

## Exciting Course Offerings

Becoming a Conflict Competent Leader, p. 24

Campus Conversations on Diversity and Inclusion, p. 14

Managing Stress and Staying Positive in Today's World, p. 19

Managing Talent in the 21st Century, p. 23

Permit Me to Introduce You to Yourself, p. 19

Power Writing, p. 17

Professional Resumes and Job Search Correspondence, p. 21

<http://training.jhu.edu>

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## Registration is Easy!

Learning and Development Registration Form, p. 28

Directions, Maps, and Frequently Asked Questions, p. 26-27



**Talent Management &  
Organization Development**

**Learning &  
Development Programs**  
*for*  
**Faculty, Management &  
Staff**

**Fall 2009**

**JOHNS HOPKINS**  
U N I V E R S I T Y

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Getting and Staying Organized	
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**DAC**

## DIVERSITY AWARENESS CONTENT

All courses attempt to incorporate appropriate conceptual material or experiential exercises that address issues relevant to dealing with diversity in the workplace. We define diversity as those human attributes that exert an important influence on people's values, behaviors, and perceptions of self and others. Typically, such attributes include but are not limited to race, gender, age, religion, social class, functions, sexual/affective orientations, physical ability, and ethnicity. Courses labeled with DAC provide a more extensive discussion of diversity concepts.

**LETTER**  
*from the*  
**SENIOR**  
**DIRECTOR**

Dear Colleagues,

*Johns Hopkins University seeks to foster an atmosphere of innovation, change management, service excellence, relationship building, and equity, civility, respect across the organization.*

The University is undergoing continuous change and we are in good company; the changing workplace is a global challenge. Rapid advances in technology, changes in the economy, transformations in business processes and practices, and expanding roles for JHU faculty and staff at all levels require investment in the University's talented employees, helping them to be life-long learners.

The ongoing professional development of each and every academic and staff employee is a crucial and integral part of the JHU Learning & Development Program's strategic priorities. The Learning & Development Program is managed by Talent Management & Organization Development. Access to learning opportunities that support professional development is open to all JHU employees. We also partner with groups to tailor programs and learning solutions to meet the unique needs of their departments and provide resources for managers and supervisors.

Professional development is defined as growth in an individual's knowledge, skills, and abilities that leads to enhanced effectiveness and increased efficiency. It is a shared responsibility between JHU, the employee, and the supervisor. Increased knowledge and greater skills enable our talented faculty & staff to perform more effectively in current and future positions, ensures employee engagement, and allows the University to continue its long tradition of excellence in education, research, and service.

Professional development and continuing education activities should be planned and annual learning goals should be established at the same time that unit and individual performance management goals are established. Employee development plans should be developed with the intent to acquire and improve new knowledge and skills, to increase an individual's ability to assume greater responsibility, and to prepare for future career opportunities.

TMOD's Learning & Development Program is dedicated to serving all our JHU employees by providing opportunities to acquire a wide variety of knowledge, skills, abilities and competencies to enhance professional practice throughout University in all levels and types of jobs.

Debbie Sampson, M.A., SPHR

Sr. Director, Talent Management & Organization Development

# ALPHABETICAL LIST OF COURSES

Course Title	Date	Page
7 Habits in Action, The	9/30/09	18
Assertive Communication: On and Off the Job	9/29/09 or 11/16/09	16
Basic Supervision	9/29/09 or 11/17/09	22
Becoming a Conflict Competent Leader	12/10/09	24
Becoming the Totally Responsible Person	10/12/09	18
Business Law for Supervisors	9/24/09 or 11/5/09	22
Career Development Coaching for Your Employees	10/19/09	23
Certified Administrative Professional, Module 3: Management (1 1/2 day class, must attend all sessions)	9/23/09 and 9/24/09	21
Certified Administrative Professional, Module 4: Advanced Organizational Management (1 1/2 day class, must attend all sessions)	11/2/09 and 11/3/09	21
Choosing Civility	10/22/09	21
Communicating with Others: Your Style and Its Impact	10/15/09 or 12/7/09	16
Conducting an Effective Job Search	9/15/09 or 11/10/09	21
Conquering Negativity: Creating Optimism in the Workplace	11/2/09	18
Crucial Conversations	12/7/09	24
Cultivating the Power of Emotional Intelligence	10/5/09	18
Dealing with Difficult People	10/1/09	16
Downside of Anger: Making Changes for a Healthier and Happier Lifestyle, The	11/20/09	18
Effective Business Writing	12/1/09	17
Effective Meetings and Presentations	11/20/09	18
Employment Law for Supervisors	10/28/09 or 11/4/09	22
Essentials of Communicating with Tact and Finesse (2 day class, must attend both sessions)	10/19-20/09 or 12/1-2/09	22
Executive Wisdom: A Workshop for Leaders on How to Anticipate the Future and Avoid Mistakes of the Past	11/12/09	24
FLEX Talk: Practical Communication Skills Using MBTI Personality Type Theory	11/19/09	24
Getting and Staying Organized	9/18/09 or 11/6/09	18
Indispensable Assistant, The	10/28/09	21
Influencing for Impact: A Workshop for Women in Leadership	10/27/09	24
Introduction to Work Safety and Occupational Health	10/21/09 or 11/18/09	22
Leadership Challenges for Women: Decision-making and Risk-taking	11/5/09	25
Management Skills I: Foundations of Management	10/7-9/09	23
Management Skills II: Planning and Organizing	12/9-11/09	23
Management Skills III: Leading and Controlling	Spring 2010	23
Making the Transition to Management	10/27/09	23
Managing Multiple Priorities	9/25/09 or 11/13/09	19
Managing Stress and Staying Positive in Today's World	10/29/09 or 12/2/09	19
Managing Talent in the 21st Century	11/9/09	23
Managing Workplace Diversity	9/16/09 or 11/11/09	22
Mechanics of Leadership: Influencing Interpersonal and Group Outcomes, The	12/1/09	25
Overcoming Procrastination: Bridging the Gap Between Your Goals and Reality	10/30/09	19
Permit Me to Introduce You to Yourself	12/3/09	19
Power Writing (2 day class, must attend both sessions)	10/27-28/09	17
Power Editing I: Focus on Conciseness and Clarity	11/18/09	17
Power Editing II: Focus on Grammar and Punctuation	12/15/09	17
Powerful Communication Skills for Women	12/14/09	16
Powerful Listening Skills	10/26/09	16
Proofread Like a Pro	12/3/09	17
Project Management: Overview/Managing Project Scope	10/9/09 or 10/16/09	20
Project Management: Project Scheduling (Pre-requisite: PM Overview)	10/23/09	20
Project Management: Project Estimating and Budgeting (Pre-requisite: PM Overview)	10/30/09	20
Project Management: Forming and Managing the Project Team (Pre-requisite: PM Overview)	11/6/09	20
Project Management: Contract and Procurement Management (Pre-requisite: PM Overview)	11/13/09	20
Project Management: Managing Project Risk (Pre-requisite: PM Overview)	11/20/09	20
Project Management: Project Quality Management (Pre-requisite: PM Overview)	12/4/09	20
Project Management: Project Monitoring and Control (Pre-requisite: PM Overview)	12/11/09	20
Professional Resumes and Job Search Correspondence	9/24/09	20
Relationship Awareness Theory: The Key to Better Communication and More Productive Conflict	12/3/09	16
Senior Leadership Transition	12/14/09	25

Continued on next page

# ALPHABETICAL LIST OF COURSES (CONTINUED)

Course Title	Date	Page
Speak Like A Pro	9/14/09 or 10/21/09	16
Speak Like A Pro II	11/9/09	16
Success for Supervisors	10/1/09 or 10/22/09	23
Thinking Outside of the Box: Creativity and Innovation at Work	11/3/09	19
Time Management: Strategies for Managing Your Day	10/16/09 or 12/4/09	19
Your Career Assessment Profile: Understanding Your Interests, Skills, Personality Type, and Values	10/6/09 or 12/18/09	21

## FACULTY, MANAGEMENT AND STAFF TRAINING POLICY/CONFIDENTIALITY STATEMENT

### Faculty, Management and Staff Training Policy

Effective fall 2000, the university instituted the Management and Staff Training Policy. The policy addresses the recognition that the productivity and performance of the organization ultimately depend on the depth and quality of knowledge and skills of its faculty and staff.

Advancing such knowledge and skills rests on the training and development offered to and taken advantage of by faculty and staff. In accordance with the desire of the administration to ensure the quality of the work of its faculty and staff and to minimize the legal, financial, and physical risks posed by insufficient training, the following policies have been adopted:

1. Within two years of initial employment, it is expected that all new managers and supervisors will complete the JHU Supervisory Training Program established by the administration and conducted by Human Resources, the Department of Health and Safety, and the General Counsel's Office.
2. All staff with access to the university's financial and administrative information systems must complete the appropriate modules of the Financial Administrative Training Program and maintain current knowledge of changes and systems as they occur.
3. All faculty, managers, and supervisors should ensure that each non-bargaining unit staff member reporting to them has a minimum of three full days of training per year in areas of knowledge and skill relevant to their job duties and professional aspirations.

Please note that faculty who have significant management responsibility should see themselves as covered by the above policy as well.

The university recognizes that such training may at times disrupt the normal operations of organizational units. However, such disruptions should not be used as a reason for supervisors to routinely deny training and development opportunities for staff. Therefore, faculty, managers, and supervisors are encouraged to incorporate training activities into their annual planning initiatives as a way of minimizing potential problems. Further, departmental sessions may be scheduled on-site to allow groups to benefit from the advantage that is created when organizational units build skills and reconsider their group norms in a supportive learning environment. See page 14.

### Confidentiality Statement

Learning and Development is part of Talent Management and Organization Development (TMOD), which provides a wide range of services to maximize the performance, development, and functioning of the faculty and staff of the university, the university's managers and leaders, and its divisions and departments. Learning and Development utilizes a team approach to service delivery in collaboration with other TMOD programs to provide integrated human services to the university community.

Learning and Development is committed to protecting the confidentiality of individuals participating in our courses insofar as possible. It is our intention that our courses provide a safe environment for participants to share information about their own experiences with the group. Course participants should recognize that any personal information discussed within the context of the course is not to be discussed with anyone outside the course without the written consent of the person sharing the information. Thank you in advance for respecting the privacy of your fellow course participants.

While we cannot control the communications of class participants, the staff of Talent Management and Organization Development will not disclose personal information you have shared without your consent, except as required by state law and institutional requirements.

## Core University Competencies

Core competencies are the skills, knowledge, and behaviors essential for successful individual performance and the achievement of the university's strategic objectives.

	CONTRIBUTES DEPENDENTLY	CONTRIBUTES INDEPENDENTLY	CONTRIBUTES THROUGH OTHERS	CONTRIBUTES STRATEGICALLY
<b>Equity, Civility and Respect</b> Exhibits integrity, respect, civility, and ethical behaviors toward staff and the university; supports cultural diversity, equity, and fairness in the workplace	<ul style="list-style-type: none"> <li>Works well with others of diverse cultures and backgrounds</li> <li>Respects others without regard to gender, age, political affiliation, religion, sexual orientation, physical characteristics or any other feature that is not relevant to workplace performance</li> </ul>	<ul style="list-style-type: none"> <li>Creates a welcoming and respectful work environment</li> <li>Communicates in a way that demonstrates an understanding that our culture is diverse and richer on account of that diversity</li> </ul>	<ul style="list-style-type: none"> <li>Models inclusive, fair and respectful behaviors and processes</li> <li>Leverages the differences between individuals for the betterment of the university</li> <li>Manages and holds others accountable for supporting the university's Principles of equity, civility, and respect</li> <li>Actively seeks diverse opinions and ideas when making decisions</li> </ul>	<ul style="list-style-type: none"> <li>Integrates diversity into university initiatives</li> <li>Seeks equity in all practices</li> <li>Establishes policies that forward the university's commitment to diversity and inclusion</li> </ul>
<b>Innovation and Problem Solving</b> Demonstrates an appreciation for new ideas and methods that challenge the existing reality to prepare the organization for the future.	<ul style="list-style-type: none"> <li>Demonstrates willingness to question established processes and procedures for improvement opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Actively solicits ideas and learnings from others</li> <li>Considers a problem from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Models processes and behaviors that cultivate creativity</li> <li>Stimulates expression of creative ideas</li> <li>Teaches creative techniques to team members.</li> <li>Takes appropriate risks and undertakes entrepreneurial tasks</li> <li>Encourages others to question established work processes and assumptions</li> </ul>	<ul style="list-style-type: none"> <li>Champions new ideas and initiatives</li> <li>Extends and applies innovative ideas to enhance the work of the university</li> <li>Reapplies successful innovation in multiple areas</li> <li>Cultivates a culture of entrepreneurial thinking</li> <li>Actively challenges the way processes and procedures have always been done</li> </ul>
<b>Managing Change</b> Adapts to change and shifting priorities, works effectively in ambiguous situations, and constructively influences others to build and maintain resilience.	<ul style="list-style-type: none"> <li>Welcomes change as an opportunity for learning or growth, focuses on the beneficial aspects of change</li> <li>Modifies behavior to deal effectively with changes in work environment</li> </ul>	<ul style="list-style-type: none"> <li>Supports change implementation</li> <li>Works effectively with others who have ideas and opinions in conflict with each other</li> <li>Demonstrates flexibility during time of uncertainty and chaos</li> <li>Welcomes ideas offered by others</li> </ul>	<ul style="list-style-type: none"> <li>Models behaviors that lead to the successful adoption of new ideas and processes.</li> <li>Actively manage others' resistance to change</li> <li>Recognizes and rewards staff members who make useful changes.</li> <li>Empathizes with people who feel loss as a result of change</li> </ul>	<ul style="list-style-type: none"> <li>Acts as a change advocate</li> <li>Motivates others to participate in strategic change</li> <li>Simplifies the process of change and manages the associated difficulties</li> </ul>
<b>Mission/Service Excellence</b> Understands and articulates the link between the job and the university's commitment to quality and outstanding customer service to all clients.	<ul style="list-style-type: none"> <li>Understands the purpose of the job and its connection to the success of the university</li> <li>Meets the expectations and requirements of all customers</li> <li>Demonstrates steadiness and reliability</li> <li>Adheres to the university's code of ethics</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks ways of strengthening the link between individual work and the mission of the university</li> <li>Demonstrates a willingness to question the value of endeavors that do not contribute to the university's mission</li> <li>Establishes and documents standards</li> <li>Delivers high quality work consistently and on time</li> <li>Seeks opportunities to improve standards</li> </ul>	<ul style="list-style-type: none"> <li>Models behaviors that demonstrate adherence to the university's mission and service standards</li> <li>Engages teams in open discussions about how their work contributes to the university's mission</li> <li>Ensures that practices and tasks align with leadership and university vision and strategic direction</li> <li>Models processes and behaviors that exemplify high quality and standards</li> <li>Teaches others to strive for quality</li> <li>Establishes a culture in which all team members take a pride of ownership and responsibility for all work</li> </ul>	<ul style="list-style-type: none"> <li>Aligns programs and strategies that further the mission of the university</li> <li>Fosters work that furthers the mission of the university</li> <li>Sets desired service standards and articulates how work is connected to the university's mission</li> <li>Creates and effectively communicates a clear vision and direction for team/organization and aligns this vision to the university's mission</li> </ul>
<b>Relationships and Teaming</b> Develops effective working relationships with others; cultivates networks across the university; demonstrates attitudes and behaviors that contribute to the well-being of the university.	<ul style="list-style-type: none"> <li>Establishes and maintains effective relationships with colleagues and customers</li> <li>Maintains confidentiality</li> <li>Effectively participates on work teams</li> </ul>	<ul style="list-style-type: none"> <li>Always follows through on requests from colleagues and customers.</li> <li>Protects confidentiality</li> <li>Builds effective relationships and networks of trust</li> <li>Actively participates in work teams and committees</li> <li>Minimizes conflict with others</li> </ul>	<ul style="list-style-type: none"> <li>Models behaviors and processes for managing conflict</li> <li>Models behaviors that lead to healthy relationships across their team and organization</li> <li>Solicits feedback on self and gives fair, timely feedback to others</li> <li>Coaches and develops others</li> <li>Encourages high standards of performance; celebrates and rewards optimal performance</li> <li>Blends people into teams when necessary; creates strong morale within team; shares wins and successes; values contributions from others.</li> </ul>	<ul style="list-style-type: none"> <li>Builds effective talent pools that support and strengthen the university.</li> <li>Builds, maintains and cultivates strategic relationships that allow the university to further its mission</li> <li>Develops future university leadership and work teams</li> </ul>

# COURSE CALENDAR

## LEGEND

EBC 2024 E. Monument Street, Room 2-1001, Classroom  
 B101 1101 E. 33rd Street, Room B101  
 B103 1101 E. 33rd Street, Room B103

EBA 2024 E. Monument Street, Room 2-1002, Auditorium  
 B102 1101 E. 33rd Street, Room B102

## SEPTEMBER

\* - Must attend all days of the session

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	7	8	9	10	11
EBA					
EBC					
A120					
B101					
B102					
	14	15	16	17	18
EBA					
EBC					
A120					
B101	Speak Like a Pro	Effective Job Search			
B102			Workplace Diversity		Getting Organized
	21	22	23	24	25
EBA				Business Law	
EBC					
A120				Conversations on Diversity	
B101				Professional Resumes	
B102			CAP Module 3*	CAP Module 3*	Multiple Priorities
	28	29	30	1	2
EBA				Difficult People	
EBC					
A120					
B101		Assertive Communication	7 Habits in Action		
B102		Basic Supervision		Success for Supervisors	

## OCTOBER

\* - Must attend all days of the session

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	5	6	7	8	9
EBA					
EBC					
A120					
B101					Project Mgt. Overview
B102	Emotional Intelligence	Career Assessment Profile	Management Skills I*	Management Skills I*	Management Skills I*
	12	13	14	15	16
EBA					
EBC					
A120					
B101	Totally Responsible Person			Communicate w/Others	Project Mgt. Overview
B102					Time Mgt. Strategies
	19	20	21	22	23
EBA			Intro to Work Safety		
EBC				Conversations on Diversity	
A120					
B101	Career Dev. Coaching		Speak Like a Pro	Choosing Civility	Project Scheduling
B102	Essentials of Comm*	Essentials of Comm*		Success for Supervisors	
	26	27	28	29	30
EBA		Transition to Mgt.	Indispensable Assistant	Managing Stress	
EBC					
A120					Project Estimating
B101		Power Writing*	Power Writing*		
B102	Powerful Listening Skills	Influencing for Impact	Employment Law		Overcoming Procrastination

# COURSE CALENDAR

## LEGEND

EBC 2024 E. Monument Street, Room 2-1001, Classroom  
 B101 1101 E. 33rd Street, Room B101  
 B103 1101 E. 33rd Street, Room B103

EBA 2024 E. Monument Street, Room 2-1002, Auditorium  
 B102 1101 E. 33rd Street, Room B102

## NOVEMBER

\* - Must attend all days of the session

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
EBA	2	3	4	5	6
EBC					
A120					
B101	Conquering Negativity	Think Outside the Box		Leadership for Women	Project Teams
B102	CAP Module 4*	CAP Module 4*	Employment Law	Business Law	Getting Organized
EBA	9	10	11	12	13
EBC					
A120					
B101	Managing Talent	Effective Job Search		Executive Wisdom	Contract Management
B102	Speak Like a Pro II		Workplace Diversity		Multiple Priorities
EBA	16	17	18	19	20
EBC					
A120					
B101	Assertive Communication		Intro to Work Safety	Conversations on Diversity	Downside of Anger
B102		Basic Supervision	Power Editing I	FLEX Talk	Project Risk Meetings & Presentations
EBA	23	24	25	26	27
EBC					
A120					
B101					
B102					

## DECEMBER

\* - Must attend all days of the session

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
EBA	30	1	2	3	4
EBC		Effective Business Writing	Managing Stress	Proofread Like a Pro	
A120					
B101		Mechanics of Leadership		Permit Me to Introduce	Project Quality Mgt.
B102		Essentials of Comm*	Essentials of Comm*	Relationship Awareness	Time Mgt. Strategies
EBA	7	8	9	10	11
EBC					
A120					
B101	Communicating w/Others			Conflict Competent Leader	Project Monitoring
B102	Crucial Conversations		Management Skills II*	Management Skills II*	Management Skills II*
EBA	14	15	16	17	18
EBC					
A120				Conversations on Diversity	
B101	Sr. Leadership Transition	Power Editing II			
B102	Communication for Women				Career Assessment Profile
EBA	19	20	21	22	23
EBC					
A120					
B101					
B102					

# ANNUAL INDIVIDUAL DEVELOPMENT PLAN

Each year JHU staff members are offered a wide variety of courses, but how do you know which courses to take? We suggest creating a personal learning plan each year to identify the areas you most want to develop and to guide you in choosing courses that will help you fulfill your plan. To create your learning plan:

1. Ask yourself the following questions:

- What developmental suggestions did I receive during my last performance appraisal?

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- What problems have I faced at work that I have felt unable to address without help?

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- What are my short-term goals for taking on new tasks and responsibilities within my department?

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- What are my long-term career goals? What job would I like to have five years from now, or ten years from now?

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- What issues is my department or work unit facing at this time? How could I be a more productive team member or take a more prominent role in addressing these areas of need?

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- What are the new demands of my job (or career) that require me to gain additional skills?

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2. Make a list of your personal developmental needs. The answers to the questions above will help you determine the skills you would like to develop. Each answer can be restated as a goal. For example:

- Last year my supervisor suggested I speak up more when I need something. I would like to be more assertive.
- I have had a conflict with a co-worker. I would like to build a productive relationship with this individual within a reasonable amount of time.
- I would like to feel more confident of my ability to make presentations in meetings.
- In five years I would like to be a program administrator, and that may require me to have skills as a supervisor. In 10 years I would like to be a program administrator in a large department, and that will require increased skill in project management.
- My new department manager could use some help in organizing the flow of paper through our department. I could use better skills as an administrative assistant.
- I have been asked to take on more work with budgeting and technology that require new skills in these areas.

My personal developmental needs are:

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# ANNUAL INDIVIDUAL DEVELOPMENT PLAN

3. Turn your developmental needs into learning goals. If you're ready to invest in your future, these developmental needs can now become goals for learning in the next year.

Once you have your list of learning goals developed, share them with your supervisor. Since s/he will have to approve your time in training, it makes sense to include him/her early in the process. You may also want to take the following additional steps to clarify how your learning and developmental needs can be converted into learning goals for the coming year.

- Discuss your list with a supervisor, mentor, more senior colleague, or close friend.
- Take a look at the course objectives that are offered on the Web at <http://training.jhu.edu> to find the perfect course to suit your particular needs.
- Call the training center at 443-997-6800 to speak with someone who can help you if you have questions about specific courses.

4. Consider alternative ways to develop each of your learning goals. Certainly training is a time-efficient way to make a start, but other alternatives may serve your developmental efforts well:

- Ask your supervisor to arrange a new work assignment to stretch and challenge your present level of skill.
- Consider arranging for coaching by an employee who already possesses a high level of skill in this area.
- Use the university's Tuition Remission policy to pay for course work through one of Hopkins' degree-granting programs.
- Contact our training center at 1101 East 33rd Street (443-997-6800) to inquire about self-paced learning materials that use a variety of alternative media.
- Do a Web search using key terms in your learning goal statements to see what alternative reading materials exist to support your goals.
- Register for appropriate courses in new and evolving areas of technology that are appropriate to your work assignment and are available through the Administrative Training Program, the Welch Medical Library, or the Carey School of Business.

Alternate ways to develop your learning goals are:

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5. Set a time frame within which you hope to achieve each learning goal. Treat your learning goals just like any other task that you are determined to accomplish. Put them on your calendar, and commit to a due date!

6. How will you know when you have achieved your goal? This is the answer to the question of how you would like to evaluate your success. For example:

- I will be able to ask for what I need to perform my job more effectively.
- I will have a productive relationship with my colleague to the extent that this individual will no longer have the ability to upset me, and I will be able to appreciate the positive contribution s/he brings to the workplace.
- I will seek the opportunity to make a presentation in a departmental meeting, and feel confident of my ability to do so.
- In three years, I will begin to work on my application for program administrator positions, and I will be able to demonstrate skills needed for the position and make the cut for an interview. Within four years, I should be among the top two or three applicants for each position I apply for. Within five years, I should be in a position to be the successful candidate and achieve my goal.
- I will come back from the Getting and Staying Organized course with 10 new strategies to help my department be more organized.

Remember that goals that don't have a specific time frame for accomplishment and a measurable outcome are just wishes. You may want to use the Individual Development Plan that follows as a planning tool in this process.

# INDIVIDUAL DEVELOPMENT PLAN

INDIVIDUAL DEVELOPMENT PLAN			
Name	Job Title		
Today's Date	Developmental Plan for Period		
What are your learning goals? _____ _____ _____ _____ _____ _____ _____	How will each learning goal be developed? _____ _____ _____ _____ _____ _____ _____	Over what time frame will each goal be addressed? _____ _____ _____ _____ _____ _____ _____	How will the development effort be evaluated? _____ _____ _____ _____ _____ _____ _____
Signature of Staff Member and Date	Signature of Supervisor and Date		

# ADDITIONAL LEARNING AND DEVELOPMENT PROGRAMS

## JHU Educational Assistance Program

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The university's educational assistance program was designed to provide faculty and staff and their families with a broad range of educational opportunities, while also providing the institution with an opportunity to train and develop its faculty and staff.

The program covers a percentage of tuition cost for employees and their family members to attend the part-time courses offered by Johns Hopkins University, and for dependent children to pursue undergraduate full-time studies at a degree-granting, accredited college or university. For more information, please log on to our Web site at:

<http://training.jhu.edu> or call 443-997-6890.

## Learning Solutions Training Programs

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Provided by Talent Management and Organization Development, Learning Solutions (formerly FITT), is an integral component of the training experience at Johns Hopkins and the primary resource for financial administrative and information technology training. Faculty and staff may take financial administrative classes through a series of Web-based and instructor-led experiences. These courses provide an understanding of university financial policies and procedures and hands-on training that prepares participants to initiate, monitor, and track electronic documents correctly. Learning Solutions also offers a variety of software application and technical training courses. These courses include topics at the beginner, intermediate, and advanced levels.

For more information and registration information, please go to the Web site at: <http://training.jhu.edu> or call 443-997-FITT.

## General Educational Development (GED) / Adult Education Program

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Talent Management and Organization Development, with support from Johns Hopkins Hospital Human Resources and the JHH Office of Community and Education Projects Skills Enhancement Program, is pleased to offer the General Educational Development (GED)/Adult Education Program. This program allows individuals to upgrade and refresh their basic reading, writing, and math skills and prepare for the GED exam, thereby facilitating their professional growth and development. The following courses are being offered:

GED Prep 1: Refresh skills that have become rusty. Take this giant step to begin preparation for the GED exam or for the External Diploma Program. Math topics include fractions, decimals, and problem solving. Reading comprehension instruction stresses critical-thinking skills. Review grammar rules and practice writing skills.

GED Prep 2: This intermediate level of GED preparation offers a quick review of fractions and decimals, moving on to problem solving, percents, ratio and proportion. More challenging critical-thinking and reading skills focus on literature and the arts, science, and social studies.

GED Prep 3 (College Prep): This advanced level of GED preparation is an excellent way to sharpen skills to prepare for college entrance exams. This course offers more advanced work in reading comprehension and critical-thinking skills. Review fractions and decimals with an emphasis on algebra and geometry. Fine tune grammar and essay-writing skills to prepare cohesive essays.

Introduction to Medical Terminology: This course begins with word attack and word-building skills (prefix, root word, and suffix) as stepping-stones to understanding basic medical vocabulary. Study terms and abbreviations related to various body systems to gain perspective and understanding of the appropriate usage of medical terminology.

To enroll, or for more information, please contact Barbara Edwards at 410-614-0273.

# E-LEARNING, DEPARTMENT TRAINING, DIVERSITY TRAINING

## E-Learning for Managers/Situational Leadership II

Gain leadership wisdom from Ken Blanchard, co-author of the best-selling book *The One Minute Manager*. The Situational Leadership II course teaches managers the leadership skills that will help you to develop your employees' competence, commitment, and productivity. SLII provides you with a highly interactive and engaging e-learning experience. Through the use of video simulations, you will be asked to make decisions that affect the outcomes of the stories. You will receive online coaching in making decisions in addition to constructive feedback.

After completing this program, you will be able to:

- Use a common vocabulary for leadership.
- Use the three skills of a situational leader: diagnosis, flexibility, and partnering for performance.
- Identify what a leader does in all four leadership styles and how those styles differ.
- Assess your flexibility in using the four leadership styles and your effectiveness at matching the appropriate style to the situation.
- Use the skills of a situational leader to develop employee competence and commitment.

This course is funded through the staff development remission program and available to all full-time and part-time university staff members. A university discussion group may be available to course participants. To find out how you can take advantage of this new learning opportunity, please contact our office at (443) 997-6800.

## Departmental and Group Training

Learning and Development makes its course offerings available to suit the needs of department work groups and affinity groups (such as standing committees or campus organizations). These sessions are among the most effective because they have a better chance of changing the work environment and group norms.

- Departments may want to plan staff development retreats to address group needs that have been identified during planning meetings and performance appraisals.
- Affinity groups may want to plan sessions addressing needs that are particular to the focus of their work.
- Because fees for these services are provided through Staff Development Remission, eligibility requirements and other policies are the same as for individual staff registration.
- Course times and places can be arranged to suit the convenience of your group.

For more information on how your group can schedule a training session or to receive a Departmental/Work Team catalog, please call our office at (443) 997-6800.

## Campus Conversations on Diversity & Inclusion At Johns Hopkins University

These sessions provide participants with a safe environment for discussions about:

- Equality, civility and respect at JHU
- Minimizing conflict
- Perceptions of Power
- The role of unconscious bias
- Diverse perspectives in a globalized world
- Action planning for workplace, classroom and the larger Johns Hopkins Community

August 27, 2009	Location: 2024 E. Monument Street, Room 2-1001	Time: 8:30 am - 12:30 pm
September 24, 2009	Location: 1101 E. 33rd Street, Room A120	Time: 8:30 am - 12:30 pm
October 22, 2009	Location: 2024 E. Monument Street, Room 2-1001	Time: 8:30 am - 12:30 pm
November 19, 2009	Location: 1101 E. 33rd Street, Room A120	Time: 8:30 am - 12:30 pm
December 17, 2009	Location: 2024 E. Monument Street, Room 2-1001	Time: 8:30 am - 12:30 pm

Sessions are tailored for Senior Leaders, Individuals, and Departments and group registration is encouraged. For more information, please contact: Megeen Thomas (443) 997-4570 or [Megeen@jhu.edu](mailto:Megeen@jhu.edu).

## Medical Billing and Coding

The Professional Coder Certification Training Program consists of 12 separate classes (with accompanying training and testing modules) taught by instructors who have been certified as such by the American Academy of Professional Coders.

For each of the 12 subjects covered, one day (6 hours) of classroom instruction will be presented. Supplementary online training and testing modules are included to enhance in-class training.

Participants who successfully complete this program can expect to possess an intermediate level of professional coding skill which may be used to work directly with codes or in another coding-related position. Unlike other coding programs, this approach supplements the basic coding instruction needed to pass the test with instruction in the abstraction skills necessary to apply coding skills in a practical, "real-life" setting. All of this is done in a simple, straight-forward confusion and ambiguities normally associated with coding.

Module 1: Medical Terminology for Coders	October 15, 2009
Module 2: Anatomy and Physiology for Coders	October 29, 2009
Module 3: Introduction to CPT & HCPCS Coding	November 12, 2009
Module 4: Introduction to ICD-9-CM Coding	December 17, 2009
Module 5: Evaluation and Management Services	January 14, 2010
Module 6: Surgery – Integumentary / Musculoskeletal System	March 11, 2010
Module 7: Respiratory and Cardiovascular Surgery	March 25, 2010
Module 8: Digestive Surgery	April 8, 2010
Module 9: Genitourinary Surgery	April 22, 2010
Module 10: Surgery of Nervous, Auditory & Ocular Systems	May 13, 2010
Module 11: Anesthesia, Radiology & Pathology Coding	May 25, 2010
Module 12: Medicine Services Coding	June 10, 2010

## Laboratory Excellence Training

The Learning and Development office of Talent Management and Organization Development announces new offerings for Hopkins faculty and staff who serve in the academic research laboratory. This ongoing series will be offered throughout the year, and additional sessions will be scheduled to meet demand.

Laboratory Excellence Training will run from 9:00 am – 4:00 pm and will be held at the BioTechnical Institute of Maryland laboratory located at 2001 Aliceanna Street, Baltimore, MD 21231.

Cell Culture Techniques (4 days)	September 15 – 18, 2009
Recombinant DNA Techniques (3 days)	September 28 – 30, 2009
Introduction to Protein Expression (3 days)	October 7 – 9, 2009
Introduction to Polymerase Chain Reaction (3 days)	October 21 -23, 2009
Cell Culture Techniques (4 days)	November 17 – 20, 2009

Additional training dates for spring 2010 are available online.

To register for Medical Billing and Coding or Laboratory Excellence Training courses, please navigate to our online registration system, [myLearning@johnshopkins](mailto:myLearning@johnshopkins), which can be located at our website, <http://training.jhu.edu>.

If you have any questions, please call (443) 997-6800.

# INTERPERSONAL AND GROUP COMMUNICATION

## Assertive Communication: On and Off the Job

Instructor: Virginia Jacobs

This course focuses on practical ways to project self-confidence, recognize the differences between assertive, passive, and aggressive behavior, develop the skills needed to change the behavior of others, say no, give and receive criticism, listen more effectively, and resolve conflict.

Date: 9/29/09 Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B101  
OR

Date: 11/16/09 Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B101

## Communicating With Others: Your Style and Its Impact

Instructor: Virginia Jacobs

DAC

The lifeblood of all strong relationships is good communication. Individual and group productivity are greatly enhanced by the ability to communicate well. Participants in this course will identify their preferences in verbal and nonverbal communication. You will uncover a tendency toward one of four communication styles: driver, analytic, relater amiable, and expressive. You will learn about your style's inherent strengths and trouble spots, and the impact of your style in the workplace. You will also explore attributes of effective communication and develop listening and assertion skills.

Date: 10/15/09 Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B101  
OR

Date: 12/7/09 Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B101

## Dealing with Difficult People

Instructor: Ray Perry

How much more successful would you be if you could do a better job managing conflict at work and at home? What would this mean to your level of stress and sense of control over the quality of your life? In this powerful workshop, you will customize practical strategies for resolving conflict with others, in a way that strengthens rather than hurts relationships.

Date: 10/1/09 Time: 9:00 am - 4:00 pm

Location: 2024 E. Monument Street, Room 2-1002

## Powerful Communication Skills for Women

Instructor: Robin Hurd-Graham

DAC

Brains, talent, and energy won't add up to much if you haven't mastered the most potent tool for success - powerful communication skills. Your communication style is your inescapable calling card. It immediately announces who you are, how you feel, and what you expect from yourself and others. In this one day workshop, you will learn to recognize and avoid the power robbing speech mistakes and habits that may be holding you back. You will also learn to persuade others of your point of view and motivate them to act in your best interest.

Date: 12/14/09 Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B102

## Powerful Listening Skills

Instructor: Robin Hurd-Graham

This workshop is designed to help individuals listen and communicate for positive, productive relationships with co-workers, customers, and family members. It offers practical techniques for developing active listening skills that show. This seminar prepares participants to get results from other employees based on positive, open communication.

Date: 10/26/09

Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B102

## Relationship Awareness Theory: The Key to Better Communication and More Productive Conflict

Instructor: Linda Dillon Jones

DAC

Understanding the behavior that governs your interaction with others is the first step in reducing interpersonal conflict. This one-day workshop will help you understand your personal strengths in relating to others under two conditions: when things are going well, and when you are faced with disagreement that may produce conflict. At the end of this workshop, you will be able to better deploy your personal strengths, that is, move strategically to take a position for effective action. You will also understand how the predictable manner in which you behave during conflict impacts the way others respond to you and, ultimately, your relationships with them. \*\*Registration for this course must be completed one week prior to the class date so that the Strength Deployment Inventory can be completed prior to the class session\*\*

Date: 12/3/09

Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B102

## Speak Like a Pro

Instructor: Karen Storey

Speak Like a Pro offers the knowledge, skills, and abilities you need for effective presentations. You'll learn proven techniques for planning, practicing, and delivering public presentations. Further, you will receive expert feedback from your instructor, as well as personal responses and insights from your classmates.

Date: 9/14/09

Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B101

OR

Date: 10/21/09

Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B101

## Speak Like a Pro II

Instructor: Karen Storey

Participants who have attended Speak Like a Pro may attend this advanced class. Each participant is asked to prepare in advance a 10-minute presentation. Focus on managing stage fright and maintaining composure in front of any size audience. Voice and body language are explored as an effective communication tool. Key ways of adding maximum impact to any presentation are discussed along with ways of preparing quickly and confidently for any presentation. Each participant is videotaped in order to provide instant feedback on his or her strengths and areas that need improvement.

Date: 11/9/09

Time: 9:00 am - 4:00 pm

Location: 1101 E. 33rd Street, Room B102











# SUPERVISORY TRAINING PROGRAM

## Basic Supervision

Instructor: National Seminars Group

DAC

The most important part of any supervisor's job is keeping staff motivated. This seminar will give you the skills you need to increase communication and cooperation, boost morale, and send productivity into orbit. Organized in four parts, this course will teach you to diffuse conflict, inspire employees, motivate your team, and open wider the channels of communication in any work group.

Date: 9/29/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102  
OR

Date: 11/17/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102

## Business Law for Supervisors

Instructor: Louie Biggie  
(½ day class)

Do you have a clear understanding of how the information and data in your charge should be handled and maintained? Are you certain that the computers in your department could survive a "software audit" without hefty fines being levied on the university, you, or any of your staff members? Has a vendor to your department offered you gifts or favors that you are not certain you can accept? Do you know your liability in signing a contract for the Johns Hopkins University? Business Law for Supervisors, taught by a cadre of Johns Hopkins University senior staff, will address these and other legal and ethical issues that supervisors must face in today's competitive environment.

Date: 9/24/09 Time: 9:00 am - 1:00 pm  
Location: 2024 E. Monument Street, Room 2-1002  
OR

Date: 11/5/09 Time: 9:00 am - 1:00 pm  
Location: 1101 E. 33rd Street, Room B102

## Employment Law for Supervisors

Instructor: Gerard St. Ours

Are you sometimes apprehensive when you hear rumors of extended grievance procedures and "big money" jury verdicts? If an employee came to you complaining of discrimination or sexual harassment, would you know what to do? When a staff member requests accommodation for a disability or family and medical leave, are you confident you know how to respond to those requests? Learn from Johns Hopkins University legal and human resources professionals what the law requires and how it applies to answer these and many issues that come up in today's workplace.

Date: 10/28/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102  
OR

Date: 11/4/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102

## Essentials of Communicating With Tact and Finesse

Instructor: National Seminars Group

DAC

\*\* 2 Day Course - Must attend both days \*\*

Top-notch communication skills can mean the difference in your career between going places ... and going nowhere! This intensive two-day workshop designed for career-focused professionals will give you the powerful communication strategies and interpersonal skills you need to get your point across tactfully and diplomatically. You'll also gain tips for delivering standout presentations and making your letters and memos pack a punch. You'll discover expert techniques for exerting influence on the actions and attitudes of others, "how-to's" for communicating effectively and tactfully in a variety of tough situations, and strategies for putting an end to energy-draining feuds and infighting in your department. And because we all make verbal blunders from time to time, you'll learn damage control techniques to help you get your foot out of your mouth gracefully—and save the day!

Date: 10/19/09 and 10/20/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102  
OR

Date: 12/1/09 and 12/2/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102

## Introduction to Work Safety and Occupational Health

Instructor: Anita Stone

This course discusses a variety of issues: the Department of Health, Safety and Environment (HSE); its mission and vision; JHU policy and applicable laws; data and statistics; and the supervisor's role in maintaining a safe workplace. Prevention is discussed along with health and wellness. Issues of safety are presented including an overview of the safety programs and the supervisor's role in referral, safety surveys, and incidents. Environmental issues such as ergonomics are considered along with the topic of injury and illness management, including non-work-related illness; dealing with work related injury and illness; the Workman's Compensation Act; and the JHU process for case management.

Date: 10/21/09 Time: 9:00 am - 12:00 pm  
Location: 2024 E. Monument Street, Room 2-1002  
OR

Date: 11/18/09 Time: 9:00 am - 12:00 pm  
Location: 2024 E. Monument Street, Room 2-1002

## Managing Workplace Diversity

Instructor: Sharon Fries-Britt

DAC

This seminar is designed to assist supervisors in understanding the complexity of diversity, culture, and race relations in the workplace. Supervisors will explore various aspects of this issue including how their own perspectives shape their interactions with staff. Several content areas will be addressed in this seminar, including the importance of understanding the benefits and challenges of diverse work environments, the importance of communication, working with and evaluating diverse staff, the challenges in building a team in a diverse work environment, and the importance of establishing organizational goals and objectives that support and enhance diversity.

Date: 9/16/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102  
OR

Date: 11/11/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102

# SKILLS FOR SUPERVISORS AND MANAGERS

## Success for Supervisors Instructor: Anne Moore

This daylong session is designed to equip the first time supervisor or those new to managing at Hopkins with proven techniques needed to master the art and science of leading our most valuable asset, our staff. Course participants will explore the hiring process (recruiting, interviewing, and selection), the performance management cycle (planning, coaching, and evaluating), and gain awareness of disability service issues. Case studies, videos, small and large group discussions will be used to enhance the learning process and provide real world usable skills that can be immediately put into action.

Date: 10/1/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102

OR

Date: 10/22/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102

To ensure the quality of the work of its managers and supervisors and to minimize the legal, financial, and physical risks posed by insufficient training, the following policy was adopted: Within two years of initial employment, it is expected that all new managers and supervisors will complete the JHU Supervisory Training Program established by the administration and conducted by Human Resources, the Department of Health, Safety and Environment, and the General Counsel's Office.

JHU Supervisory Training Program Course List -  
Participants must complete all seven courses listed below in order to receive a certificate of program completion:

- Success for Supervisors
- Employment Law for Supervisors
- Basic Supervision
- Business Law for Supervisors
- Essentials of Communicating with Tact and Finesse
- Intro to Work Safety and Occupational Health
- Managing Workplace Diversity

If you need additional information about this program, please contact our office at 443-997-6800.

## Making the Transition to Management Instructor: Debra Smith

If you have just moved into your first supervisory position, or if you plan to change roles soon, you know that potential is not enough. You need to develop the viewpoint and skills of an effective supervisor and demonstrate to others that you possess them. This seminar gives you specific strategies to prepare you for a change of responsibilities and reduce the anxiety that can accompany it. You'll identify the attitudinal and behavioral changes that new supervisors need to make and learn how to avoid the most common traps encountered by new supervisors. You'll determine the guidelines to use that will simplify the transition process, and you'll receive quick start strategies for managing the transition. You'll assess your understanding of the supervisory skills that are needed in today's work environment and apply leadership skills in a team setting. Most importantly, you'll come away with a better understanding of what your boss, peers, and staff expect from you in your new role.

Date: 10/27/09 Time: 9:00 am - 4:00 pm  
Location: 2024 E. Monument Street, Room 2-1002

## Managing Talent in the 21st Century Instructor: Debbie Sampson

Demographics are changing. Baby boomers are considering retirement. In order to create and sustain a culture of excellence, having a comprehensive talent management system is key. This cutting edge workshop will explain the building blocks of a talent management framework and outline an end-to-end process of attracting, developing, engaging, and retaining employees in your team or organization. Participants will also be guided through all three phases of the performance management cycle: Goal Setting (planning), Checkpoint (coaching), and Annual Review (evaluating). By the end of this course, participants will be better able to: orient staff to work, establish clear direction, coach for results, evaluate performance, and further develop others. Taking this course could be the first step to ensuring your organization both attracts and keeps the employees it needs for future success!!

Date: 11/9/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B101

## Management Skills I: Foundations of Management Instructor: Ray Perry \*\* 3 Day Course - Must attend all days \*\*

This course provides essential skills and knowledge about managers and managing in the modern world. Content includes fundamental managerial roles and skills, entrepreneurship, managing diversity, managing globally, ethics and social responsibility, business law, communication, information systems, and economics.

Date: 10/7/09, 10/8/09 and 10/9/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102

## Management Skills II: Planning and Organizing Instructor: Ray Perry \*\* 3 Day Course - Must attend all days \*\*

This course is a comprehensive review of two of the core functions of management, planning and organizing, as well as the skills that are needed to carry them out. Content includes planning and formulating strategy, operations management, project management, planning effective meetings, decision-making, managing teams, organizing work and structure, and human resource management.

Date: 12/9/09, 12/10/09 and 12/11/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B102

Note: Management Skills III: Leading and Controlling will be offered in the spring.

## Career Development Coaching for Your Employees Instructor: Anne Moore and Audrey Trapp

Employees who enjoy their work and have the skills to do the job are more likely to become peak performers. This workshop is designed for supervisors and managers who wish to further their career coaching abilities as part of a performance management skills set. Learn how to use techniques and tools to assess job fit; tap natural strengths, interests, and motivations; and create specific developmental learning plans to increase individual effectiveness and contributions. Methods for coping with obstacles to career coaching, such as difficulty in providing feedback and concerns about losing valuable employees will also be discussed. This course is part of the Supervisory Skill Building Track.

Date: 10/19/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B101



# LEADERSHIP DEVELOPMENT

## Leadership Challenges for Women: Decision-making and Risk-taking

Instructor: Linda Dillon Jones

Building a track record of smart, effective business decisions is critical to both success and status in any organization. However, being invited to the decision-making table can be a challenge, especially for women. This workshop provides the opportunity to think about your preferred decision-making and risk-taking style. Identify the barriers, which prevent you from confident decision-making and explore a strategic process to increase your visibility and credibility in any organization. Further, a series of useful and practical decision-making tools and strategies will be presented and discussed.

Date: 11/5/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B101

## The Mechanics of Leadership: Influencing Interpersonal and Group Outcomes

Instructor: Dick Kilburg

How can you use your leadership skills to work with a group to accomplish a goal? What is your personal style of influence? What tactics can you use to overcome resistance? Do you need a different "bag of tricks" when influencing subordinates, peers, and other leaders to deliver desired outcomes without negative consequences? This challenge is significant for dyads, small groups, and large departments. This session will provide the opportunity for more personal assessment, as well as case studies to practice the skills being taught.

Date: 12/1/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B101

## Senior Leader Transition Workshop

Instructor: Debbie Sampson

Getting a good start in a new leadership role is a critical aspect of any senior leader transition. This course is targeted at leaders new to their senior roles within the last 18-24 months, whether they come from inside or outside the University. The content focuses on the four key challenges new leaders face in addition to sizing up their new situation, understanding the University's culture and the organizational dynamics during a leadership transition, developing an entry strategy, helping their staff transition, enhancing influence and strategic approaches, avoiding common mistakes, managing interpersonal challenges and managing the stress of transition. Information on the extensive resources for leaders within the university will also be provided.

Participants who might benefit most from the course might be those who supervise a group of faculty or professional staff or have significant program responsibility. This one day workshop will utilize both leadership best practice frameworks as well as integrating the collective wisdom of the leaders who are course participants.

Date: 12/14/09 Time: 9:00 am - 4:00 pm  
Location: 1101 E. 33rd Street, Room B101

## New to our site?

If this is your first time logging on, or you haven't logged on in awhile, you should check your profile to make sure all of your information is correct. (You will not receive email confirmations if this information is incorrect.)

You may access all instructor-led courses at [myLearning@johnshopkins.edu](mailto:myLearning@johnshopkins.edu).

1. Navigate to <http://learning.jhu.edu>.
2. Log onto the system with your JHED ID and pass word.
3. Click the Course Catalog button.
4. Click the Johns Hopkins University tab.
5. Click on any of the category links
6. Click the appropriate training category
7. Click a class name to see the description, objectives, and available dates
8. If this is your first time using the system. You will need to complete the Terms and Conditions. You will see a message in RED.
9. Turn off ALL pop-up blockers. (Adobe Flash Player 5 or above should also be installed on your PC)
10. Scroll down to the bottom of the course description and click on the Terms and Condition Link. (take course)
11. A pop-up should display with the terms. Read and click OK.
12. Follow prompts until completion.
13. Go-back to course description. Dates should be displayed now. (You may need to refresh your screen)
14. Click button next to the date you would prefer.
15. To register, click the Add to My Plan button.
16. Click the next button
17. Click done

# TRAINING POLICY QUESTIONS

## Am I eligible to take these classes?

These programs are open to all full-time and part-time faculty and staff on the university payroll.

## Can other categories of Johns Hopkins employees attend?

The courses offered by Learning and Development are available to any individual with a work affiliation to the Johns Hopkins University who is employed as a temporary or student worker, as well as Post Doctoral Fellows and employees of the Johns Hopkins Medical Institutions. These categories of employees may register for courses only if space is available in the session requested, and only when their department approves their attendance, and the department is willing to pay the published course rate for the session. For departments that have a university budget number, payment can be made by placing a valid budget number on the registration form. A check issued by one of the Johns Hopkins Medical Institutions may also be used for payment. A copy of the check requisition must accompany the individual's registration form, be made payable to "Johns Hopkins University," and sent to Learning and Development, 1101 E. 33rd Street, Suite C130, Baltimore, MD 21218.

## How do I register for a Management and Staff Development class?

To register for training classes through Learning and Development:

- Navigate your browser to <http://training.jhu.edu>
- Click [myLearning@johnshopkins](mailto:myLearning@johnshopkins)
- Log in using your JHED ID and password

Or complete the registration form found on page 25 and fax the signed form to the Project Management Office at 443-997-6867.

## I was added to the waiting list for a class which was full. How will I know if I got in?

If a space becomes available, we will contact you to ask if you are still interested. If so, we will add your name to the roster and confirm via email. If you are no longer interested, we will contact the person who is next on the waiting list. Available spaces are offered on a first come first serve basis.

## Does this come out of my Tuition Remission money?

How much do these classes cost?

NO, classes for which full-time and part-time faculty and staff register and attend are charged to Staff Development Remission, a separate benefit from Tuition Remission. This payment transaction is handled by the center without any further attention on your part, when you sign the class roster to indicate you have attended the full time allotted for the course. Course fees vary.

## Do I need to fill out the pink Tuition Remission forms?

NO, Tuition Remission forms are not needed for these classes. All you need to do is complete the registration form, along with the Budget Authorization and Supervisory Approval boxes, and fax the form to 443-987-6867.

## When is it too late to register for a class?

To avoid a canceled or closed class, students are encouraged to register two weeks prior to the first day of class. Space permitting, registrations are accepted until the start of the class.

## How do I cancel a class I'm registered for?

Written notice of cancellation must be made at least one week before the class and faxed to 443-997-6867 or e-mailed to [MSDProgram@jhu.edu](mailto:MSDProgram@jhu.edu) (i.e., if your class is on a Friday, you will need to send your cancellation notice to the center by the previous Friday, EOB). Classes for which staff register but do not attend, or cancel without at least one week's notice, are charged to the department budget number authorized on the registration form. Participants will receive a notice of cancellation from the center.

If your name is on the roster and you do not attend, your department will be charged. Departments are responsible for cancellations if a staff member transfers to another department or leaves the university. Exceptions may be made for absences, such as the death of a family member, unexpected hospitalizations, automobile or personal injury accidents, and serious illness with official written documentation. Conflicts in work schedules do not qualify for waivers. Written documentation is required in all instances.

## I am registered for a class tomorrow that I won't be able to attend. Is there anything I can do so my department budget won't be charged?

Departments may send a substitute if that person has the same learning goal as the original participant. Staff substituted must be in a similar position, have the same objectives for attending, and be otherwise eligible.

## What if I have to arrive late or leave early?

The university's normal business hours are 8:30 A.M.-5:00 P.M. To allow for travel from your regular work location, training is conducted between the hours of 9:00 A.M. and 4:00 P.M. (unless otherwise stated in the catalog). Please plan to arrive by 8:30 A.M., to allow sufficient time to: find a parking space, meet the instructor and your fellow students, clear your mind to prepare for learning, and receive your course materials. Plan for mid-morning and mid-afternoon breaks, to have an hour free for lunch, and for the course to run its full, allotted time. Due to the disruption to the class and to the learning experiences of other attendees, participants who arrive late (in the morning or after lunch) will not be allowed to enter courses that are already in progress. Leaving classes early means that you will not have the opportunity to gain all of the learning outcomes that were intended for the course. Arriving late or leaving early on your part will result in your department being charged for the cost of the full day of training. We design each of these training experiences to be a learning-filled day, and we ask that you plan your day to make the most of it!

## Whom should I call if there is inclement weather?

Please call the university Weather Emergency Line at 410-516-7781 or, from outside the Baltimore area, 1-800-548-9004. If the university closes or delays opening, all classes will be canceled. When the university is open during inclement weather, all attempts will be made to hold scheduled classes.

## Will food be served?

NO, food will not be served. There are microwaves and refrigerators available for food brought from home.

# TRAINING CENTER LOCATIONS

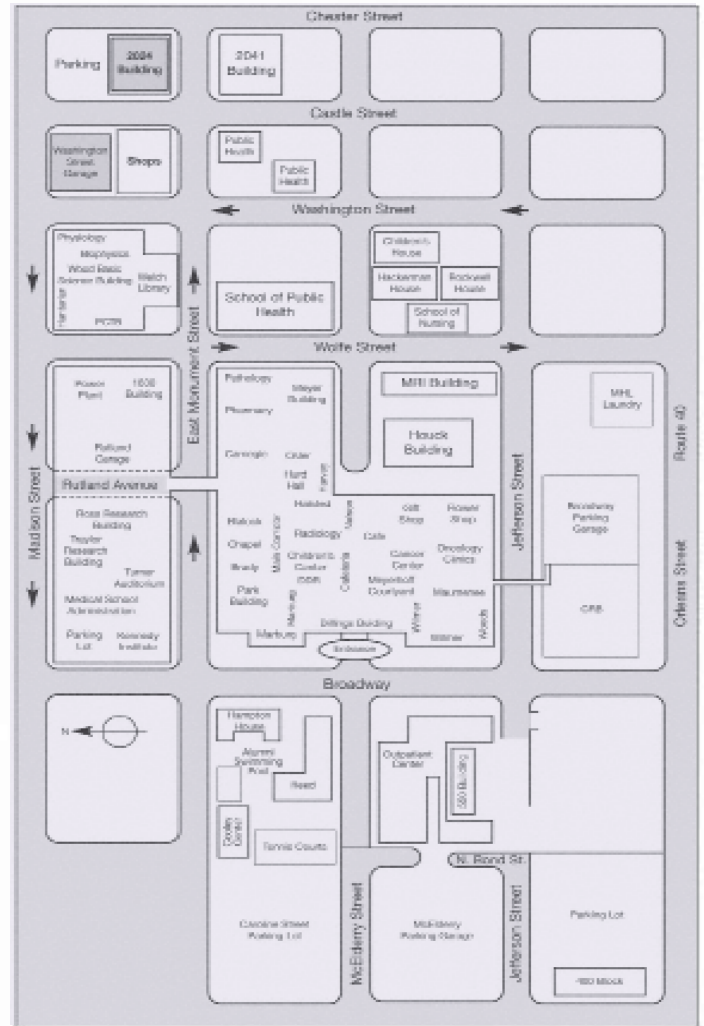
## Map to Johns Hopkins at Eastern, 1101 E. 33rd Street, 1st Floor

Parking: You may park on the Ellerslie lot (lower lot) on the west side of the building. At this time, there is no charge for parking; however, you will be asked to leave your license plate number at the security desk when you sign in.



## Map to 2024 E. Monument Street, Suite 2-1000

Parking: Participants may park in the Washington Street Garage. Unfortunately, the Center for Training and Education cannot reimburse for parking on the East Baltimore campus. The daily rate for this garage is \$10.



### Transportation:

All training facilities are easily accessible by public transportation.

Participants may also use the JHU/JHMI Shuttle Service. Shuttle schedules may be found on the Web:

<http://parking.jhu.edu>

# LEARNING AND DEVELOPMENT REGISTRATION FORM

Log on to our website at <http://training.jhu.edu> for more information.

**FAX form to 443-997-6867**

Name \_\_\_\_\_ SAP Personnel Number \_\_\_\_\_

JHU Department \_\_\_\_\_ JHU Phone \_\_\_\_\_ JHU Fax \_\_\_\_\_

JHU Address \_\_\_\_\_ E-mail Address \_\_\_\_\_

Please print legibly as registration will be confirmed based on information provided here.

Title	Date/s*

**(PHOTOCOPY THIS FORM IF MORE SPACE IS NEEDED)**

\*If the session is full when registration is received, you will be placed on the wait list.

**Budget Authorization** (Registration will not be processed without a valid cost center number, internal number, check, or money order.)

**Please check the box that applies to your employment status.**

- I am a full- or part-time university employee. Charge this internal order or cost center number if I do not attend, (and fail to cancel with seven day's notice), arrive too late to join a class that is already in progress, or fail to complete the full session.
- I am a casual employee or post-doctoral fellow, but work in a department that has a university internal order or cost center number. Charge the cost of my training to this number.
- I am NOT a full- or part-time university employee but work in a department that has a university internal order or cost center number. Charge the cost of my training to this number.
- I am a non-university employee. I have attached a copy of my check requisition or personal check, made payable to *Johns Hopkins University*, and mailed it to: TMOD Project Management Office, 1101 E. 33<sup>rd</sup> Street, Suite C130 Baltimore MD 21218.

**Please provide one of the required forms of budget information:**

SAP Internal Order number \_\_\_\_\_ Signature \_\_\_\_\_

**OR**

SAP Cost Center number \_\_\_\_\_ Signature \_\_\_\_\_

*Only internal order and cost center numbers of non-sponsored accounts will be accepted for registration.*

**Supervisory Approval** (Supervisory approval is required to release staff for time away from the office.)

Supervisor's Name \_\_\_\_\_ Supervisor's Signature \_\_\_\_\_

By signing above, I accept and understand the Staff Development Remission policy.

Please allow a 48-hour turnaround time for your confirmation notices. Confirmation notices will be sent via the information listed on this form. Courses for which staff register and attend are charged to staff development remission. The departmental cost center number authorized on this form will be charged if a staff member registers but does not attend and cancel without at least one week's notice or arrives after the start of the session. **THIS FORM COMPLETES THE APPLICATION PROCESS. NO TUITION REMISSION FORMS ARE REQUIRED.** Your registration will be confirmed via email.

The Center for Training and Education, 1101 E. 33<sup>rd</sup> Street, Suite C130, Baltimore, MD 21218  
[MSDProgram@jhu.edu](mailto:MSDProgram@jhu.edu) Phone: 443-997-6800 Fax: 443-997-6867

The Johns Hopkins University  
Talent Management and Organization Development  
Johns Hopkins at Eastern  
1101 E. 33rd Street, Suite C-130  
Baltimore, MD 21218

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Learning & Development Programs  
for Management & Staff Development