COACHING & COUNSELING

Maximizing Opportunities

EDGETraining systems inc.

Participant Coursebook

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Published by: Edge Training Systems, Inc., 491 Southlake Boulevard, Richmond, VA 23236
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AGENDA

I. What is Coaching

II. Knowing When to Coach

III. Steps in the Coaching Process

IV. Providing Constructive Feedback

V. Coaching vs. Counseling

VI. Wrap Up & Application Planning

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COURSE OBJECTIVES

By the end of today's session, you should be able to...

- ✓ Demonstrate the skills needed to coach and counsel your employees.
- ✓ Develop methods to prepare for the coaching session
- ✓ Determine what it takes to be an effective coach
- ✓ Understanding the difference between coaching and counseling

Notes:

Why do I need to coach?

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ABOUT COACHING & COUNSELING - AN INTRODUCTION

Coaching and counseling offer win-win partnerships in the workplace. For the employee being coached, the opportunity provides direction for growth as well as constructive feedback. For the coach, the relationship brings the reward of drawing on one's own experience to help another.

Coaching focuses on the developmental side of acquiring knowledge and skills to help employees perform their jobs more effectively. It isn't just an occasional conversation - it is a continuous process. But, unlike a mentoring relationship, which can go on indefinitely, a coaching relationship does have an ending. Coaching is one of the most effective ways to improve performance on the job.

The following pages of this Participant Manual provide information and exercises that will help participants hone their ability to become effective coaches. Other exercises are geared at helping participants identify aspects of their own performance that could benefit from coaching.

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WHAT IS COACHING?

In your table groups, brainstorm what coaching means to you. Please be prepared to report out to the group.

In your table groups, think about your best coach. Please be prepared to report out to the group.

What impact did they have on you?

What did they do to help you?

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COACHING FOR PERFORMANCE

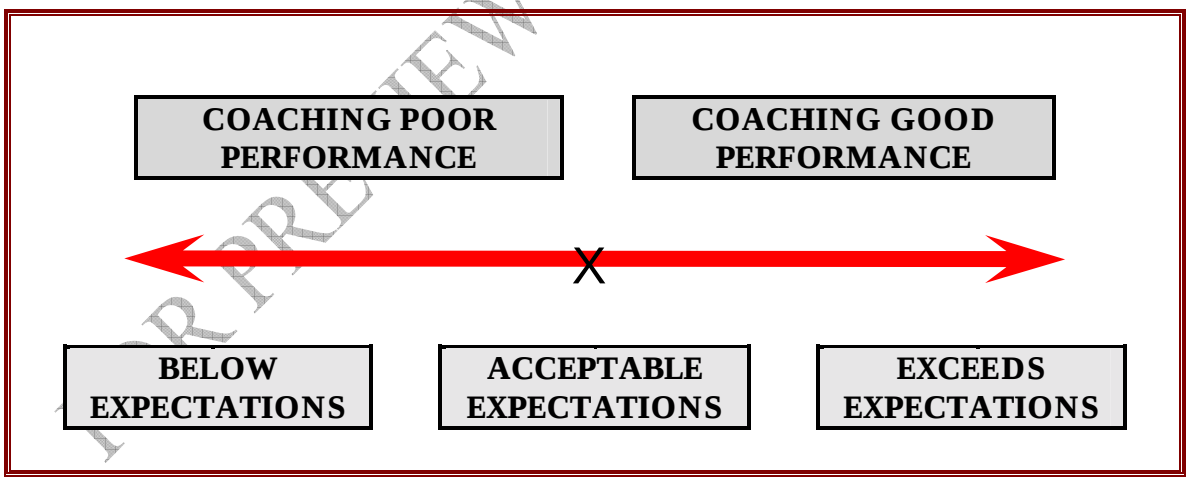
Performance Coaching Continuum

Coaching is all about encouraging, correcting and challenging your team. It is as simple as noticing how your team is performing and telling them. Coaching is the process of letting people know what they do matters.

Managers tend to look at "Acceptable Performance" as a destination. In today's corporate environment, we as Leaders must look at Acceptable Performance as a journey to achieve "Outstanding Performance."

Today's work environment is extremely different than years past. We sometimes struggle with the question of where do we draw the line between coaching and counseling?

The illustration below shows that Coaching For Performance happens at both ends of the spectrum. We must coach employees at all levels of their development in order to reap the benefits of their Maximum Potential.



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VIDEO MAXIMIZING OPPORTUNITIES

As you watch the video, take note of the seven steps included in the coaching process.

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SEVEN STEPS TO COACHING

1. Determine Existing Skills

- This allows you to gauge the employee's skill set
- It will help you determine your focus on areas of development

2. Establish Goals & Objectives

- Objectives or goals must be SMART
- Goals must be actionable
- Goals must be mutually agreed upon

3. Inspire Confidence

- Convey your positive intent
- Let the employee know your confidence in them
- Listen to their concerns

4. Explain the Process & Demonstrate

- Take your time to clearly explain
- Give employees the big picture
- Explain the "why" and the "how"
- Answer questions directly and honestly

5. Observe the Employees at Work

- Observation is the key to coaching
- It allows you to gauge understanding
- It provides a "hands on" approach
- Your role is to remove obstacles

6. Evaluate Learning - Provide Feedback

- Feed employees the positive
- Accentuate what they did right
- Gently provide areas of improvement
- Provide specific examples

7. Follow Up & Make Adjustments

- Schedule a time for follow up
- Provide realistic feedback
- Make adjustments if needed
- Be specific with developmental needs

NOTES

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IDENTIFYING THE DEVELOPMENT NEEDS OF OTHERS

Employee Name:	
Area of Development:	

Current Skill / Knowledge	Developing Skill / Knowledge	Coaching Opportunities	Formal Training Needs
Mary has trouble meeting deadlines. When her work is late, it often holds up the work of other people and the entire project gets behind schedule. This has happened on the last 3 of 4 major projects.	Time management Organizational Skills Co-facilitate meeting	Observe meeting Practice a meeting with you	Facilitation schedule Toastmasters Practice Sessions
New Opportunity			

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SMART GOALS REVIEW

Specific Be sure to focus on specific issues, behaviors or actions. Seek Clarity!	
Measurable Put a measurement system in place. If you can't measure something, you can't manage it.	
Achievable Be sure to set a goal that you know is attainable and achievable.	
Relevant The goal must be relevant to their job or to the organization's success.	
Timebound These must be a timeline associated with goals in order to follow up and coach.	

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ESTABLISHING GOALS & OBJECTIVES

Effective objectives must be specific. Vague objectives are hard to obtain because they don't inspire action. For instance, resolving to be a "better communicator" is abstract and harder to achieve than, say, resolving to take a writing class.

Objectives should be measurable because in order to stay on track, you need to see progress. A Measurable objective might read like the following; "To successfully complete a writing class and to practice my writing for at least fifteen minutes each day."

To stay motivated to reach your objective, focus on the benefits of reaching your objective. Most changes take a degree of sacrifice and focusing on the long term will help you stay on track from day to day. If you feel your motivation lagging, visualize the successful outcome with yourself enjoying the benefits you worked hard to achieve.

Similarly, you need a time frame for your objectives. Otherwise you are apt to lose focus or interest. Set milestones for yourself as well as a target deadline so that you can chart your progress and stay motivated by your tangible accomplishments.

Fill out the table below for an objective you would like to set for your employee:

Your objective is:	
They need to obtain this objective because:	
We will measure this objective by:	
I feel this objective will improve their career performance because:	
They will achieve this objective by the following time schedule:	

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LISTENING WITHOUT JUDGMENT

Learning to be an effective listener is an equally important component of the communication process. Given our hectic schedules and the information overload we are often subjected to, it's no wonder that listening skills sometimes suffer. However, being aware of bad listening habits that may creep into our conversations can help us learn to absorb more of what we hear.

Practicing the following behaviors will help you stay tuned in to what someone is saying to you:

- ✓ Focus on understanding the speaker's meaning instead of preparing a response. Listen for the speaker's ideas, thoughts, and feelings. Listen to understand, not to respond.

- ✓ Watch a person's nonverbal behavior to assess how he or she is feeling. Also, be aware of your own nonverbal actions, for example, do you look receptive?

- ✓ Paraphrase what others say to test and communicate your understanding of the message.

Scenario for Listening Skills Practice

One member of your team seems to daydream during your meetings. He never contributes to the conversation or takes notes. Yesterday when asked a question he seemed completely unaware of what was being discussed. List some ideas that might help him improve his listening skills.

After reading the above scenario, proceed to page #12 to discuss the scenario and answer the questions.

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How will you communicate the scenario on page #11 to the employee to convey your positive intent?

Discuss suggestions on ways you could paraphrase the scenario in order to provide constructive feedback to your employee.

PRACTICE LISTENING SKILLS

Now is your chance to practice. In pairs, take turns communicating the scenario on page #11.

The focus of this exercise is two pronged.

1. To convey your positive intent to your employee.

2. To focus on listening skills. He or she should be conscious of bad listening habits and work to overcome them using the plan you created for yourself earlier.

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EXPLAIN THE PROCESS & DEMONSTRATE

1. **Take your time.** Choose a time when you are not in a hurry or distracted. Then speak slowly and allow time for questions.

2. **Give the big picture.** Explain what you are trying to achieve. This should include an end goal and milestones along the way. Provide examples or guidelines.

3. **Be organized.** Prepare in advance for any questions you are likely to get and group related steps together in a logical order.

4. **Be positive.** The brain processes positive statements faster than negative ones. Rather than saying "You can't...", state "You can only...".

5. **Tell them "why."** People understand and accept directions more readily if they understand why something needs to be done in a certain way. Include "why" statement along with "how" statements.

6. **Appreciate questions.** Every question you get now is one less problem you may run into later. Ask if there are any questions and recognize those who ask questions.

Giving complex or brand new directions is not unlike a mini training session. Most people benefit from practicing processes that are new to them. Consider using one or all of the techniques below to help ensure that your directions are better understood and accomplished:

- ✓ Ask listeners to recap the directions to make sure they understand them fully. (You may wish to explain to listeners that you are not testing them, but want to make sure that you were communicating clearly.)

- ✓ Give listeners an opportunity to demonstrate the process as a way of practicing and internalizing the directions. This can also serve as a test drive to ensure that you haven't left out any important steps.

- ✓ Pass it on. Have listeners communicate your directions to a third person. Teaching others is a great way to remember and make sense of what was learned.

- ✓ Schedule milestones for longer assignments to review progress and to catch errors early. Make sure you communicate clearly when these milestones should occur.

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TELL, SHOW, DO, REVIEW PROCESS

TELL about each step	**SHOW** each step	**DO** each step	**REVIEW** the steps

A Proven Training Method

TELL

- ✓ Define the Task
- ✓ Explain Each Step
- ✓ Explain the Purpose

SHOW

- ✓ Demonstrate Each Step
- ✓ Explain Each Step
- ✓ Emphasize Key Points
- ✓ Discuss Difficult Steps
- ✓ Involve the Trainee

DO

- ✓ Have the Person Do Each Step
- ✓ With and Without the Trainer
- ✓ Person Explains Each Step
- ✓ Coach and Redirect as Needed
- ✓ Provide Positive Reinforcement

REVIEW

- ✓ Review the Steps
- ✓ Use Self Appraisal
- ✓ Emphasize Key Points
- ✓ Coach and Redirect as Needed

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EXPLAIN THE PROCESS & DEMONSTRATE

Think about the last activity we communicated and pair up with your partner in order to debrief the process using **Step #4 "Explain The Process & Demonstrate".** Use the space provided below to debrief your session.

After you have communicated the process to your partner, discuss the following questions with your partner:

1. Did you take the time and clearly explain the process?

2. Did you explain the "how" and "why" in the process?

3. Did the team member understand your explanation?

4. How do you know the team member was clear on the process?

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OBSERVING EMPLOYEES AT WORK

Observing team members at work is the key to understanding if your coaching has worked. Personally observing them goes a long way; and the only way to see if your team members are following your suggestions is to observe them at work.

In your table groups, list some suggestions on how you would go about observing your employees at work.

Notes:

Other suggested techniques for observing team members:

- Tag along for part of the day
- Observe them holding a meeting or interacting with others
- Conduct skip level meetings, that is talk to their direct reports to gain feedback
- Conduct spot checks of them performing their daily duties
- Solicit feedback from customers
- Solicit feedback from work colleagues

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ACTION PLAN FOR DEVELOPING OTHERS

Performance coaching usually occurs during a one-to-one conversation between an employee and the employee's immediate supervisor. It is most successful as a conversation or dialogue in which both participants openly and honestly discuss specific tasks, goals or assignments. Coaching "sessions" may be spontaneous or planned. They may last for thirty seconds or thirty minutes. They should always be focused on positive performance improvement.

Performance coaching may be focused on helping the employee acquire new skills - Developmental Coaching. Or it may be focused on helping the employee improve sub-standard performance - Corrective Coaching.

The manager and the employee share in both the responsibility for the employee's success and the accountability for the employee's progress. Good performance coaching equips people to develop themselves.

Providing Performance Feedback

- Give feedback ASAP- politely and professionally
- Convey your positive intent
- Ask questions to start conversation
  - ✗ NOT - "This is what you did wrong."
    "Why didn't you…?"
  - ✓ BUT - "How did it go?"
    "What went well?"
    "What would you do differently?"
- Describe specifically what you observed
- Be direct and concise
- Focus on the behavior, not the person
- Focus the discussion on solutions
- End on a positive note.

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PROVIDING PERFORMANCE FEEDBACK

Giving honest and useful feedback is perhaps the most empowering thing you can do for your employees and coworkers; however, done unskillfully it can cause a defensive reaction.

Package Positive and Negative Feedback Together: The approach of giving the good with the bad is more than just a "softening up" tactic. It shows that you are fair and appreciative of good work. It may also help you to better assess the individual's strengths. Taking a few moments to think about what was done right as well as what needs improvement gives you a more complete perspective on the situation.

In order for this approach to be effective, the praise needs to be genuine and descriptive. It's not enough to say, "Overall I think you're doing a good job, but…" For one thing it doesn't sound genuine because the praise is so general that it is almost meaningless. This kind of global statement may also give the individual a false sense that everything is fine, causing him or her to undervalue the criticism that follows. Taking the time to identify one or more specific aspects or instances where work was done well is far more helpful and memorable.

Giving negative feedback is trickier, but with practice you can learn to do it well. These guidelines can help you improve your complaints as well as your compliments:

- **Give specific examples.** Providing specific and recent examples helps clarify the issue. For instance if you simply tell someone, "Your work wasn't completed last month," you assume that he or she knows how to correct the problem when in fact there may be a misunderstanding or a training gap that goes unidentified.
- **Describe behavior-Not the Person.** Calling someone unreliable or using any other label is sure to provoke a defensive response. Describing the behavior instead of the person gives a less personal and a more accurate description.
- **Don't exaggerate.** To say, "You're never on time" is probably untrue. You're less likely to cause an argument if instead you say "last week you were late three out of five days."
- **Don't speak for others.** You may feel that it supports your position to state that others agree with you, but if those others are not present to speak for themselves, it is unfair to speak for them. This approach is also likely to make the person being criticized feel ganged up on.

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PROVIDING PERFORMANCE FEEDBACK

Adding any appropriate details, revise the following feedback using the guidelines on the previous page:

BEFORE:	Your performance on this task has been sub-par for weeks. The other team members and I feel that we have to make up for your laziness.
AFTER:	
BEFORE:	Your presentation was confusing and jumbled. Your lack of preparation was evident.
AFTER:	
BEFORE:	Your report is completely off target. Once again I've had to rewrite huge portions of your work.
AFTER:	
BEFORE:	You need to do a better job of setting expectations for your team. Your lack of clear communication caused them to miss their deadline.
AFTER:	

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FOLLOW UP AND MAKE ADJUSTMENTS

Proper follow up is essential in ensuring the employee has gained the proper knowledge during the coaching session. This allows an opportunity to assess the knowledge gained, provide both positive and constructive feedback and make any necessary adjustments.

- ✓ Schedule a Time for Follow Up
- ✓ Provide Realistic Feedback
- ✓ Make Adjustments If Needed
- ✓ Be Specific with Developmental Needs

Discuss benefits of conducting a timely follow up.

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COACHING VERSUS COUNSELING

Although coaching and counseling have different purposes, they are interrelated. Sometimes coaching reveals attitude problems, fears or other factors that interfere with the willingness to do one's job.

When such barriers to motivation are identified, managers must shift into a counseling mode to resolve them before engaging in coaching. By the same token, developmental needs for coaching can also emerge during counseling.

Coaching Is About Performance

- Setting clear expectations
- Directing the development of employees
- Mentoring and reinforcing performance

Counseling Is About Expectations

- Determining obstacles impeding performance
- Minimize the barriers to acceptable standards
- Providing clear expectations or training

Counseling is the appropriate response when employees' motivation problems are the cause of poor performance. But, managers need to remember that not all performance problems are due to lack of motivation. Poor performance can also be the result of misunderstandings or a lack of skill.

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COACHING VERSUS COUNSELING

Setting the Stage: If you're a manager, make sure your employees know and expect to get regular feedback on their performance. If they understand this is part of your management approach, they will be less likely to feel singled out when given feedback.

There is a time and place for everything, and one of the most important parts of having a good meeting with someone is to ensure that the environment is right. This includes everything: time, location, invitation, and purpose of the meeting and the agenda.

Time: Choosing the right time is a key element in setting the right atmosphere. Twenty minutes before the end of the shift would not be an appropriate time to hold an end-of-the-year evaluation, but might be a great time to tell an employee that you think he / she did a good job. Also, it's best to avoid Monday's (the time when everyone is preparing for the week ahead) and Fridays (the time when everyone is preparing for the weekend). This will allow better focus on the topic at hand.

Location: Put conversations in the proper place. If it is a formal mid-year review, end-of-year review, in-depth coaching / development session, or conversation about negative performance, then it is best to be done in the privacy of an office or a conference room. If it is just a touch-base meeting, it might be okay in a lunchroom or other less-formal setting, but always be sensitive to private information. The only conversations that should happen in the halls are positive exchanges and invitations to a future meeting.

Invitation: the invitation is a critical part of setting the tone for the conversation. Give the person as much notice and information about the meeting as is appropriate. Ensure it is a good time for both of you without a lot of outside pressure or stress if at all possible.

Purpose and Agenda: It is crucial that you know what you want to achieve during this conversation. Whether it is a quick "good job" in the hall, or a formal end-of-year evaluation, think through the best positive outcomes. If you have specific concerns about the meeting, write them down. Then visualize how they could come out in a positive way.

For example, you might have an employee who is having difficulty working with another person form a different section. You are concerned that this situation might escalate, hinder productivity, or have a lasting impact on the employee's career if not addressed. You need to discuss this situation with your employee, but are concerned that he / she will become defensive.

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COACHING PRACTICE SESSION # 1

Pair up with a partner and role-play the below scenarios.

One of the two coordinators who work for you has recently acquired added responsibilities that require extensive personal interaction with other departments. He would, however prefer to have little interaction with others. You have noticed he is paying no attention to his new responsibilities. You have received several phone calls about his lack of interaction and the problems caused.

1. Determine Existing Skills	
2. Establish Goals & Objectives	
3. Inspire Confidence	
4. Explain the Process & Demonstrate	
5. Observe the Employees at Work	
6. Evaluate Learning Provide Feedback	
7. Follow Up & Make Adjustments	

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COACHING PRACTICE SESSION # 2

Pair up with a partner and role-play the below scenarios.

During staff meetings, a long time employee frequently makes sarcastic remarks about changes and innovations made in the company. Every time the evaluation system is mentioned he takes the opportunity to share with anyone within earshot that it is "a total hoax - designed to get rid of good people like him."

1. Determine Existing Skills	
2. Establish Goals & Objectives	
3. Inspire Confidence	
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COACHING PRACTICE SESSION # 3

Pair up with a partner and role-play the below scenarios.

Everyone on your team is expected to work occasional overtime or weekend hours when emergencies or special situations arise. Over the past 6 months, one of your employees, John, has "not been available" anytime she was asked to work beyond normal work hours.

1. Determine Existing Skills	
2. Establish Goals & Objectives	
3. Inspire Confidence	
4. Explain the Process & Demonstrate	
5. Observe the Employees at Work	
6. Evaluate Learning Provide Feedback	
7. Follow Up & Make Adjustments	

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APPLICATION PLANNING

Now that you have all this information, how will you improve your coaching skills?

Using the information we covered in today's workshop, commit to an action plan for coaching great performance & coaching poor performance.

Answer the following questions. When you are finished, fold this page, seal it in the envelopes provided and address it to yourself.

Identify one opportunity to coach.	
What is the desired outcome?	
How will I know I was successful?	
Identify one coaching skill I need to focus on.	
What will I do to make coaching part of my standard practices?	

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PROGRAM EVALUATION

Class Name:	Date:
Name: (Optional)	Company:

Please circle the number which best reflects your opinion of this training program.

	Not at all ⟷ Very				
1. The objectives of this course were relevant to the knowledge / skill requirements of my job.	1	2	3	4	5
2. The course materials were useful and relevant to my job.	1	2	3	4	5
3. The course content was presented in a clear and understandable manner.	1	2	3	4	5
4. This course has increased my confidence level to apply this training to my job.	1	2	3	4	5
5. The information in this course was informative and helpful.	1	2	3	4	5
6. How would you rate the delivery skills of the instructor(s)?	Low ⟷ High				
Course Presentation / Visuals	1	2	3	4	5
Knowledgeable	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Able to Stay on Topic	1	2	3	4	5
Encouraged Participation	1	2	3	4	5
7. How would you rate the facilities & classroom?	Low ⟷ High				
Comfort	1	2	3	4	5
Service & Friendliness of Staff	1	2	3	4	5
Workshop Supplies	1	2	3	4	5
8. Please list three ideas or skills that you will apply to your job.					

Use the back of the form if you have additional comments or suggestions.
Thank you for your comments and feedback.

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PROGRAM EVALUATION

If you have any additional comments about the program, please feel free to express them in the space below. Thank you for your time and thanks again for joining us at the program.

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