

The Top 10 Essential Skills Every Employee Training Program Manager Needs Right Now

SKILLS WORKBOOK

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HOW TO USE THIS WORKBOOK

There are many skills needed to be an effective program manager of online employee training, fortunately, these skills can be developed and refined. We've identified the Top 10 Essential Skills needed to be successful in the role of program manager and put them into this handy workbook.

Use this workbook as a checklist to help identify which skills and competencies you or your program managers already have and which ones are still needed. We've also provided resources to help you develop the skills and competencies necessary to be a great program manager of employee training.

We've broken down the top 10 Essential Skills every employee training program manager needs to be successful in their role into defined competencies. We then took it another step further and broke those competencies down into behaviors. Use this guide to create a development plan for your program managers.

THE TOP 10 SKILLS

1. INVESTED

2. PEOPLE

3. KNOWLEDGE OF COMPANY

4. CURIOUS

5. TRAINING INDUSTRY

6. COMMUNICATION

7. SOLUTIONS

8. VENDOR

9. PARTNERSHIP

10. LEADERSHIP

1. INVESTED

Skills to Develop - Check each that apply and work to develop those that don't:

PASSION
Has a true drive to be the best and will see an initiative through. Needs to be nurtured, evolved and invigorated.

COMMITMENT
Motivation from within oneself to stay focused and committed to a task.

ENJOYMENT
The feeling that one's job is both fulfilling, rewarding and has a positive and useful benefit.

CONFIDENCE
The ability to develop and maintain inner strength based on desire to succeed; a person's belief that he or she possesses the capabilities to succeed.

GOAL DIRECTEDNESS
The ability to stay on target regardless of circumstances; the ability to stay focused on the task at hand.

INITIATIVE
The ability to direct one's energies toward the completion of a goal, without an external catalyst; the ability to initiate actions based on one's own interpretation or understanding of a situation.



Supporting Behaviors - Try doing these behaviors yourself:

- | | |
|--|---|
| <input type="radio"/> Practice what you preach | <input type="radio"/> Ask questions |
| <input type="radio"/> Challenge yourself | <input type="radio"/> Share success stories |
| <input type="radio"/> Talk about training internally | <input type="radio"/> Think ahead |
| <input type="radio"/> Provide Resources | |

FURTHER DEVELOPMENT

For further competency development, check out our how-to guide on accountability.

ACCOUNTABILITY

— COMPETENCY GUIDE —



2. PEOPLE

Skills to Develop - Check each that apply and work to develop those that don't:

BOSS RELATIONSHIPS

- Responds and relates well to bosses; would work harder for a good boss; is open to learning from bosses who are good coaches and who provide latitude; likes to learn from those who have been there before; easy to challenge and develop; is comfortably coachable.

INTERPERSONAL SKILLS

- Relates well to all kinds of people, up, down and sideways, inside and outside the organization; builds appropriate rapport; builds constructive and effective relationships; uses diplomacy and tact; can diffuse even high-tension situations comfortably.

LISTENING

- Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he/she disagrees.

TRUSTWORTHY

- Is widely trusted; is seen as a direct, truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.

APPROACHABILITY

- Is easy to approach and talk to; spends the extra effort to put others at ease; can be warm, pleasant and gracious; is sensitive to and patient with the interpersonal anxieties of others; builds rapport well, is a good listener; is an early knower, getting information in time to do something about it.

UNDERSTANDING OTHERS

- Understands why groups do what they do; picks up the sense of the group in terms of positions, intentions and needs, what they value and how to motivate them; can predict what groups will do across different situations.



Supporting Behaviors - Try doing some of these behaviors yourself:

- | | |
|--|--|
| <input type="radio"/> Talk to Senior Management | <input type="radio"/> Have relationships outside of department |
| <input type="radio"/> Have access to Senior Management | <input type="radio"/> Be a good communicator |
| <input type="radio"/> Understand/know what is important | <input type="radio"/> Be viewed by others as competent |
| <input type="radio"/> Know goals of organization | <input type="radio"/> Get feedback from learners |
| <input type="radio"/> Know what learners are looking for | <input type="radio"/> Ability to think outside of themselves |
| <input type="radio"/> WIIFM (What's In It For Me) is relatable | <input type="radio"/> Show investment in success of others |
| <input type="radio"/> Receive Requests for more | <input type="radio"/> Be coachable |
| <input type="radio"/> Not intimidated, able to fight | |

FURTHER DEVELOPMENT

For further development in the PEOPLE quality, check out this short video lesson in The BizLibrary Collection:
*Cutting Edge Success at Work:
Be Confident and Assertive*



3. KNOWLEDGE OF THE COMPANY

Skills to Develop - Check each that apply and work to develop those that don't:

INITIATIVE

- The ability to direct one's energies toward the completion of a goal, without an external catalyst; the ability to initiate actions based on one's own interpretation or understanding of a situation.

BUSINESS ACUMEN

- Knows how businesses work; knowledgeable in current and possible future policies, practices, trends and information affecting his/her business and organization; knows the competition; is aware of how strategies and tactics work in the marketplace.

PROBLEM/SITUATION ANALYSIS

- The ability to identify the elements of a problem situation and to understand which components are critical; the ability to identify critical activities in a process - to be able to break the process down into its component activities.

ROLE AWARENESS

- The ability to see one's role in the world, or within a given environment; The ability to understand the expectations placed on a position and to see clearly how those expectations are to be met.

SENSE OF BELONGING

- Indicates how motivated a person is by feeling like part of a team or a member of a group.

ORGANIZATIONAL AGILITY

- Knowledgeable about how organizations work; knows how to get things done both through formal channels and the informal network; understands the origin and reasoning behind key policies, practices and procedures; understands the cultures of organizations.



Supporting Behaviors - Try doing some of these behaviors yourself:

- | | |
|---|---|
| <input type="radio"/> Share Goals | <input type="radio"/> Know what is in the news |
| <input type="radio"/> Talk about company history | <input type="radio"/> Aware of growth projections |
| <input type="radio"/> Discuss culture | <input type="radio"/> Know what employees are saying |
| <input type="radio"/> Know values | <input type="radio"/> Know what is important to leadership |
| <input type="radio"/> Articulate mission statement | <input type="radio"/> Know how company fits into the industry |
| <input type="radio"/> Know areas of improvement | <input type="radio"/> Understand competition |
| <input type="radio"/> Know how goals fit into the big picture | <input type="radio"/> Know progress towards goals |
| <input type="radio"/> Speak to successes/challenges of past | |

FURTHER DEVELOPMENT

For further competency development, check out our how-to guide on business acumen.

BUSINESS ACUMEN

— COMPETENCY GUIDE —



4. CURIOUS

Skills to Develop - Check each that apply and work to develop those that don't:

ANALYSIS OF DATA

- Program managers deal with a large number of details. It requires that details, data and facts are analyzed and challenged prior to making decisions and that important decision-making data is maintained accurately for repeated examination as required.

PERSISTENCE

- The ability to stay the course in times of difficulty; the ability to remain motivated to accomplish goals in the face of adversity or obstacles.

PERSONAL DRIVE

- A measurement of how strongly a person feels the need to achieve, accomplish, or complete something.

PERSONAL LEARNING

- Picks up on the need to change personal, interpersonal and managerial behavior quickly; watches others for their reactions to his/her attempts to influence and perform and adjusts; seeks feedback; is sensitive to changing personal demands and requirements and changes accordingly.

PERSPECTIVE

- Looks toward the broadest possible view of an issue/challenge; has broad-ranging personal and business interests and pursuits; can easily pose future scenarios; can think globally; can discuss multiple aspects and impacts of issues and project them into the future.

TECHNICAL LEARNING

- Picks up on technical things quickly; can learn new skills and knowledge; is good at learning new industry, company, product, or technical knowledge; does well in technical courses and seminars.



Supporting Behaviors - Try doing these behaviors yourself:

- | | |
|---|---|
| <input type="radio"/> Build relationships at different levels | <input type="radio"/> Bring questions to calls |
| <input type="radio"/> Subscribe to different magazines/blogs | <input type="radio"/> Attend conferences/trade shows |
| <input type="radio"/> Participate in social media | <input type="radio"/> Attend webinars and client conferences |
| <input type="radio"/> Ask about other clients | <input type="radio"/> Ask to talk to other clients |
| <input type="radio"/> Ask why | <input type="radio"/> CEUS/Certifications |
| <input type="radio"/> Seek new learning opportunities | <input type="radio"/> Ask about your training provider |
| <input type="radio"/> Read books | <input type="radio"/> Build relationships with your training provider |
| <input type="radio"/> Ask for feedback | |

FURTHER DEVELOPMENT

For further competency development, check out our how-to guide on building relationships.

BUILDING RELATIONSHIPS

—COMPETENCY GUIDE—



5. TRAINING INDUSTRY

Skills to Develop - Check each that apply and work to develop those that don't:

ORGANIZATION

- Can marshal resources (people, funding, material, support) to get things done; can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently arranges information and files in a useful manner.

AMBITION

- Knows what he/she wants from a career and actively works on it; is career knowledgeable; makes things happen for self; markets self for opportunities; doesn't wait for others to open doors.

CHANGE MANAGEMENT

- Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle risk and uncertainty.

RESULTS DRIVEN

- Can be counted on to exceed goals successfully; is constantly and consistently one of the top performers; very bottom-line oriented; steadfastly pushes self and others for results.

PEER RELATIONSHIPS

- Can quickly find common ground and solve problems for the good of all; can represent his/her own interests and yet be fair to other groups; can solve problems with peers with a minimum of noise; is seen as a team player and is cooperative; easily gains trust and support of peers; encourages collaboration; can be candid with peers.

DECISION-MAKING ABILITY

- Makes decisions in a timely manner, sometimes with incomplete information and under tight deadlines and pressure; able to make a quick decision.



Supporting Behaviors - Try doing these behaviors yourself:

- | | |
|---|---|
| <input type="radio"/> Attend trade shows, webinars, conferences | <input type="radio"/> Try new things |
| <input type="radio"/> Speak about trends, new things | <input type="radio"/> Educate |
| <input type="radio"/> Be educated in concepts/ideas | <input type="radio"/> Programs are multi-pronged |
| <input type="radio"/> Network with other companies | <input type="radio"/> Be proactive vs. reactive |
| <input type="radio"/> Membership to ATD/Certifications | <input type="radio"/> Create structure & alignment |
| <input type="radio"/> Read current materials | <input type="radio"/> Goals and metrics are present |
| <input type="radio"/> Update programs | <input type="radio"/> Ask questions |
| <input type="radio"/> Have strategic conversations | <input type="radio"/> Know what doesn't work |

FURTHER DEVELOPMENT

For further competency development, check out our how-to guide on driving results.

DRIVING RESULTS

— COMPETENCY GUIDE —



6. COMMUNICATION

Skills to Develop - Check each that apply and work to develop those that don't:

- PERSONAL RELATIONSHIPS**
The motivation generated by the importance of forming personal relationships with the people with whom you work.

- PEOPLE READING**
The ability to "read between the lines" in such things as the body language, reticence, stress, and emotions of others.

- PROACTIVE COMPOSURE**
Is cool under pressure; does not become defensive or irritated when times are tough; is considered mature; can be counted on to hold things together during tough times; can handle stress; is not knocked off balance by the unexpected; doesn't show frustration when resisted or blocked; is a settling influence in a crisis.

- OBJECTIVE LISTENING**
The ability to listen to many points of view without bias.

- WRITTEN/VERBAL SKILLS**
Is able to write clearly and succinctly in a variety of communication settings and styles; can get messages across that have the desired effect.

- CREATIVE**
Comes up with a lot of new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming settings.



Supporting Behaviors - Try doing these behaviors yourself:

- | | |
|--|---|
| <input type="radio"/> Keep monthly calls, regular conversation | <input type="radio"/> Listen |
| <input type="radio"/> Ask questions | <input type="radio"/> Take action |
| <input type="radio"/> Ask for feedback | <input type="radio"/> Create a marketing plan |
| <input type="radio"/> Surveys/Need analysis | <input type="radio"/> Take a blended approach |
| <input type="radio"/> Talk about what is important | <input type="radio"/> Build relationships |
| <input type="radio"/> Use varied communication methods | <input type="radio"/> Engage |
| <input type="radio"/> Can get in front of leadership | |

FURTHER DEVELOPMENT

For further development in the COMMUNICATION quality, check out this interactive video lesson in The BizLibrary Collection:
Good Communication



7. SOLUTIONS

Skills to Develop - Check each that apply and work to develop those that don't:

PROBLEM SOLVING

- Uses rigorous logic and methods to solve difficult problems with effective solutions; probes all fruitful sources for answers; can see hidden problems; is excellent at honest analysis; looks beyond the obvious and doesn't stop at the first answers.

STRATEGIC AGILITY

- Sees ahead clearly; can anticipate future consequences and trends accurately; has broad knowledge and perspective; is future oriented; can articulately paint credible pictures and visions of possibilities and likelihoods; can create competitive and breakthrough strategies and plans.

PROACTIVE THINKING

- The ability to evaluate future implications of current decisions and action; the ability to mentally create the scenarios and outcomes of situations that could develop from decisions or plans of action.

PROJECT AND GOAL FOCUS

- The ability to maintain your direction despite obstacles in your path; the ability to stay on target, regardless of circumstance.

REALISTIC EXPECTATIONS

- The ability to have expectations of other people that can realistically be met, either in quality of production or quality of performance.

FREQUENT CHANGE

- The program manager role requires a comfort level with "juggling many balls in the air at the same time!" It will be asked to leave several tasks unfinished and easily move on to new tasks with little or no notice.



Supporting Behaviors - Try doing these behaviors yourself:

- | | |
|---|---|
| <input type="radio"/> Think Strategically | <input type="radio"/> Ask your training provider for help |
| <input type="radio"/> Ask questions | <input type="radio"/> Build relationships in organization |
| <input type="radio"/> Research | <input type="radio"/> Have a positive mindset |
| <input type="radio"/> Conduct needs assessments | <input type="radio"/> Don't linger on problems |
| <input type="radio"/> Take creative approaches | <input type="radio"/> Be knowledgeable about business |
| <input type="radio"/> Network | <input type="radio"/> Analytical |
| <input type="radio"/> Ask what others are doing | <input type="radio"/> Study data |
| <input type="radio"/> Remain open minded | <input type="radio"/> Seek change |
| <input type="radio"/> Set goals | <input type="radio"/> Notice trends |
| <input type="radio"/> Try new things | |

FURTHER DEVELOPMENT

For further competency development, check out our how-to guide on taking initiative.

TAKING INITIATIVE

—COMPETENCY GUIDE—



8. VENDOR

Skills to Develop - Check each that apply and work to develop those that don't:

PLANNING

- Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into the process steps; develops schedules and task/people assignments; anticipates and adjusts for problems and roadblocks; measures performance against goals; evaluates results.

PRIORITY SETTING

- Spends his/her time and the time of others on what's important; quickly zeros in on the critical few and puts the trivial many aside; can quickly sense what will help or hinder accomplishing a goal; eliminates roadblocks; creates focus.

RESULTS ORIENTATION

- The ability to identify actions necessary to achieve task completion and to obtain results; the ability to meet schedules, deadlines, quotas, and performance goals.

PATIENCE

- Is tolerant with people and processes; listens and checks before acting; tries to understand the people and the data before making judgments and acting; waits for others to catch up before acting; sensitive to due process and proper pacing; follows established process.

FREQUENT INTERACTION WITH OTHERS

- The job requires a strong "people orientation", versus a task orientation. The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

PROJECT SCHEDULING

- The ability to understand the proper allocation of resources for the purpose of getting things done within a defined time frame.



Supporting Behaviors - Try doing these behaviors yourself:

- | | |
|---|---|
| <input type="radio"/> Use accessible features | <input type="radio"/> Read emails |
| <input type="radio"/> Ask questions about products | <input type="radio"/> Attend webinars |
| <input type="radio"/> Keep calls | <input type="radio"/> Participate in client community |
| <input type="radio"/> Contact in between calls | <input type="radio"/> Communicate with the end user |
| <input type="radio"/> Know when to go to tech support | <input type="radio"/> Own trouble shooting |
| <input type="radio"/> Manage licenses appropriately | <input type="radio"/> Understand client score |
| <input type="radio"/> Look to constantly improve | <input type="radio"/> Understand library |

FURTHER DEVELOPMENT

For further competency development, check out our how-to guide on self-management.

SELF-MANAGEMENT

—COMPETENCY GUIDE—



9. PARTNERSHIP

Skills to Develop - Check each that apply and work to develop those that don't:

LEARNING ON THE FLY

- Learns quickly when facing new problems; a relentless and versatile learner; open to change; analyzes both successes and failures for clues to improvement; experiments and will try anything to find solutions; enjoys the challenge of unfamiliar tasks; quickly grasps the essence and the underlying structure of anything.

COMPETENT

- Is bright and intelligent; deals with concepts and complexity comfortably; described as intellectually sharp, capable, and agile.

INNOVATION MANAGEMENT

- Is good at bringing the creative ideas of others to market; has good judgment about which creative ideas and suggestions will work; has a sense about managing the creative process of others; can facilitate effective brainstorming; can project how potential ideas may play out in the marketplace.

ETHICS

- Adheres to an appropriate (for the setting) and effective set of core values and beliefs during both good and bad times; acts in line with those values; rewards the right values and disapproves of others; practices what he/she preaches.

FUNCTIONAL AND TECHNICAL SKILLS

- Has the functional and technical knowledge and skills to do the job at a high level of accomplishment.

NEGOTIATION

- Can negotiate skillfully in tough situations with both internal and external groups; can settle differences with minimum noise; can win concessions without damaging relationships; can be both direct and forceful as well as diplomatic; gains trust quickly of other parties to the negotiations; has a good sense of timing.

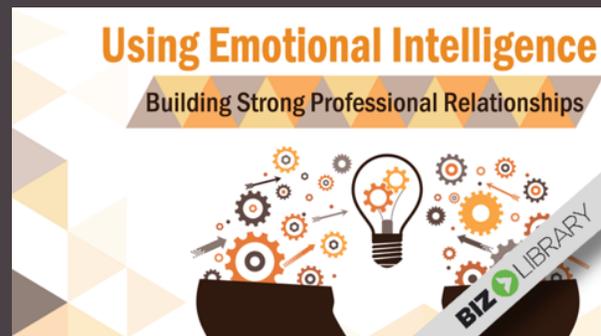


Supporting Behaviors - Try doing these behaviors yourself:

- | | |
|---|--|
| <input type="radio"/> Communicate | <input type="radio"/> Constantly work to improve |
| <input type="radio"/> Ask for help | <input type="radio"/> Push to increase |
| <input type="radio"/> Be willing to help other clients | <input type="radio"/> Solve problems together |
| <input type="radio"/> Give and receive feedback | <input type="radio"/> Share goals and objectives |
| <input type="radio"/> Attend client conferences | <input type="radio"/> Use resources |
| <input type="radio"/> Confide in your client success team | |

FURTHER DEVELOPMENT

For further development in the PARTNERSHIP quality, check out this short video lesson in The BizLibrary Collection:
Building Strong Professional Relationships



10. LEADERSHIP

Skills to Develop - Check each that apply and work to develop those that don't:

- LEADING OTHERS**
The ability to organize and motivate people to get things accomplished in a way that everyone feels a sense of order and direction.

- EMOTIONAL INTELLIGENCE**
The ability to maintain a rational and objective demeanor when faced with stressful or emotional situations; a measure of self-composure in a difficult situation and the ability to act objectively, rather than impulsively or emotionally.

- MONITORING OTHERS**
The ability to focus on the actions and decisions of others in a practical way to identify both successes and mistakes; the ability to identify the causes of success and failure and to do so in an objective and accurate manner.

- MOTIVATING OTHERS**
Creates a climate in which people want to do their best; can motivate many kinds of direct reports and team or project members; can assess each person's hot button and use it to get the best out of him/her; pushes tasks and decisions down; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel his/her work is important; is someone people like working for and with.

- MANAGERS VISION AND PURPOSE**
Communicates a compelling and inspired vision or sense of core purpose; talks beyond today; talks about possibilities; is optimistic; creates mileposts and symbols to rally support behind the vision; makes the vision shareable by everyone; can inspire and motivate entire units or organizations.

- APPROACHABILITY**
Is easy to approach and talk to; spends the extra effort to put others at ease; can be warm, pleasant, and gracious; is sensitive to and patient with the interpersonal anxieties of others; builds rapport well; is a good listener; is an early knower, getting informal and incomplete information in time to do something about it.



Supporting Behaviors - Try doing these behaviors yourself:

- | | |
|--|--|
| <input type="radio"/> Be proactive | <input type="radio"/> Know how to use incentives/penalties |
| <input type="radio"/> Be organized | <input type="radio"/> Communicates WIIFM (What's In It For ME) |
| <input type="radio"/> Be assertive | <input type="radio"/> Set clear expectations |
| <input type="radio"/> Delegate | <input type="radio"/> Have empathy |
| <input type="radio"/> Support | <input type="radio"/> Develop yourself |
| <input type="radio"/> Have the necessary knowledge | <input type="radio"/> Be approachable |
| <input type="radio"/> Be reflective | <input type="radio"/> Think about the success of others |

FURTHER DEVELOPMENT

For further competency development, check out our how-to guide on goal setting.

GOAL SETTING

COMPETENCY GUIDE



ABOUT BIZLIBRARY

BizLibrary is a leading provider of online learning for growing organizations. Our award-winning microlearning video library engages employees of all levels, and our learning technology platform is a progressive catalyst for achievement. Partnered with our expert Client Success and Technical Support teams, clients are empowered to solve business challenges and impact change within their organizations.

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