Logo, company name

Description automatically generated

**Transitioning Consultants Training Group**

**Attention: Seasoned and early career consultants; graduate students; and**

**those seeking additional consulting skills training.**

The SCP Training and Development Committee, in partnership with DRI Consulting (DRIC), continues its highly successful CE eligible\* series of trainings with the ongoing **Transitioning Consultants Training Group**.

**Section 2: Consulting to Groups**

**Mondays July 11, August 8, September 12, October 10, November 14, December 12.**

**Register by Wednesday, July 1, 2022** (for full section)

**"Pay per session" registration:** By the Monday preceding the scheduled session date (first Monday of month)

**Cost: $995 for full Section (6 monthly sessions) *or* $195 "pay per session" option.**

Includes video/audio recordings of each session to own and use (the Full Section purchase also includes the Consulting Toolbox [sold for $950 on its own]).

Recordings available from all prior sessions. Consulting with Individuals (sessions 1-6) and Consulting to Organizations (sessions 13-18).

For 30 years, Dr. Fennig and the staff at DRIC have provided hands-on training in consulting psychology to graduate students from around the country: practica, pre-doctoral and post-doctoral internships.  DRIC has also provided training in consulting psychology to external colleagues for over 20 years.  The revised and updated SCP Guidelines for Training in Consulting Psychology (original publication in the American Psychologist. December 2007) serve as a foundation for these traineeships at DRIC, as well as for this Series.

**Dates and Delivery:** The second Monday of the month from 3:30 - 5:30 pm (Central), with a soft start at 3pm for informal discussion and time to set up your technology. Course is delivered live to you virtually, wherever you are via the SCP Zoom platform. Participants will also have about one hour of application homework per session monthly.

**CEs for Sessions: 2 CEs per session / 12 CEs per Section.** (Available onlyfor live attendance via webinar/phone).The Society of Consulting Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists.  The Society of Consulting Psychology maintains responsibility for this program and its content. \*

**Register:** societyofconsultingpsychology.org and click on Education - Current Webinars.

**Have questions or need more information?**

**Programming:** Please contact Dr. John Fennig at 651-308-8412 or johnfennig@dric.com

**Support / Registration:** Please contact Heather Kennedy. [Heather@div13.org](mailto:Heather@div13.org)

**Cancellations / Refunds:** Course runs when 6 are enrolled. If less, we will refund your money and cancel the program. No refunds once course begins.

**\*CEs:**For copies of Learning Objectives for these CE offerings or for other questions concerning CEs and how to receive credit, please also contact Heather. CEs for sessions available 3 weeks after the session or full section (or by request sooner).

There are no conflicts of interest involved. Fees are split between SCP and DRI Consulting.

**2021-2023 Transitioning Consultants Training Group:**

**Individual, Group, and Organization Level Skills**

**SECTION 1: CONSULTING TO INDIVIDUALS**

Session 1 – November 8, 2021

**Individual assessment for purposes of career and vocational assessment.**

Session 2 – December 13, 2021

**Job analysis for purposes of individual assessment**

Session 3 – January 10, 2022

**Individual assessment for purposes of employee selection & development.**

Session 4 – February 14, 2022

**Executive and individual coaching (Part 1)**

Session 5 – March 14, 2022

**Executive and individual coaching (Part 2)**

Session 6 – April 11, 2022

**Individual-level intervention for job-related and career-related problems.**

**SECTION 2: CONSULTING TO GROUPS**

Session 7 – July 11, 2022

**Group Assessment**

Session 8 – August 8, 2022

**Assessment of functional and dysfunctional groups**

Session 9 – September 12, 2022

**Assessment and development of teams**

Session 10 – October 10, 2022

**Creating group level teams in organizations (e.g., self-directed work groups)**

Session 11 – November 14, 2022

**Inter-group assessment and intervention/Group boundary assessment and intervention.**

Session 12 – December 12,2022

**Helping groups navigate the dynamics of diversity and social identity**

**SECTION 3: CONSULTING TO ORGANIZATIONS**

Dates TBD

Session 13

**Understanding the Organization (Part 1) - Understanding of organizational theory**

Session 14

**Understanding the Organization (Part 2) - Facilitating the design of effective organizations, with attention to structures and processes**

Session 15

**Diagnosing the Organization (Part 1)**

Session 16

**Diagnosing the Organization (Part 2)**

Session 17

**Making a Positive Difference in the Organization (Part 1) - Designing and delivering organizational development initiatives**

Session 18

**Making a Positive Difference in the Organization (Part 2) - Supporting organizational change work**

**Detailed Information**

**Individual-Level Competencies (Sessions 1-6)**

**Session 1 - Individual assessment for purposes of career and vocational assessment.**

 After attending the session, participants will . . .

1. Be able to define what the term “career” means, such that they can consciously recognize a person with the need for career help generally and career assessment specifically.
2. Be able to define what the term “assessment” means and to identify three top career assessment tools given the client’s need and life situation (age, history, opportunities, family context).
3. Be able to identify two assessment skills they already know and two they do not yet know, and to be able to administer a standard battery of career assessment tools (Career Needs checklist, Bio data form, Strong Interest Inventory and Skills Confidence Survey, Myer’s Briggs Type Indicator)

**Session 2 - Job analysis for purposes of individual assessment**

After attending the session, participants will . . .

1. Be able to define and describe a job analysis.
2. Be able to describe how to proceed in an assessment with different levels of information.
3. Be able to describe and utilize at least three assessment tools to do a basic job analysis.

**Session 3 - Individual assessment for purposes of employee selection & development.**

After attending the session, participants will . . .

1. Be able to define what the term “selection” means - such that you can consciously recognize the three types of selection assessment: advisory, pass/fail, and developmental hybrid.
2. Be able to define the term “development” or “developmental” assessment and one thing that distinguishes it from non-developmental assessments.
3. Learn how to do a selection and developmental assessment.
4. Be able to explain when it is appropriate to conduct a selection or developmental assessment versus when it is appropriate to meet a different client need, such as a structural/organizational intervention, outplacement, career coaching.
5. Learn to how present employee selection and development assessment information to clients in the most appropriate manner.

**Session 4 - Executive and individual coaching (part 1)**

After attending the session, participants will . . .

1. Be able to define the term coaching and distinguish it from counseling or psychotherapy.
2. Describe at least one "road map" or project plan for conducting effective and comprehensive coaching.

**Session 5 - Executive and individual coaching (part 2)**

After attending the session, participants will . . .

1. Identify one type of client they are currently interested and able to work with. Parameters include: level in organization, age range, functional area, culture/diversity factors.
2. List at least two factors to identify and define the coachee’s developmental needs.
3. Apply at least three coaching tools to structure each coaching session in Phase 4.

**Session 6 - Individual-level intervention for job-related and career-related problems.**

After attending the session, participants will . . .

1. Learn 1 tool for assessing job-related problems.
2. Learn 1 tool for assessing career-related problems.
3. Learn 1 method for coaching individuals with job-related problems.
4. Learn 1 method for coaching individuals with career-related problems.

**Group-Level Competencies (Sessions 7-12)**

**Session 7 - Group Assessment**

After attending the session, participants will . . .

1. Explain at least two differences difference between a group and a team and 3 methods for defining teams
2. List at least two ways to distinguish between client situations that call for group assessments and those that do not.  (e.g., Is my client a group?)
3. Identify at least three top group assessment tools
4. Be able to aggregate individual level assessments into group assessment report

**Session 8 - Assessment of functional and dysfunctional groups**

After attending the session, participants will . . .

* 1. Be able to identify at least two basic work team function and dysfunction for a new client group.
  2. At the extremes, identify three common characteristics of top performing teams and three common characteristics of the most dysfunctional teams, in need of significant change.
  3. Be able to design a basic work plan for consulting to a team.
  4. Be able to design and deliver a series of basic work sessions (onsite and/or offsite, such as a retreat), evaluate progress and end well or extend the engagement as needed.

**Session 9 - Assessment and development of teams**

After attending the session, participants will . . .

1. Learn the 3 top models of team assessment in use today
2. Be able to use 3 key tools to move the development of a team further along
3. Be able to aggregate individual level assessments into group assessment reports.

**Session 10 - Creating group level teams in organizations (e.g., self-directed work groups)**

After attending the session, participants will . . .

1. Describe three client situations that call for groups to be formed.
2. Describe three different types of groups that can be formed
3. Explain how to create and implement a group.
4. Be able to participate effectively as a group member, across different types of groups during client work.
5. Be able to apply a model of levels of self-direction to a group launch.

**Session 11 - Inter-group assessment and intervention/Group boundary assessment and intervention.**

 After attending the session, participants will . . .

1. Explain at least one way social, group, and personal identities impact roles, behaviors, and boundaries.
2. Identify at least three key predispositions toward authority and intergroup relations (especially those that involve ethnocentric forms of conflict).
3. Describe how to recognize who the differing groups/teams are that constitute the "client", by virtue of function, hierarchy, purpose, or other factors.

**Session 12 - Identity group (racial, gender, ethnic) management in the organizational context**

After attending the session, participants will . . .

1. Explain how to determine which elements of group identify have impact in the current group or organizational situation.
2. Describe at least three elements of one's own identity Explain how to assess how an individual's identity can impact or relate to the client group/organization.
3. Describe at least three influences and/or impacts of identities when diagnosing work group/organizational problems
4. Explain at least two considerations in adapting interventions so they are appropriate and effective.

**Organization-Level Competencies (Sessions 13-18)**

**Session 13 - Understanding the Organization**

After attending the session, participants will . . .

1. Be able to identify and name the 8 competencies that make up the organizational consulting domain.
2. Be able to identify and describe the 8-part roadmap for organizational consultation
3. Be able to use at least three basic tools for effective meeting management in service to Tool #2--Situational Analysis, which is one of the 8 Tools in the Real Work Leadership Toolbox.

**Session 14 - Understanding the Organization (Part 2)**

After attending the session, participants will . . .

1. Be able to describe 2 ways surveys are used to assess management philosophy, organizational culture, and systemic stressors
2. Be able to identify the 7 Steps in a Malcolm Baldridge Organizational Evaluation
3. Be able to apply the Malcolm Baldridge Organizational Evaluation Tool to a client situation

**Session 15 - Diagnosing the Organization**

After attending the session, participants will . . .

1. Be able to describe a basic framework for organizational functioning (health) and need (the gap that needs consulting intervention)
2. Explain how to determine the elements of identity that have an impact in the current organizational situation
3. List at least three elements of identity Explain how to assess how one's own identity impacts or relates to the client group/organization
4. Be able to use the influence and/or impact of identities whendiagnosing work group/organizational problems and adapt interventions so they are appropriate and effective

**Session 16 - Diagnosing the Organization (Part 2)**

After attending the session, participants will . . .

1. List at least three kinds of organizational performance measures and how to identify them
2. Be able to apply training as social scientists to charting and plotting measures
3. Be able to apply the above to a real-world organizational client situation

**Session 17 - Making a Positive Difference in the Organization**

After attending the session, participants will . . .

1. Explain the steps in transitioning from the diagnostic phase to the intervention phase of client work
2. Learnat least three key tools to beginning the implementation phase of working with a client organization
3. Apply **t**he Baldridge Model to guide specific actions in the consulting project

**Session 18 - Making a Positive Difference in the Organization (Part 2)**

After attending the session, participants will . . .

1. List at least three kinds of organizational change management systems
2. Identify at least three key management steps of a typical organizational change project
3. Be able to apply the steps of a change management system within a client's organization
4. Explain the importance of gathering and using feedback throughout a client engagement to adjust actions and insights toward better outcomes