Litigation Management & Training Services, Inc. Scottsdale, Arizona 480.607.5847</p>
Listening skills	<p>BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688 Corporate Training Consultants, Inc. Cary, North Carolina 919.467.0800 Telephone Doctor Customer Service Training St. Louis, Missouri 314.291.1012</p>

Management development	<p>WORKPOINTS, Inc. Swansea, Massachusetts 508.567.0506</p> <p>Action Management Associates, Inc. Dallas, Texas 972.386.5611</p> <p>Alexander/Hancock Associates Davidson, North Carolina 704.892.5097</p> <p>Allwood & Associates, Inc. Mentor, Ohio 440.951.1380</p> <p>APRENDA Group Ltd. Dallas, Texas 940.725.0057</p> <p>Aptient Research and Training State College, Pennsylvania 814.689.2167</p> <p>ASTD Buyers Guide Alexandria, Virginia 703.683.8100</p> <p>Baker & Daboll, LLC - Executive Coaching Cincinnati (Mason), Ohio 513.339.1007</p> <p>Better Communications® Waltham, Massachusetts 781.895.9555</p> <p>Boston University Corporate Education Center Tyngsboro, Massachusetts 978.649.9731</p> <p>Cambridge Consulting Wakefield, Rhode Island 401.782.9222</p>
Management style	<p>BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688</p> <p>Pathways to Performance, Inc. Hopkins, Minnesota 763.745.7907</p> <p>Porter Henry & Company, Inc. New York, New York 212.953.5544</p> <p>Teleometrics International Waco, Texas 254.776.2060</p>
Managerial competencies	<p>ClientSkills LLC Littleton, Colorado 978.640.0906</p> <p>Kramer Consulting Solutions, Inc. Bernardsville, New Jersey 908.696.1776</p> <p>Management Concepts Vienna, Virginia 703.790.9595</p> <p>Peak Performance Consultants Omaha, Nebraska 402.334.1676</p> <p>Quest Consulting & Training Corporation Pacific Palisades, California 310.454.2754</p>
Meeting planning	<p>Allwood & Associates, Inc. Mentor, Ohio 440.951.1380</p> <p>Specialty Training Services, Inc. New York, New York 212.628.1188</p>

Mentoring	<p>Nova Consulting, Inc. Bristol, Rhode Island 401.253.1997 Trainingcontent.com Marco Island, Florida 239.389.2000</p>
Motivation	<p>OFFICE DYNAMICS Las Vegas, Nevada 702.360.4904 Peak Performance Consultants Omaha, Nebraska 402.334.1676 Richard Chang Associates, Inc. Lake Forest, California 949.727.7477</p>
Needs analysis	<p>Allen Communication Learning Services Salt Lake City, Utah 801.537.7800 Conger Resources Benicia, California 707.751.1608 Inquestra Learning Mississauga, Ontario 905.338.7316 Kramer Consulting Solutions, Inc. Bernardsville, New Jersey 908.696.1776 Performance Challenges Corporation Toronto, Ontario 416.964.5666 Teleometrics International Waco, Texas 254.776.2060 TrainingPros Atlanta, Georgia 404.239.0414</p>
Negotiation skills	<p>Alexander/Hancock Associates Davidson, North Carolina 704.892.5097 APRENDIA Group Ltd. Dallas, Texas 940.725.0057 ICONS Project/University of Maryland College Park, Maryland 301.405.4172 Negotiating Edge Scotts Valley, California 831.461.1112 Porter Henry & Company, Inc. New York, New York 212.953.5544 Richardson Philadelphia, Pennsylvania 215.940.4255</p>
On-the-job training	<p>ABILITY Performance Solutions Oakland, California 510.533.4552 NetOp Tech, Inc. Chicago, Illinois 312.376.0510 Task Trainers, Inc. Freeport, Illinois 815.563.4634</p>
Organization development	<p>Business Management Consultants Houston, Texas 281.440.0455</p>

	<p>ClientSkills LLC Littleton, Colorado 978.640.0906</p> <p>Crystal Point Solutions, Inc. New York, New York 212.340.9040</p> <p>ebb associates Norfolk, Virginia 757.588.3939</p> <p>Joyce A. Kozuch, Ph.D. Arlington, Virginia 703.243.1052</p> <p>Leadership Training Systems Inc. Tampa, Florida 813.818.1883</p> <p>Lore International Institute Durango, Colorado 970.385.4955</p> <p>OKA (Otto Kroeger Associates) Fairfax, Virginia 703.591.6284</p> <p>OnPoint Consulting New York, New York 203.254.2193</p> <p>Pinnacle Performance Improvement Worldwide Wayland, Massachusetts 508.358.8070</p>
Performance appraisal	<p>CCi Assessment Group International Edina, Minnesota 952.944.3738</p> <p>DecisionWise, Inc. Provo, Utah 801.374.6232</p> <p>PILAT Lebanon, New Jersey 908.823.9417</p> <p>Sales Training International The Woodlands, Texas 281.367.5599</p>
Performance management	<p>Alexander/Hancock Associates Davidson, North Carolina 704.892.5097</p> <p>Carlson Marketing Worldwide Plymouth, Minnesota 763.212.6948</p> <p>CCi Assessment Group International Edina, Minnesota 952.944.3738</p> <p>Development Dimensions International (DDI) Bridgeville, Pennsylvania</p> <p>Element K Rochester, New York 585.214.6327</p> <p>Evoke Development LLC Jacksonville, Florida 904.424.3545</p> <p>HumanR, Inc. Herndon, Virginia 703.435.5911</p> <p>Kramer Consulting Solutions, Inc. Bernardsville, New Jersey 908.696.1776</p> <p>Litigation Management & Training Services, Inc. Scottsdale, Arizona 480.607.5847</p>

	<p>Loyalty Group (The) Sherman Oaks, California 818.981.8806</p>
Personality instruments	<p>BEST Instruments, LLC Niceville, Florida 850.678.7623</p> <p>IPAT, Inc. Savoy, Illinois 217.352.4739</p> <p>OKA (Otto Kroeger Associates) Fairfax, Virginia 703.591.6284</p> <p>Peak Performance Consultants Omaha, Nebraska 402.334.1676</p> <p>Peck Training Allen, Texas 214.495.9499</p>
Policy development	<p>Cerulean Associates LLC Williamsburg, Virginia 757.645.2864</p> <p>Litigation Management & Training Services, Inc. Scottsdale, Arizona 480.607.5847</p>
Presentation skills	<p>BEST Instruments, LLC Niceville, Florida 850.678.7623</p> <p>Booher Consultants, Inc. Grapevine, Texas 817.318.6000</p> <p>BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688</p> <p>CIRCLES OF EXCELLENCE INC. Dallas, Texas 972.370.1300</p> <p>IWCC Training In Communications Richmond Hill, ON L4B 1J2 905.764.3710</p> <p>J-K International Ltd Angel Fire, New Mexico 505.377.6293</p> <p>Peck Training Allen, Texas 214.495.9499</p> <p>Power Presentations, Inc. Cleveland, Ohio 440.526.4400</p> <p>Specialty Training Services, Inc. New York, New York 212.628.1188</p> <p>Stitelman Associates New Haven, Connecticut 203.387.2025</p>
Recruitment & placement	<p>Bernard Hodes Group New York, New York 888.438.9911</p>
Safety matters	<p>Emergency Skills, Inc. New York, New York 212.564.6833</p> <p>PureSafety Nashville, Tennessee 615.367.4404</p>
Sales training	<p>Alexander/Hancock Associates Davidson, North Carolina 704.892.5097</p>

	<p>APRENDA Group Ltd. Dallas, Texas 940.725.0057</p> <p>ASTD Buyers Guide Alexandria, Virginia 703.683.8100</p> <p>Better Communications® Waltham, Massachusetts 781.895.9555</p> <p>Caras Training Lynnfield, Massachusetts 978.531.2022 Ext: 55</p> <p>Carlson Marketing Worldwide Plymouth, Minnesota 763.212.6948</p> <p>Corporate Training Consultants, Inc. Cary, North Carolina 919.467.0800</p> <p>Intrepid Learning Solutions Seattle, Washington 206.838.9363</p> <p>Janek Performance Group, Inc. Las Vegas, Nevada 800.979.0079</p> <p>KLA Group Centennial, Colorado 303.773.1285</p>
Sexual harassment	<p>Brightline Compliance, LLC Washington D.C. 202.639.9500</p> <p>Fair Measures, Inc. Santa Cruz, California 831.458.6007</p> <p>Litigation Management & Training Services, Inc. Scottsdale, Arizona 480.607.5847</p> <p>The Miller Guide -- www.millerguide.com Los Angeles, California 310.475.8800</p> <p>The Mulvaney Group, Inc. New York, New York 212.755.2236</p>
Strategic planning	<p>Better Communications® Waltham, Massachusetts 781.895.9555</p> <p>Great Circle Learning Marco Island, Florida 239.389.2000</p> <p>Intrepid Learning Solutions Seattle, Washington 206.838.9363</p> <p>Metrus Group Somerville, New Jersey 908.231.1900</p> <p>Pinnacle Performance Improvement Worldwide Wayland, Massachusetts 508.358.8070</p> <p>Richard Chang Associates, Inc. Lake Forest, California 949.727.7477</p> <p>Strategic Action Associates Danville, California 925.820.8838</p> <p>Tuck Executive Education at Dartmouth Hanover, New Hampshire 603.646.0206</p>

Stress management	Center for Management Effectiveness, Inc. Pacific Palisades, California 310.459.6052
Succession planning	Kramer Consulting Solutions, Inc. Bernardsville, New Jersey 908.696.1776 PILAT Lebanon, New Jersey 908.823.9417
Supervisory skills	APREND A Group Ltd. Dallas, Texas 940.725.0057 BEST Instruments, LLC Niceville, Florida 850.678.7623 Responsive Management Systems® Seattle, Washington 206.523.4603 WORKPOINTS, Inc. Swansea, Massachusetts 508.567.0506
Team building	CIRCLES OF EXCELLENCE INC. Dallas, Texas 972.370.1300 Corporate Management Developers, Inc./ Health Management Consultants, Inc. Hollywood, Florida 954.961.1663 EJP Training Dynamics Brockton, Massachusetts 508.583.0918 HRDQ King of Prussia, Pennsylvania Martin Training Associates Cincinnati, Ohio 513.563.3512 Nova Consulting, Inc. Bristol, Rhode Island 401.253.1997 OFFICE DYNAMICS Las Vegas, Nevada 702.360.4904 OKA (Otto Kroeger Associates) Fairfax, Virginia 703.591.6284 Pinnacle Performance Improvement Worldwide Wayland, Massachusetts 508.358.8070 TD Consulting Group White Plains, New York 914.948.8065
Technical skills	ALeSys (Applied Learning Systems, Inc.) Alachua, Florida 386.462.5562 Industrial Training Consultants, Inc. Pelham, Alabama 205.663.4960 Learning Tree International Reston, Virginia 800.843.8733 One Course Source El Cajon, California 858.689.2773 Ext: 27 APREND A Group Ltd. Dallas, Texas 940.725.0057

Tests	<p>Caras Training Lynnfield, Massachusetts 978.531.2022 Ext: 55 Janek Performance Group, Inc. Las Vegas, Nevada 800.979.0079 Telephone Doctor Customer Service Training St. Louis, Missouri 314.291.1012</p>
Time management	<p>Bodine Training Games LLC Lenexa, Kansas 913.492.7709 Peak Performance Consultants Omaha, Nebraska 402.334.1676</p>
Train-the-trainer	<p>Pathways to Performance, Inc. Hopkins, Minnesota 763.745.7907 ...etc!</p>
Training manuals	<p>Fremont, California 510.304.4476 Heacock, Perez, and Associates Gainesville, Florida 702.270.3407 HRDQ King of Prussia, Pennsylvania IPAT, Inc. Savoy, Illinois 217.352.4739 IWCC Training In Communications Richmond Hill, ON L4B 1J2 905.764.3710 Loyalty Group (The) Sherman Oaks, California 818.981.8806 OKA (Otto Kroeger Associates) Fairfax, Virginia 703.591.6284 Pathways to Performance, Inc. Hopkins, Minnesota 763.745.7907 Peck Training Allen, Texas 214.495.9499 Power Presentations, Inc. Cleveland, Ohio 440.526.4400</p>
	<p>Allwood & Associates, Inc. Mentor, Ohio 440.951.1380 CramerSweeney Instructional Design Mount Laurel, New Jersey 856.787.9100 Ext: 604 EZ-REF Courseware Big Bear Lake, California 909.584.4937 ISC Technology, Inc. Torrance, California 310.618.0200 One Course Source El Cajon, California 858.689.2773 Ext: 27 PCM Courseware Shorewood, Wisconsin 800.693.7040</p>

Training videos	<p>Business Training Library Chesterfield, Missouri 636.534.1000</p> <p>Magnum Group, Inc. Philadelphia, Pennsylvania 215.413.1614</p> <p>Spencer Johnson Partners Provo, Utah 801.655.0200</p> <p>VisionPoint Des Moines, Iowa 515.334.9292</p>
Translation services	<p>International Communication by Design, Inc. Milwaukee, Wisconsin 414.265.2171</p> <p>Magnum Group, Inc. Philadelphia, Pennsylvania 215.413.1614</p> <p>SH3 Translations Kansas City, Missouri 816.767.1117</p> <p>Welocalize Frederick, Maryland 301.668.0330</p>
Web conferencing	<p>Seminars Express Merritt Island, Florida 321.453.8133</p>
Web-based training	<p>ABILITY Performance Solutions Oakland, California 510.533.4552</p> <p>Allen Communication Learning Services Salt Lake City, Utah 801.537.7800</p> <p>Brightline Compliance, LLC Washington D.C. 202.639.9500</p> <p>Chalk Washington D.C. 703.564.7720</p> <p>CONTENTED Wellington 644.384.7106</p> <p>Development Dimensions International (DDI) Bridgeville, Pennsylvania</p> <p>HCI Training Austin, Texas 512.479.7166</p> <p>Inquestra Learning Mississauga, Ontario 905.338.7316</p> <p>Intrepid Learning Solutions Seattle, Washington 206.838.9363</p> <p>ISC Technology, Inc. Torrance, California 310.618.0200</p>
Writing skills	<p>Better Communications® Waltham, Massachusetts 781.895.9555</p> <p>Booher Consultants, Inc. Grapevine, Texas 817.318.6000</p> <p>BRODY Professional Development Jenkintown, Pennsylvania 215.886.1688</p>

CONTENTED

Wellington

644.384.7106

Grammar Group (The)

Valparaiso, Indiana

219.548.0519

ISC Technology, Inc.

Torrance, California

310.618.0200

IWCC Training In Communications

Richmond Hill, ON L4B 1J2

905.764.3710

Manage Your Writing

Indianapolis, Indiana

317.616.1810

Specialty Training Services, Inc.

New York, New York

212.628.1188

Stitelman Associates

New Haven, Connecticut

203.387.2025

TRAINING PROGRAMS FOR HARDWARE/HOME IMPROVEMENT RETAILERS

The North American Retail Hardware Association offers a full range of retail training programs covering product knowledge, project knowledge and sales training. These programs are available online or in traditional paper format. They include online testing.

Full information is available at www.nrha.org or call the NRHA Member Services Department toll-free at 1-800-282-1642.

SAMPLE EMPLOYEE MANUAL POLICY TOPICS

CATEGORY	TOPIC
Benefits	Benefits Coverage for Domestic Partners
"	COBRA Health Care Continuation
"	Flexible Spending Accounts
"	Short Term Disability Benefits
(Employee manuals may reference summary benefits plan documents in lieu of including the details in the manual to facilitate updates)	
Business Expense Reimbursement	Entertainment Expenses
"	Expense Reimbursement Policy
"	Travel Expenses
Compensation	Communicating Salary Rates and Ranges
"	Compensation Program Overview
"	Direct Deposit
"	Overtime Compensation
"	Pay Procedures
"	Shift Premiums
Discipline and Appeals Procedures	Mediation Policy
"	Non-union Dispute Resolution Procedures
"	Progressive Discipline
"	Union Grievance Procedures
Employee Classifications and Status Changes	Employee Classifications
"	Job Sharing
"	Leased Workers
"	Non-exempt and Exempt Employee
"	Promotion
"	Temporary Employees
"	Transfers
Employee Conduct	Alcohol Use and Possession
"	Cellular Phones
"	Dress and Grooming
"	Drug Use and Testing
"	E-Mail and Electronic Communications
"	Employee Attendance
"	Non-business Use of Employer Facilities
"	Physical and Verbal Altercations
"	Smoking
"	Solicitations and Distribution of Literature

CATEGORY	TOPIC
"	Telephone Use
"	Wage Garnishments and Assignments
"	Workplace Searches
Employee Services/Fringe Benefits	Adoption Assistance Plan
"	Child Care Assistance
"	Child Care Referral Service
"	Educational Assistance
"	Elder Care Referral Service
"	Employee Assistance Programs
"	Employee Loan Plans
"	Employee Suggestion Program
"	Employee Wellness Plan
Equal Employment Opportunity	Affirmative Action Plans
"	AIDS Policy
"	Dating Policy
"	Reasonable Accommodations
"	Religious Accommodation
"	Serious Illness or Disability of Employees
"	Sex Discrimination
"	Sexual Harassment
"	Statement of EEO Policy
Ethical Conduct	Conflicts of Interest
"	Entertainment, Gifts, Favors, and Gratuities
"	Outside Employment
"	Political Contributions and Activities
Introduction and Disclaimers	Employment at Will and Contract Disclaimers
"	Welcoming Statement
Layoffs	Layoffs and Workforce Reductions
"	Seniority-based Layoff Policy
"	Temporary Workforce Reductions
Performance Appraisal	Merit Pay and Promotional Increases
"	Performance Appraisal
Personnel Files	Employee Access to Personnel Files
"	External Requests for Employee Information
"	Personnel Information and Employee Privacy
Relocation	Eligibility for Relocation Benefits
"	Homes Sales Assistance

CATEGORY	TOPIC
"	Moving Expenses
"	Spousal and Family Relocation Assistance
Retirement and Post Termination Issues	Noncompete Agreements
"	Separation Agreement and General Release
"	Standard and Early Retirement
Safety and Occupational Health	Accident Investigation
"	Driver Safety
"	Hazard Assessment
"	Hazard Communication Program
"	Lockout/Tagout
"	Refusing Unsafe Work
"	Safety and Health Policy Statement
"	Safety Training
Selection and Hiring	Employee Referrals
"	Employment of Relatives
"	Employment Tests
"	Hiring Policy and Procedures
"	Interviewing Procedures
"	Job Posting Procedures
"	Job Requisitions and Descriptions
"	Immigration Act Requirements for New Hires
"	New Hire Orientation
"	Physical and Medical Examinations
"	Recruitment Policy and Procedures
"	Reference and Background Checks
Termination	Exit Interviews
"	General Policy on Employee Terminations
"	Rehire Policy
"	Resignation
"	Severance Benefits
Time Off and Leaves of Absence	Benefits During Family and Medical Leave
"	Bereavement Leave
"	Family Medical Leave (FMLA) Overview
"	Holidays
"	Jury and Witness Duty Leave
"	Leave for Union Business
"	Leave-Sharing Programs

CATEGORY	TOPIC
"	Military Leave
"	Paid Sick Leave
"	Reemployment Following Military Leave
"	Sabbaticals
"	Vacations
"	Voting Leave
Worker's Compensation	Return-to-Work Policy
"	Workers' Compensation
Working Hours	Compressed Workweek
"	Flextime
"	Telecommuting
"	Meal and Rest Periods
"	Timekeeping
"	Work Schedules
Workplace Security and Emergency Planning	Computer Security
"	Emergency Medical Procedures
"	General Security Policy
"	Internet Use
"	Intranet Use
"	Severe Weather Emergencies
"	Workplace Violence

COURSE EVALUATION

Please rate **(Name)** _____ as presenter, and the presentation, **(Topic)** _____, from 1 to 5 on the following factors, with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree 5=strongly agree.

Por favor evalúe la presentación realizada por **(Nombre)** _____ y la presentación, **(Tema)** _____ de 1 a 5 respecto de los siguientes factores, siendo 1=muy en desacuerdo, 2=en desacuerdo, 3=neutral, 4=de acuerdo, 5=muy de acuerdo.

FACTOR	RATING				
The information provided was valuable. La información provista fue valiosa.	1	2	3	4	5
The information presented was easy to understand. La información presentada fue fácil de entender.	1	2	2	2	5
The presenter was knowledgeable of the topic. La facilitadora demostró su conocimiento de los temas.	1	2	3	4	5
Visual aids used were helpful. Las ayudas visuales empleadas fueron útiles.	1	2	3	4	5
Follow-up information offered through SOI is valuable. La información adicional ofrecida en SOI es valiosa.	1	2	3	4	5
The presenter modeled the behavior advocated. La facilitadora se comportó de acuerdo al modelo presentado.	1	2	3	4	5
I learned something from the presentation. Aprendí algo de la presentación.	1	2	3	4	5
Material presented can enhance my skills. El material presentado puede mejorar mis habilidades.	1	2	3	4	5
Material presented will help me work with prospects/clients. El material presentado me ayudará a trabajar con los clientes actuales/ potenciales.	1	2	3	4	5
My behavior changed/will change as a result of this session. Mi comportamiento se modificó / modificará como consecuencia de esta presentación.	1	2	3	4	5

Additional comments/Comentarios adicionales:

PROGRAM EVALUATION

Program Title _____ **Date** _____
Presenter Name _____ **Started** _____ **AM PM**
Presentation Location _____ **Ended** _____ **AM PM**

Please give an anonymous program evaluation. Rate items by highlighting one number in the columns to the right. One (1) is a low rating and four (4) is a high rating.

Considerations	Opinion			
	Low	→	→	High
The Textbook/Materials				
The text/materials adequately explain the concepts presented.	1	2	3	4
The text/materials were appropriate for the subject taught.	1	2	3	4
The lessons in the text/materials were too short.	1	2	3	4
The text/materials were adequately readable.	1	2	3	4
The text/material is applicable to my situation.	1	2	3	4
The Presenter				
The presenter provided adequate explanation of textbook/handout materials.	1	2	3	4
The presenter gave the program in an easy-to-understand manner.	1	2	3	4
The presenter provided adequate examples to illustrate key points.	1	2	3	4
The presenter provided ample time for questions and discussion.	1	2	3	4
The presenter is interesting.	1	2	3	4
The Program				
The program taught me how to apply the information presented to me.	1	2	3	4
The program provided ideas on how to handle work-related situations.	1	2	3	4
I can adapt the program material to my work situation.	1	2	3	4
I learned in the program.	1	2	3	4
I enjoyed the program.	1	2	3	4
The Audio/Video				
The audio/video gave adequate explanation of the concepts presented.	1	2	3	4
The audio/video material presented is applicable to my work situation.	1	2	3	4
The audio/video was appropriate for the material being taught.	1	2	3	4
The audio/video lessons are too short.	1	2	3	4
The audio/video is understandable.	1	2	3	4
Overall, I rate the program as:	1	2	3	4

Comments:

EMPLOYEE DEVELOPMENT SEMINAR SERIES

TOPIC PRINTED NAME	DATE/TIME TITLE	PRESENTER SIGNATURE

MODERATOR SIGNATURE _____

Dealing with Sexual Harassment

Name

Has completed an overview of sexual harassment situation management and has demonstrated an appreciation of effective interventions in the functional areas of:

Recognizing sexual harassment, Responding to sexual harassment situations and Dealing with sexual harassment incidents

via a 60 minute course presentation, individual participation, review of practical managerial tools and involvement in questions and answers on considerations and organization-specific examples for effective handling.

Presenter _____ Date _____

EMPLOYEE HARASSMENT PRESENTATION SEMINAR

PHRST & Company

Key Point information for course planning and implementation

PRESENTER(S)

Name: Raymond A. Parker, SPHR
Title: Chairman
Address: 1201 N. Oceanshore Blvd.
Flagler Beach, FL 32136

Organization Name: PHRST & Company, Inc.

Phone: 800-285-8380-code-14

Fax: 704-426-1252

E-Mail: ray.parker@soi.com

Classification: Human Resource Outsourcing Provider

Co-presenter: None

PRESENTATION TITLE

Recognizing, Responding To And Dealing With Harassment

LEVEL

Targeted Audience: Entry through senior level

EARNING OBJECTIVES

At the end of the seminar participants will be able to demonstrate knowledge of two basic types of harassment and provide examples of each by successfully completing a post course quiz.

During the second half of the session participants will demonstrate an understanding of the basic issues and misconceptions about harassment by participating in a frequently asked questions discussion of material presented.

At the conclusion of the session, participants will be able to suggest a variety of strategies for preventing sexual harassment in the workplace, as evidenced by successful performance on a post session quiz.

DURATION / GROUP SIZE / LOCATION / SETUP

Duration is 90 minutes for the base course with a 30 minute "actions" section available. The presentation is most effective for groups of 12 to 20, although larger sessions can be accommodated with less participant interaction. Delivery may be at the worksite or provider-arranged facilities in any major city area. A "U" shape classroom setup is appropriate with presenter accommodations at the front.

METHODOLOGY

Definitions and basic concepts related to sexual harassment will be presented in lecture format. Examples will be provided to illustrate harassment situations. After basic material is presented, attendees will participate in a discussion related to frequently asked questions about harassment. A post course quiz of session material will be given. Successful completion in the class and on the quiz will qualify the participant for receipt of a course certificate.
CEU = 1.0

SESSION FOCUS

A practical tools-of-the-trade approach is utilized to clarify and communicate key points and their application. The objective is to equip attendees with fundamental insight into recognizing, responding to and dealing with harassment in and outside of the workplace. Presentation is applicable to all levels of employees and fulfills management's "general duty" responsibility to inform and acquaint employees with harassment policy and action awareness. Emphasis for supervisory personnel on actions to take is provided in an extended session.

AV/EQUIPMENT NEEDS

Computer projection capability (PowerPoint format), overhead projector back-up capability, projection screen, large group audio address capability, lavalier microphone capability, and sample/handout distribution method/capability.

PROGRAM PRICING

A minimum one half-day fee of \$700.00 is charged with travel, room, board and miscellaneous expenses added at cost. A per-participant fee is not charged. Program recording has an additional fee of \$3,500; the provider reserves all rights.

BIOGRAPHICAL SKETCH

Raymond A. Parker, SPHR, is Chairman for PHRST & Company. Beginning his business career in 1971, he has held senior positions with U.S. Steel, Ryder System, Rodime, ADP, SOI and private companies. Experienced in all areas of HR management, he is author of a text on HR applications. He teaches, writes and speaks extensively and is recognized internationally as an authority on dealing with workplace violence.

(TRAINING TOPIC) PRESENTATION SUMMARY

(Provider Organization Summary)
Key point information for course planning and implementation

PRESENTER(S)

Name: _____
Title: _____
Address: _____

Organization Name: _____
Phone: _____
Fax: _____
E-Mail: _____

Classification: _____
Co-presenter: _____

PRESENTATION TITLE

LEVEL:

Targeted Audience:

LEARNING OBJECTIVES:

1. At the end of the seminar participants will be able to demonstrate
2. During the session participants will
3. At the conclusion of the session, participants will be able to

DURATION/GROUP SIZE/LOCATION/SETUP

Duration _____

Group Size _____

Delivery location _____

(TRAINING TOPIC) PRESENTATION SUMMARY

(Provider Organization Summary)
Key point information for course planning and implementation

METHODOLOGY

SESSION FOCUS

AV/EQUIPMENT NEEDS

PROGRAM PRICING

BIOGRAPHICAL SKETCH