

2023 Returning Participants' Courses

Budget and Planning:

BUD 2241 — Budgeting: Large Schools

This course provides a general overview of different budgeting techniques and concepts with an emphasis on budgeting terminology that will help the participant to make relevant enhancements and recommendations to their own college budgetary process and budget implementation. The broad concepts covered will include: principles of operating and capital budgets, allocation decisions, and budget cycles. Various budgeting methodologies will also be covered -- incremental, formula driven, zero-based, responsibility based, and performance driven. There will also be a discussion on the linkage of strategic planning and the impact of financial ratio analysis with the budget development process.

BUD 2242 — Budgeting: Small Schools

This course provides a general overview of different budgeting techniques and concepts with an emphasis on budgeting terminology that will help the participant to make relevant enhancements and recommendations to their own college budgetary process and implementation. The broad concepts included in the discussion will touch on the following: principles of operating and capital budgets, allocation decisions, and budget cycles. Various budgeting methodologies will also be covered -- incremental, formula driven, zero-based, responsibility based, and performance driven. There will also be a discussion on the linkage of strategic planning and the impact of financial ratio analysis with the budget development process.

BUD 2243 — Budget Process and the Business Officer

Budgets are a means of allocating resources to achieve the institution's strategic objectives while controlling expenditures within the institution's financial parameters. Discussion will involve the role of the business officer and the budget process in building institutional commitment, encouraging alternative scenarios for resource maximization, and reinforcing accountability. This course is intended for those involved with budgeting or planning and assumes a basic knowledge and understanding of budget systems and approaches. Prior participation in an institution's budget process at some level (central administration or departmental) will be helpful. Class discussion and participation will be encouraged.

BUD 2245 — Strategic Planning for Divisional Leaders

The purpose of this session is to provide participants with tools that will aid them in developing an organizational framework to support achieving divisional success and planning. This session is an interactive session where participants will work towards developing guiding organizational principles for their units (functional teams), defining key organizational culture elements to support and guide decision making, and journey through a team engagement apparatus that allows for consistent and intentional touchpoints and opportunities for collaboration.

BUD 2246 — Strategic Budgeting: Instruction-First Budgeting

Developing budgets too often reflects the “power of politics.” Colleges can become locked into status quo funding while neglecting to recognize the critical components of what constitutes “mission objectives.” This class identifies the key instructional concepts typically involved in building a college budget. The participants will learn how to develop a budget that focuses on calculated instructional costs and then the cost of supporting services. The instruction-first budget development process both validates whether a proposed institutional budget is realistic and if discretionary costs are available for new initiatives. It is also helpful for promoting

rational discussions about workload (productivity), cost of enrollment growth or reduction, and whether supporting costs are adequately funded. The students will first develop a hypothetical (macro) college budget, and then utilize actual institutional data to (micro) analyze instructional department cost efficiencies. Whether directly involved in the budget development process or wanting to learn about the basics of building a college budget, this class will provide participants a better understanding of the funding mechanics at their college. Accounting knowledge or prior budgeting experience is not a course prerequisite.

BUD 2247 — Higher Education Analytics

Technology is advancing at a rapid rate. Massive amounts of data are being generated, stored, used, and analyzed. Business Officers are no longer charged with routine tasks and processes but expected to understand data—how it is created, collected, stored, accessed, and used. Business Officers and other higher education professionals must be able to adequately safeguard this data as well as work with it, think critically about the story it is telling, and use it to make better decisions. Thus, it is critical that all individuals in higher education become comfortable with large data sets and various technologies. Course objectives: 1) Introduce participants to the different technologies that are being used to capture data, evaluate data, make decisions, and report on the information. 2) Explore the different ways higher education departments are currently evaluating data. 3) Challenge participants to think about other opportunities to utilize data for decision making.

BUD 2248 — Understanding the Budget Process in Higher Education

This course examines the budget process as faced by colleges and universities in what is an increasingly complex educational environment. The first part discusses the context of budgeting, including its definition, the environment, the personnel involved, and criticisms of the process. Also included in this section is a discussion of the relationship between the budget and strategic planning, and the pitfalls an organization will encounter as the budget process interacts with the people who must ultimately make the budget work. The second part discusses the budget process itself, including the development, implementation, and control of the budget. The conclusion summarizes the key points of both the budget context and the process. Summary of a number of possible budget models, and guidelines for effective budgets.

Business:

BUS 2211 — Advanced Auxiliary Services

The type of services requested by students today differs from that of their predecessors. The need to change many of the traditional services offered by campus service organizations is significant. Freedom of choice, variety and flexibility are the challenges facing today's service providers. This session focuses on the basic services offered by colleges and universities and the changes that need to occur if customer satisfaction is to be sustained. The types of changes that will be discussed include their financial benchmarks, methods of cost analysis, and financial impact.

BUS 2213 — Audits

This course will introduce participants to the modern university audit. Topics to be covered include understanding the roles and responsibilities of auditors, what every administrator should know about audits, what auditors look for to facilitate an efficient review, and effective practices for conducting self-evaluations to be prepared for an audit current best practices for managing risks over operational areas and information

systems. This course will include interactive case studies and evaluations of current conditions on our campuses which present risks and recommendations for how to best mitigate those risks.

BUS 2215 — Modern Payment Systems: Evaluation, Control and Management

This course will be divided into two sections. First, the risk of the procurement card in terms of fraud, waste and abuse. It will consist of several actual cases that will be analyzed and the weakness detailed in terms of control breakdown. The second half of this course will detail potential scenarios of procurement card management, program controls specifically as they relate to fraud, program controls as they relate to waste and program procedures that focus on increasing efficiency and ease of use of the cards without introducing unnecessary risk. All participants will leave with a CD-ROM which will contain the presentation, copies of relevant audit documents, and a series of links to the references used during the presentation.

BUS 2216 — Third Party Risk Management

With more and more services being outsourced, how does a college or university manage these contracts? Certainly it is a shared responsibility that may involve Purchasing and Legal Affairs handling the contract language and Accounting handling payments; but who is really monitoring to determine if the terms of the contract are being met if deliverables are being satisfied, if costs are being controlled, if goods and services are being rendered appropriately, and if resources are being used effectively and efficiently? Participants will leave the session with tools, techniques, and best practices for managing contracts.

BUS 2217 — Alternate Revenue Sources: Supporting a Positive Bottom Line

With declining enrollment and declining state and local funding, institutions must seek alternative ways to secure additional funding. What have institutions used to help the bottom line? What works and what doesn't? Bring your ideas to the discussion and let's think outside the box.

BUS 2218 — Enterprise Risk Management (ERM) Bootcamp

Enterprise Risk Management (ERM) has been discussed by boards, administrators, and support staff throughout higher education for several years. However, few institutions have adopted a truly integrated approach designed to enhance the identification and management of the risks they face and the opportunities which still too-often pass them by.

BUS 2249 — Accreditation

This session will introduce the benefits of adopting an Enterprise Risk Management (ERM) system that will ensure the ability to effectively identify and address risks and opportunities. The principles discussed in this session are relevant and ready to be put into place regardless of your role or the size and type of your institution.

BUS 2251 — Disaster Recovery in Higher Education

We are not planning for every possibility that could cause an interruption; instead, we are planning for the effects of any interruption. Universities are complex and diverse organizations and face a variety of risks that can disrupt teaching, research, extension services, and healthcare. These risks can be all encompassing, localized, and personal. Man-made and natural disasters often cause property damage, loss of income, loss of life and adversely affect individuals and families and can affect universities for months, even years, after the disaster. This course will guide you through the development of University of Kentucky's Disaster Recovery & Resilience Program, emphasizing the importance of planning and fostering an environment where crisis response is likely

to run more smoothly, maximum service levels are maintained, and recovery is managed efficiently and effectively. Participants will learn the mechanisms UK formulated in managing three concurrent presidentially declared FEMA natural disasters, demonstrating the challenges and successes associated with planning for the unknown. How did university leadership collaborate to ensure essential personnel were able to perform critical functions with non-traditional solutions and the resources available?

BUS 2252 — Hot Topics & Trends in NCAA Compliance

Hot Topics & Trends in NCAA Compliance has two distinct, but complementary, objectives. First, the course is designed to: a) give the participants an introduction to the history of the NCAA, b) briefly review NCAA governance and compliance structures, c) review NCAA finances and, d) review some of the current topics and trends in intercollegiate athletics. In the second part of the course, students will learn about budgeting and financial decision-making in athletics, where we will focus on decision-making within an athletics department on campus.

BUS 2253 — Current Hot Topics in Risk Management

Risk Management in higher education is always evolving as new risks emerge on the horizon and begin to impact our organizations. As new risks arise and known risks are better understood, best practices for managing those risks are continuously fine-tuned by experience. This session will dive into some of the more challenging risk issues impacting colleges and universities today. Current hot topic risks include ransomware and cyber security, international travel, challenging insurance markets, protecting minors, and post-pandemic conundrums (supply chain, recruitment, remote work, etc.). Attendees will be encouraged to bring forward risk topics from their own experiences at their institutions through an open forum for discussion.

Learning Objectives:

- Develop an understanding of some of the more complex risk issues in higher education and the strategies for managing those risks.
- Review and understand the unique risk factors raised by the COVID-19 pandemic and how institutions are responding.
- Review risk exposures posed by ransomware and lapses in cyber security.
- Understand the risks faced during international travel by faculty and students.
- Review risk exposures associated with programs serving minors and best practices for risk mitigation and youth protection.

Computer Information:

CIS 2266 — Cybersecurity in Higher Education

This class provides practical information and guidance for higher education professionals to promote understanding of key cybersecurity concepts, the unique challenges for higher education institutions, industry trends and common tools/techniques to defend against attacks, and resources that are available to help. The class will conclude with practical tips for individuals to improve their personal cybersecurity.

CIS 2267 — Data Privacy and Protection

Explore legal and ethical implications of data collection and surveillance, and the needs for policy, advocacy, and privacy monitoring in higher education.

Finance:

FIN 2231 — Stewardship of Gift Funds

This course will be a review of endowment and gift funds from the accounting perspective and the development perspective. Topics include similarities and differences between endowment and gift funds, when is a gift really a gift, tax related issues, receipting and donor recognition, restricted and unrestricted funds, and recordkeeping.

FIN 2232 — Introduction to Capital Finance

No experience in financing buildings, renovations and other capital assets? Not really sure how to define just what a bond is? This course will provide the basics of capital financing, introducing you to the major players in the process and the language they speak. Explore the history of bond financing in higher education and leave with a basic understanding capital budgeting, the rationale for issuing debt and the sources of capital for colleges and universities.

FIN 2233 — Using Business Intelligence Systems to Gain Insight in Processes and Finances

This course examines the various factors of determining costs within higher education and performing cost studies. Specific examples will be discussed to demonstrate various methodologies. The importance of obtaining management's support and strategic vision for these types of studies is also covered along with recommendations on effective practices.

FIN 2237 — Treasury Management

Treasury management touches all areas of higher education institutions, providing safekeeping and stewardship of the institutions' financial assets and liabilities. Effective treasury management enhances the amount of working capital available, as well as the overall financial health of the university. Participants will gain an understanding of:

- The role of treasury management within a higher education institution
- How the financial system works in the U.S.
- Risk within the Treasury System
- Electronic payments and evolving payment systems
- An overview of debt strategies and asset/liability management
- The concept of an Internal or Central Bank for the institution
- How treasury processes interact with all areas of the institution

FIN 2239 — Foundations: Fundamentals and Strategic Management

Foundations raise and manage billions of dollars on behalf of colleges and universities. Traditionally, foundations have primarily focused on fundraising and endowment management but have since evolved to also serve as vehicles for intricate financing transactions and economic development projects often involving complex private-public partnerships. This course will provide background on what foundations are, why they came into existence, their importance to the institutions they serve and how they operate. In addition to the commonplace uses, the course will provide insight into the creative and strategic roles foundations have played in the development of a wide variety of projects ranging from athletic stadium expansions and museums to research parks, lodging facilities, and even film studios. Leave with an improved understanding of university-

foundation relationships, how to manage those relationships and learn how joint venture structures can advance your campus.

FIN 2240 — Advanced Capital Financing

A well balanced debt structure is essential to effective colleges and university business management. Issuance and effective management of debt require an intense commitment by the institution's administrative staff. This course will delve into many of the complex issues of capital financing including variable vs. fixed rate debt, credit enhancement, taxable vs. tax-exempt financing options, IRS arbitrage regulations and the effect of the subprime mortgage crisis on college and university debt. You will gain an understanding of bond covenants and their potential effect on your operating flexibility as you work through an analysis of risk vs. reward of the various types of bond issues, including off balance sheet transactions. Examples of actual transactions will be used in the course. You will leave with an enhanced knowledge of concepts necessary to successfully manage the issuance of debt for your institution.

FIN 2241 — Financial Asset and Liability Management

Many institutions manage their financial assets without regard to the liability side of the balance sheet and vice versa. This class would take a strategic look at how to manage both sides of the balance sheet in tandem to create opportunities and efficiencies in financial performance. Topics would include cash flow forecasting, matching investments with debt, creation of an internal bank and longer term financial planning.

FIN 2242 — PCI Compliance

This course will provide you with an overview of accepting credit cards and other payments on campus, as well as the challenges of complying with the Payment Card Industry Data Security Standards (PCI DSS). Discussion will include what is PCIDSS and from where did it come, what is required for compliance, and introduction of a roadmap to get your campus in compliance with the standards.

FIN 2243 — Using Financial Ratios to Assess Institutional Financial Health

This session combines lecture with hands-on experience focused on financial ratio assessment for colleges and universities. Following a presentation on the critical elements of higher education financial ratio analysis, with particular emphasis on the Composite Financial Index (CFI), participants will measure their institution's financial health utilizing the audited financial statements the students will provide. Using templates distributed during the session, and guided by the presenter/facilitator, they will examine their financial statements to find key financial elements necessary for calculating the four key ratios comprising the CFI. After participants have calculated one year's CFI using printed templates, the results will be diagnosed. Time permitting, participants will calculate additional years' ratios and emerging trends will be examined. Accounting expertise/experience is not required for this session. Participants are required to bring a laptop or tablet and two years of audited financial statements—preferably in hardcopy format. Those from public institutions should bring the corresponding audited financial statements for their foundation(s). Participants will benefit if they bring pencils to use with the templates.

FIN 2244 — Alignment of Planning with Resource Allocation

Alignment of Planning, Resource Allocation, and Assessment Institutions can achieve improved effectiveness by integrating strategic, infrastructural, and operational planning and aligning them with resource allocation and assessment. Participants will learn about a comprehensive model built on collaboration. Institutions failing to plan in an integrated manner may temporally experience success, but it will not be sustainable over the long term. Aligning the critical processes of planning, resource allocation, and assessment creates the greatest

likelihood of sustainable success. Attendees will discover key aspects of collaboration, integration, and alignment focused on achieving institutional success. Specific models will be described and successful institutional examples will be provided.

FIN 2245 — Investing in Student Success: Core Concepts and Innovations

The financial side of student affairs is complex with multiple funding sources and budgets heavily concentrated in human capital. This session will review the complexities of managing a budget focused on student success and will also highlight a new program, UK Invests, centered on developing financial literacy for students as well as providing them opportunities to invest in their personal wellness, campus involvement, and employability skill building.

FIN 2246 — Fundamentals of Operating Investments

Effective management of operating investments is critical for higher education institutions to maximize investment income while maintaining safety and liquidity of the funds. Participants will gain an understanding of:

- The role of operating fund portfolios in higher education
- Operating fund investment options and strategies
- Risk management considerations
- Defining allocations through a liquidity review process
- Key requirements of the Operating Investment Policy

FIN 2247 — Fundamentals of Endowment Investments

Effective management of endowment investments is critical for higher education institutions to provide a perpetual source of funding through a stable, reliable income stream. Participants will gain an understanding of:

- The role of endowment funds in higher education
- The concept of intergenerational equity
- The endowment model and importance of the equity bias and diversification
- Overview of asset allocation and alternative investments
- Different type of spending policies
- Key requirements of the Endowment Investment Policy

FIN 2248 — Current Issues & Trends in Strategic Treasury Management

This course is the final course in the Treasury Track series and will provide participants with insights on current issues and trends in treasury management from a seasoned financial services professional that serves higher education institutions.

FIN 2249 — How to Get Away with Procurement

Historically procurement has been viewed as a hoop or a hurdle to be avoided at all costs. Unfortunately, in many cases this label was well earned.

But it does not have to be that way. A modern best practice procurement office focuses on problem solving in partnership with their campus customers. It is a toolbox to be utilized to meet the needs of the university in support of its mission.

This course will take you step by step through the entire procurement process and identify how work can be accomplished in a manner that is compliant while minimizing or eliminating the hassles traditionally endured during the procurement process. It can be done-this course will provide information on how to achieve this end utilizing real world problems as case studies to frame the conversation.

Higher Education Administration:

HED 2225 — Current Legal Issues in Higher Education

This course will highlight the legal issues pertinent to college and university business officers. We will discuss the areas where potential liability for institutions may be the highest and the significant compliance obligations for an institution. In addition, we'll discuss how to best engage your campus legal offices so that they can be most effective in assisting you in navigating the legal landscape.

HED 2288 — Fraud/Ethics

The fraud section is designed to discuss fraud issues in higher education. Participants will be presented with and will discuss relevant real life situations and decisions from a fraud perspective. The session will discuss findings from the Association of Certified Fraud Examiners' 2006 Report to the Nation on Occupational Fraud and Abuse. Topics will focus on how to detect fraud in an institutional environment, the cost of fraud, evaluation of fraud "hot spots", pro-action and reaction to fraud dilemmas. Participants will leave the course with awareness of the seriousness of fraud in higher education and various means by which perpetrators commit fraud in an institutional environment. The ethics section is designed to discuss ethical issues in the accounting profession and financial administration within higher education. Participants will be asked to read and discuss relevant real life situations and decisions from an ethics perspective. Topics will focus on independence, evaluation, pro-action and reaction to ethical dilemmas. Participants will leave the course with awareness of ethical behavior that can be nurtured and expanded into real life.

HED 2290 — A Foundation in Facilities

This course provides an overview of the management of facilities development, including the process of developing a long-range campus plan, design, construction, and financing of college and university facilities.

HED 2292 — Analytics: The Usage of Data to Challenge Norms and Improve Operation Efficiency

Analytics: The Use of Data to Challenge College Norms and Improve Operational Efficiency Analytics is the process of discovering and communicating the meaningful patterns which can be found in data. It is concerned with turning raw data into insight for making better decisions. More than two-thirds of U.S. colleges are applying some form of analytics when making budgetary and program resource allocation decisions. This class will introduce the analytics foundations that will help participants be more effective advocates at their colleges. A review of how a college used analytics to correct a freshmen persistence rate problem will be used. After examining several examples of how analytics is being used in the college environment, participant-teams will problem solve using case-study data with the analytics format. This course does not require that participants have mathematical, computer or data processing skills. Participants will learn how to discover and use existing data to evaluate campus efficiencies and effectiveness. This course is appropriate for operations, student services and academic managers.

Personnel, Benefits, and Staff Relations:

PER 2252 — Contemporary Human Resources Practices

This will be an interactive session designed to provide an overview of contemporary issues in human resources across institutions of higher education. Participants will review trends and challenges in developing proactive human resource practices. Successful efforts will be reviewed in areas of policies, practices and techniques. Special attention will be given to the areas of HR information systems, retention strategies, change management, leadership development, and integrated health care management. Participants will review a systematic process for identifying human priorities at their respective institutions. Resources for action planning will be provided.

PER 2258 — Learning to Think With More Than One Hat

The kind of thinking that goes on in many organizations is often based on a model that is filled with confusion because we “try to do too much at once.” We might even say that the way most of us have learned to think is outdated; we need a different approach to thinking. Instead, we need to learn how to become “parallel thinkers.” What’s a parallel thinker, you ask? Come to the session and learn this innovative but simple approach to thinking, decision making, and problem solving. You will be challenged to put on not just one thinking hat but six. But you say, “I don’t have six thinking hats.” You will when you leave the session.

In this session participants will:

1. Learn a different approach to thinking known as "The Six Thinking Hats,"
2. Review the primary influences that have shaped western thinking and understand how this has influenced the way in which we have learned to think,
3. Be able to identify each of the six thinking hats and how they correspond to a particular style or approach to thinking.
4. Join in a mock scenario, where participants will get to "try on" the hats and share their reactions about the experience,
5. Understand the advantages of the six thinking hats model and review ways it might be employed in the participants' own organizations.

PER 2259 — Why I Like You, Why I Don’t

We don’t like to admit it, but feelings about whether we like a new acquaintance occurs within the first .5 second of contact. People react to others based on which of four behavioral styles their new contact immolates. Those with similar behavior styles tend to like each other. Opposites, not so much. These initial subconscious reactions to others impact personal and professional relationships. To be effective, managers must be able to neutralize first impression reactions, especially when attempting to integrate staff that don’t think and act alike.

PER 2266 — Teams That Cook Know How to Manage the Heat

The baseball great Casey Stengel said, “Getting good players is easy. Getting ‘em to play together is the hard part.” Casey understood what every manager and employee who has ever been on a team understands—teamwork is hard work. One of the greatest threats to any team is unrecognized, unaddressed, and unresolved conflict. In this session, we will define and discuss the nature of workplace conflict, examine some common approaches for responding to conflict, identify personal tendencies that can affect our responses to conflict. Additionally, we will review action steps to take when we detect conflict that threatens the integrity and effectiveness of a team. Participants will learn that even the best teams are not conflict free—they just know how to handle the heat.

In this session participants will:

1. Define and discuss the nature of workplace conflict
2. Examine common approaches for responding to conflict
3. Identify personal tendencies we may have when responding to conflict
4. Review action steps to take when we detect conflict that threatens the integrity and effectiveness of a team
5. Understand that effective teams know how to recognize and handle conflict

PER 2285 — Transformational Leadership

This course on transformational leadership is designed to assist emerging and seasoned leaders in the process of initiating and implementing change efforts. Through lecture and activities, the objectives are to understand exemplary leadership practices, appropriately respond to follower resistance, and be viewed as a trusted leader and change agent.

PER 2286 — Understanding Communication Styles

When working with a team, it is important to realize that we all communicate differently but it is those differences that allow us to grow and learn from one another. This course will assist participants with communication and collaboration. Through self reflection, faculty will lead participants through their core values and personal communication styles.

After this course, participants will...

- Comprehend their personal communication style
- Match their communication style to that of others
- Understand strengths and challenges of other communication styles.

PER 2287 — Partnerships as a Cornerstone of Serving and Creating Meaningful Experiences

Since arriving at the University of Kentucky, I have taken on a cross-functional role within Information Technology Services (ITS) and the campus at large. At a high level, my focus is on developing relationships and partnerships - across a diverse campus - that can lead to positive and innovative outcomes for the students, faculty, staff, and community that UK serves. I've worked closely with CIO Brian Nichols as a member of the ITS Leadership Team to bring perspective, vision, and ideas that I believe form the foundation of putting the customer first and ensure that we are leading an enterprise-wide IT program that delivers solutions. As a member of the team that has led UK's efforts in the creation of a program focused on Esports and the broader Video Games genre, I have worked to bring together staff and faculty from many areas of the UK campus with business partners, rights holders, and professional gaming organizations. It becomes more apparent every day that the opportunities in this category go far wider than just competitive gameplay. These efforts have provided me with many opportunities to develop a deeper understanding of the importance technology plays in preparing students for the digital world. Since 2018, Smart Campus has led an organizational shift to supply iPads for every incoming Freshman entering UK. For a campus with 25% of its students being first-generation college students, this technology has served to level the playing field in and out of the classroom, augment classroom instruction, and allow for more seamless online learning during times like our Covid experiences in 2020 and 2021. Areas of Focus: In November 2019, UK announced a partnership through JMI Sports (UK's media rights partner) with Gen.G, a professional Esports organization with headquarters in Seoul, Shanghai, and Los Angeles. This partnership has led to the creation of content, building the gaming community, and working with students to develop their competitive teams as we work to develop a deeper understanding around the Esports and Video Game space. I've also had the opportunity to lead the vision and creation of 4,500 square feet of gaming space on campus. The area has been designed to invite UK students, campus constituents, and

community visitors into the campus to experience PC gaming on high-end gaming machines in a comfortable and welcoming environment. Features of the space include: Esports Theater that can seat ~100 people and can be purposed for tournaments and classes Esports gamers lounge will include at least 50 PC-based gaming units and multiple console-play areas Team rooms where UK Esports Club teams can practice and sharpen their skills.

PER 2288 — I.D.E.A.: Understanding Your Role in Advancing Diversity and Equity

As a result of participating in this course, participants will: examine & understand the social identities they hold and how those identities impact the lens they use to navigate the world, explore concepts of equity, justice, and inclusive excellence via case studies, and identify ways to be an equity advocate within their institutional or team role.

PER 2289 — Developing Your Leadership North Stars

The purpose of this session is to provide participants an opportunity to define self – creating their North Star! The session will be a high energy/tech enabled session which will guide participants through a journey ‘North’ to unpack Value Formation and Value Modeling. As leaders we often time balance ‘multiple selves’ within; this session will give voice to each of the ‘selves’ within and allow participants to begin honing those voices into their North Star (Core Values). A key outcome from the session will be for participants to walk away with a framework for developing their core values (North Star), to set them on a path to be a value informed person and leader.

PER 2290 — Supervising Your Mental Health Mindset

In this course, we will tackle the subject of mental health head on, with reverence, humor, and interaction. Through sharing personal stories and anonymously sharing our own experiences with mental health events, we will create an understanding of the issue and co-create the ideal supervisor and supervisor behaviors. This 2-hour course will incorporate the latest research around mental health, lessons from the pandemic, and workshop activities that allow participants to leave with a clear plan to supervise with a mental health mindset.

PER 2291 — Building Your Team Through Emotional Intelligence

Participants in this 2-hour course will learn how to use emotional intelligence (EI) to build trust, community, and productivity on their teams. We will explore what makes "toxic" team members "toxic," what makes the ideal team member "ideal", and how to create the cohesive team. We will follow a recipe full of self-reflection and co-creation. Participants will leave with the beginnings of plan to implement to boost their teams' EI to further bolster their team dynamics.