SAHAR CONSULTING

Workshop Catalog

Leadership Under Pressure

**Leadership doesn't fail.
Nervous systems do.**

Thirty-five workshops for leaders, teams, and organizations. Grounded in neuroscience. Built around the conversations and decisions that happen when the stakes rise.

IN PERSON OR ZOOM · 3 HOURS, 4 HOURS, OR FULL DAY

SAHARCONSULTING.COM

ABOUT YOUR FACILITATOR

Sahar Andrade, MB.BCh

Neuroleadership Coach · Physician turned Neuroleadership Coach



Pressure does not stay in the meeting room. It shows up in the voice that sharpens, the decision made too fast, the feedback that lands as an attack. Sahar Andrade teaches leaders to recognize those moments as they happen and to choose a more intentional response.

She brings a physician's training to leadership education. Every workshop starts with how the brain and body respond under pressure, then moves straight into practice: real scenarios, rehearsed conversations, and a tool each participant can use the next working day.

Sahar is a member of the Forbes Coaches Council and the author of *The Coach's Brain Meets AI*. She has lived and worked in seven countries and speaks five languages, which shapes how she works with teams whose members come from different backgrounds and work styles.

Her workshops serve cities, counties, colleges, and companies. The format is consistent: short teaching, long practice, and a plan participants write before they leave the room.

HOW TO USE THIS CATALOG

Find a workshop. Or build a series.

Workshops are grouped into four areas. Each entry gives the audience, the available formats, the scenario participants work from, what they take away, the learning objectives, and the practice resource they keep. Choose one workshop by topic, or combine several into a series or a full day.

3 hours

A standalone workshop. One scenario, one skill, practiced until each participant has a plan for a real situation.

4 hours

An Academy module. Deeper practice with more rounds of rehearsal and feedback. Eight modules form the H.E.A.R.T. of Leadership Academy.

Full day

Six instructional hours plus breaks. Pairs a workshop with an application lab or a second case. Preferred for engagements that involve travel.

In person. On site at your location, for groups that benefit from working in the same room.

Zoom. Live and interactive, with breakout practice, for distributed teams and multi-site organizations.

THE FOUR AREAS

- **Leadership Under Pressure** (7)
- **Leadership Development** (14)
- **Organizational Development and Team Effectiveness** (10)
- **Human-Centered AI and Leadership** (4)

AREA 1 · 7 WORKSHOPS

Leadership Under Pressure

The flagship area. Leaders examine how they respond when the stakes rise, learn to steady themselves, and practice the next conversation before it happens.

Forensic Leadership: Leading from the Inside Out

3 HOURS OR FULL DAY | EXECUTIVES AND DEPARTMENT HEADS

A manager walks into a difficult conversation with a plan, then hears their own voice sharpen. In Forensic Leadership, the manager is the case. Participants examine their default response under pressure, identify an early signal, and practice grounding before deciding how to lead.

Leave with a plan for the next conversation, delegation decision, or priority conflict that puts you under pressure.

LEARNING OBJECTIVES

- Identify your default response to pressure in a recent leadership situation.
- Practice a grounding technique you can use during a working day.
- Write an action plan for an upcoming conversation or decision.

PRACTICE RESOURCE Values and decisions worksheet

The Leader as Thermostat

3 HOURS OR FULL DAY | MANAGERS WHO LEAD MEETINGS UNDER PRESSURE

A missed deadline changes the tone of a staff meeting. In pairs, participants run the opening twice and observe what each version invites the team to say. They use the Notice, Shift, Anchor protocol to catch rising tension and choose how to reopen the discussion.

Learn how to steady your own response so the team can tell you what happened while there is still time to act.

LEARNING OBJECTIVES

- Identify two observable signs of rising tension.
- Practice Notice, Shift, Anchor before responding.
- Reopen the discussion with a factual question that invites missing information.

PRACTICE RESOURCE Meeting observation sheet

The Neuroscience of Leadership Presence

3 HOURS OR FULL DAY | LEADERS WHO BRIEF TEAMS OR EXECUTIVES

A pointed question interrupts a briefing. Participants practice pausing, listening through the end of the question and answering the issue the speaker actually raised.

Give colleagues an answer they can use, even when a question catches you off guard.

LEARNING OBJECTIVES

- Paraphrase the concern accurately.
- Distinguish a known fact from an assumption.
- Deliver a concise response and check understanding.

PRACTICE RESOURCE Briefing practice card

Leadership Decisions Under Pressure

3 HOURS OR FULL DAY | LEADERS RESPONSIBLE FOR TIME-SENSITIVE DECISIONS

Two urgent requests arrive with incomplete information. Participants sort what must be decided today from what can wait and explain the tradeoff to a colleague.

Make a decision you can explain, including what you still need to check.

LEARNING OBJECTIVES

- Rank the requests against explicit criteria.
- Identify the missing fact most likely to change the choice.
- Record who will verify it and when.

PRACTICE RESOURCE Decision record

Stress Management and Workplace Pressure

3 HOURS OR 4 HOURS | EMPLOYEES AND SUPERVISORS HANDLING SUSTAINED WORKLOAD

Halfway through a busy shift, routine requests begin to feel equally urgent. Participants rehearse how to pause, separate facts from urgency and ask for help with priorities.

Recognize when everything begins to feel urgent and find the words to ask which task comes first.

LEARNING OBJECTIVES

- Recognize an early sign of overload.
- Distinguish a time-critical task from a task that can wait.
- Make a specific request for support.

PRACTICE RESOURCE Pressure and priorities card

Your Brilliant Brain: The Science of Safety at Work

Psychological safety and speaking up at work

3 HOURS OR FULL DAY | LEADERS AND EMPLOYEES WORKING IN HIGH-PRESSURE TEAMS

Someone spots a mistake in a meeting and hesitates to speak. Participants practice raising a concern and responding in a way that makes the issue easier to investigate.

Practice both sides of a moment that matters. Try raising an uncomfortable concern and responding so the person can keep talking.

LEARNING OBJECTIVES

- Identify an observable barrier to speaking up.
- Phrase a specific concern.
- Respond with a question and a follow-up commitment.

PRACTICE RESOURCE Speak-up scenario and response guide

Communication That Builds Brains: Feedback Without Fear

3 HOURS OR FULL DAY | MANAGERS AND EMPLOYEES GIVING DIFFICULT FEEDBACK

A colleague hears criticism in a rushed comment. Participants compare two openings, practice a repair and ask the listener to summarize what needs to change.

Give feedback an employee can act on and know how to reopen the conversation if your first words land badly.

LEARNING OBJECTIVES

- Describe behavior without assigning motives.
- Explain the effect on the work.
- Revise the feedback after hearing the other person's account.

PRACTICE RESOURCE Feedback rehearsal sheet

AREA 2 · 14 WORKSHOPS

Leadership Development

Core skills for supervisors and managers: the conversations that set expectations, develop people, and keep the work moving.

Emotional Intelligence (EQ) for Leaders

3 HOURS, 4 HOURS, OR FULL DAY | MANAGERS AND TEAM LEADS

An employee challenges a decision in front of colleagues. Participants replay the exchange from both roles, looking for the moment when their first interpretation shaped their reply.

Catch the moment when an assumption starts speaking for you and choose how you want to respond.

LEARNING OBJECTIVES

- Separate an observation from an interpretation.
- Ask a question that tests that interpretation.
- Rehearse a response that keeps the conversation open.

PRACTICE RESOURCE Conversation reflection sheet

Compassionate Leadership: Empathy + Action

3 HOURS OR FULL DAY | SUPERVISORS BALANCING EMPLOYEE NEEDS AND PERFORMANCE

A reliable employee starts missing deadlines. Participants practice hearing what changed, offering practical support and agreeing on the standard the work still requires.

Prepare for the conversation where someone needs your support and the team still needs a commitment.

LEARNING OBJECTIVES

- Ask about the obstacle without guessing its cause.
- Distinguish support the supervisor can offer from the employee's responsibility.
- Agree on a next step and review date.

PRACTICE RESOURCE Support and accountability planner

Transitioning from Peer to Supervisor

4 HOURS (ACADEMY MODULE) | NEW SUPERVISORS AND NEWLY PROMOTED TEAM LEADS

A former peer asks for an exception on a shift assignment. Participants rehearse the first conversation and plan how to communicate the same standard to the rest of the team.

Set expectations with people who remember working beside you and now look to you for a decision.

LEARNING OBJECTIVES

- Explain the new supervisory responsibility.
- State a consistent boundary.
- Schedule a follow-up that preserves the working relationship.

PRACTICE RESOURCE Role transition planner

Managing Up: Supervisor Skills

4 HOURS (ACADEMY MODULE) | SUPERVISORS REPORTING TO SENIOR MANAGERS

Two assignments are due on the same day. Participants prepare a short update that gives their manager enough information to make a priority decision.

Get a clear direction from your manager before two competing deadlines become two missed promises.

LEARNING OBJECTIVES

- Summarize progress and risk.
- Propose a priority with a reason.
- Document the decision and next update.

PRACTICE RESOURCE Manager briefing template

Leaders as Coaches: Talent Management, Mentorship and Partnership

4 HOURS (ACADEMY MODULE) | MANAGERS WHO DELEGATE AND DEVELOP EMPLOYEES

A supervisor keeps rescuing an employee's unfinished work. Participants practice a coaching conversation and redesign the handoff so the employee has room to decide.

Give an employee enough authority to own the work and enough support to succeed.

LEARNING OBJECTIVES

- Ask a question that surfaces the employee's plan.
- Define the authority being delegated.
- Agree on a checkpoint and evidence of progress.

PRACTICE RESOURCE Delegation and coaching planner

Advanced Communication Techniques: Celebrating Achievements

4 HOURS (ACADEMY MODULE) | SUPERVISORS GIVING FEEDBACK AND RECOGNITION

A quiet contributor catches an error before it reaches a customer or colleague. Participants practice recognizing the contribution and then giving corrective feedback in a separate case.

Make your feedback specific enough that employees know what to repeat or change.

LEARNING OBJECTIVES

- Describe the specific behavior.
- Connect it to its effect on the work.
- Invite the employee's perspective and agree on follow-through.

PRACTICE RESOURCE Recognition and feedback practice card

Embracing Accountability and Cultural Impact

4 HOURS (ACADEMY MODULE) | SUPERVISORS SETTING TEAM EXPECTATIONS

A missed handoff has become routine because every shift assumes someone else owns it. Participants trace the work and practice a private accountability conversation.

Address a missed commitment privately and give both shifts a clear way to check the next one.

LEARNING OBJECTIVES

- Describe the performance gap using evidence.
- Assign an owner and deadline.
- Establish how the next shift will verify completion.

PRACTICE RESOURCE Accountability agreement

Assertiveness for Effective Leaders

3 HOURS STANDALONE OR 4 HOURS (ACADEMY) |
LEADERS WHO NEGOTIATE PRIORITIES OR BOUNDARIES

A colleague adds a request after the workload is committed. Participants practice a clear response that names capacity and gives the colleague a workable choice.

Protect a commitment you have already made while giving the other person a realistic option.

LEARNING OBJECTIVES

- State a limit plainly.
- Offer an alternative within available capacity.
- Confirm the resulting agreement in writing.

PRACTICE RESOURCE Boundary conversation planner

Influence, Resilience and Decision Making

4 HOURS (ACADEMY MODULE) | SUPERVISORS MAKING DECISIONS ACROSS DEPARTMENTS

A partner department declines a request that affects a shared deadline. Participants map what matters to each party and revise a recommendation when a new constraint appears.

Give a colleague a reason to support your recommendation when you have no authority over their priorities.

LEARNING OBJECTIVES

- Identify who can influence the outcome.
- Compare two options against shared criteria.
- Revise the recommendation and explain the tradeoff.

PRACTICE RESOURCE Influence and options map

Storytelling for Organizational Alignment

4 HOURS (ACADEMY MODULE) | MANAGERS EXPLAINING A CHANGE IN DIRECTION

A team hears a new priority but cannot see how it affects Tuesday's work. Each participant builds a short story around a real decision and tests it with a listener.

Help people see what a new direction means for the next decision they make.

LEARNING OBJECTIVES

- Choose an example that illustrates the priority.
- Connect it to a concrete action.
- Revise the story using the listener's account of what they heard.

PRACTICE RESOURCE Story planning sheet

Effective Business Communication and Active Listening

A request passes through three people and arrives with a different meaning. Participants compare the original message with the final version, then redo the exchange.

3 HOURS OR 4 HOURS | EMPLOYEES AND SUPERVISORS HANDLING CROSS-TEAM REQUESTS

Catch misunderstandings while the person who made the request can still clarify it.

LEARNING OBJECTIVES

- Write a request with an owner and due date.
- Paraphrase the reply.
- Confirm the next action in writing.

PRACTICE RESOURCE Message and listening checklist

Maximizing Personal Productivity and Time Management

3 HOURS OR 4 HOURS |
EMPLOYEES AND MANAGERS COORDINATING COMPETING DEADLINES

A calendar looks full before the week's highest-priority work even begins. Participants sort a sample workload and renegotiate one deadline.

Build a week you can deliver and explain which deadline needs to move.

LEARNING OBJECTIVES

- Rank tasks by impact and deadline.
- Build a feasible work plan.
- Communicate one tradeoff to a stakeholder.

PRACTICE RESOURCE Weekly workload planner

Goal Setting and Professional Development

3 HOURS OR 4 HOURS |
EMPLOYEES PREPARING FOR CAREER DEVELOPMENT CONVERSATIONS

An employee wants more responsibility but has no example of the skill they want to build. Participants turn an aspiration into a small assignment and a review conversation.

Give a development conversation a concrete next step that an employee can practice on the job.

LEARNING OBJECTIVES

- Define one observable development goal.
- Choose a practice assignment.
- Specify evidence and a date to review it.

PRACTICE RESOURCE Development goal worksheet

Problem Solving and Decision Making

3 HOURS OR 4 HOURS | EMPLOYEES AND TEAM LEADS SOLVING RECURRING PROBLEMS

A unit keeps fixing the same symptom. Participants compare competing explanations and design a small test before choosing a solution.

Test whether a proposed fix addresses the cause before committing time and people to it.

LEARNING OBJECTIVES

- Frame the problem in observable terms.
- Distinguish evidence from assumptions.
- Choose a test and a measure of success.

PRACTICE RESOURCE Problem framing worksheet

AREA 3 · 10 WORKSHOPS

Organizational Development and Team Effectiveness

For teams and departments that share work: change, conflict, handoffs, succession, and the habits of thought that shape decisions.

Change Management: Leading People Through Transition

4 HOURS OR FULL DAY | MANAGERS LEADING A TRANSITION OR RESTRUCTURING

A change is announced before every detail is known. Participants map who is affected and rehearse answering the question they cannot yet answer.

Give people a useful update even while some decisions are still open.

LEARNING OBJECTIVES

- Identify the groups affected and their practical concerns.
- Distinguish decisions made from questions still open.
- Draft an update with a next contact date.

PRACTICE RESOURCE Change communication map

Team Building and Team Effectiveness

3 HOURS OR FULL DAY |
TEAMS THAT WORK TOGETHER OR SHARE RESPONSIBILITIES ACROSS DEPARTMENTS

A deadline passes. Two colleagues each thought the other owned the next step. Participants use the Five Building Blocks of team effectiveness (trust, conflict, commitment, accountability, and results), adapted from Patrick Lencioni's model of team effectiveness, to trace what happened. They practice raising a concern, agreeing on who owns the next step, and checking that the handoff is complete.

Participants leave with a draft team charter that spells out how they will handle disagreements, make decisions, and follow through on commitments.

LEARNING OBJECTIVES

- Use the Five Building Blocks to identify where a team handoff broke down.
- Practice raising a disagreement before the team commits to a decision.
- Draft rules of engagement that clarify who owns each handoff and how the team will check the result.
- Test the charter against a missed handoff and revise any agreement that leaves ownership unclear.

PRACTICE RESOURCE Team discussion and decision record, role and handoff map, and team charter template

Strategic Planning and Organizational Alignment

3 HOURS OR FULL DAY | EXECUTIVES, DIRECTORS AND PLANNING TEAMS

Three departments claim the same priority but measure success differently. Participants work from a planning case and translate the priority into coordinated work.

Help departments see where their plans depend on each other before they commit to separate targets.

LEARNING OBJECTIVES

- Define the shared outcome.
- Identify a dependency across units.
- Agree on an owner, measure and review date.

PRACTICE RESOURCE Priority alignment map

Mentorship and Succession Development

3 HOURS OR 4 HOURS | MANAGERS PREPARING OTHERS FOR EXPANDED RESPONSIBILITY

A critical task depends on one experienced employee. Participants plan how to transfer knowledge and give a second person meaningful practice.

Prepare a colleague to take over critical work while the person who knows it best can still guide them.

LEARNING OBJECTIVES

- Identify a capability at risk.
- Design a supported stretch assignment.
- Define evidence that the learner can perform independently.

PRACTICE RESOURCE Mentoring assignment planner

Conflict Resolution and Conflict Management

3 HOURS OR FULL DAY | EMPLOYEES, LEADS AND CROSS-FUNCTIONAL TEAMS

Two units dispute who should correct a recurring error. Participants hear both accounts and facilitate a conversation about the work behind the disagreement.

Bring two sides back to the same problem and agree on what happens if the problem returns.

LEARNING OBJECTIVES

- State each party's concern in neutral terms.
- Identify a shared interest.
- Document an agreement and escalation point.

PRACTICE RESOURCE Conflict discussion guide

Bridging Generational Gaps: Creating Harmony in the Workplace

4 HOURS (ACADEMY MODULE) | MANAGERS SUPERVISING TEAMS WITH VARIED EXPERIENCE

One employee expects a call while another expects a written handoff. Participants investigate the missed information and negotiate a shared communication agreement.

Agree on how information should travel before another handoff goes wrong.

LEARNING OBJECTIVES

- Identify two possible explanations for the breakdown.
- Ask each person about their working preferences.
- Write and test a handoff agreement.

PRACTICE RESOURCE Communication preferences worksheet

Leadership Blind Spots: Automatic Thinking and Decisions

3 HOURS OR FULL DAY | MANAGERS MAKING STAFFING OR PROJECT DECISIONS

The first explanation offered in a meeting becomes the basis for a decision. Participants examine assumptions and ask what evidence could change the choice.

Catch a quick judgment early enough to ask what evidence would change your mind.

LEARNING OBJECTIVES

- Name an untested assumption.
- Seek a second perspective.
- Record a criterion that can be applied consistently.

PRACTICE RESOURCE Decision review sheet

Leadership That Broadens Participation

3 HOURS OR FULL DAY | LEADERS ALLOCATING OPPORTUNITIES AND RUNNING MEETINGS

The same people repeatedly receive visible assignments. Participants trace how opportunities are announced and redesign one decision so more qualified people can participate.

Make access to meaningful assignments clearer to the people who could do the work.

LEARNING OBJECTIVES

- Identify a participation barrier.
- Define transparent selection criteria.
- Practice inviting a perspective the group has missed.

PRACTICE RESOURCE Participation and opportunity planner

Communicating Across Backgrounds and Work Styles

3 HOURS OR FULL DAY |
EMPLOYEES AND SUPERVISORS WORKING WITH COLLEAGUES FROM DIFFERENT BACKGROUNDS

A brief email is read as efficient by one colleague and dismissive by another. Participants examine context and practice checking meaning before responding.

Keep a difference in communication style from hardening into a judgment about a colleague.

LEARNING OBJECTIVES

- Separate the wording from the interpretation.
- Ask a respectful clarifying question.
- Agree on a communication practice.

PRACTICE RESOURCE Checking Meaning in Conversation worksheet

Generational Differences Through a Neuroscience Lens

4 HOURS (ACADEMY MODULE) OR STANDALONE |
TEAMS WITH COLLEAGUES OF DIFFERENT AGES AND EXPERIENCE

Two colleagues remember different instructions after a rushed briefing. Participants examine how attention, experience and context shape what people notice, then compare the individuals' own accounts.

Choose communication practices based on how colleagues actually work and what they remember.

LEARNING OBJECTIVES

- Identify contextual factors that could explain the mismatch.
- Ask about individual preferences.
- Test a common briefing and recall check.

PRACTICE RESOURCE Briefing and preference worksheet

AREA 4 · 4 WORKSHOPS

Human-Centered AI and Leadership

For organizations deciding how new tools enter the work. The emphasis stays on human judgment: who checks, who decides, and who owns the result.

The Executive AI Compass™

3 HOURS OR FULL DAY | EXECUTIVES CONSIDERING AN AI USE CASE

A polished draft arrives before the executive has formed a judgment. Participants evaluate a sample output and decide where a person must check evidence and own the decision.

Practice deciding what evidence you need before putting your name on an AI-assisted recommendation.

LEARNING OBJECTIVES

- Select a bounded use case.
- Identify an unsupported claim in a sample.
- Assign review and decision responsibility.

PRACTICE RESOURCE Executive use-case worksheet

Leading with Intelligence: Neuroscience, Emotional Agility and AI

3 HOURS OR FULL DAY | LEADERS INTRODUCING AI INTO TEAM WORKFLOWS

A proposed tool changes who writes, reviews and signs off on a report. Participants surface employee concerns and rehearse how to explain a limited trial.

Prepare to answer the question employees are likely to bring to you first: How will this change my job?

LEARNING OBJECTIVES

- Map affected roles.
- Distinguish a concern that needs training from one that needs a policy decision.
- Define a feedback checkpoint.

PRACTICE RESOURCE Adoption conversation planner

Human-Centered AI Integration: Building the Review Process

3 HOURS OR FULL DAY | LEADERSHIP TEAMS DESIGNING RESPONSIBLE AI PRACTICES

A team wants to use AI on a recurring task but has no agreement about review. Participants apply the B.R.A.I.N.™ Framework to a fictional workflow and test the review plan against an error.

Build a review process that tells people who checks the output and who makes the final call.

LEARNING OBJECTIVES

- Identify the decision a person retains.
- Define where an output must be checked.
- Document when to stop and escalate.

PRACTICE RESOURCE Workflow review worksheet

AI for Public-Sector Employees: Practical Applications

3 HOURS OR FULL DAY | **PUBLIC-SECTOR STAFF EXPLORING APPROVED AI USES**

Participants work with a fictional service request and compare a generated response against supplied source material. The exercise can use prepared examples without a live account.

Practice reviewing an AI-assisted response before it reaches a customer or colleague.

LEARNING OBJECTIVES

- Identify information that should stay out of a prompt.
- Check a draft against the source.
- Document corrections before release.

PRACTICE RESOURCE Fictional case and verification checklist

PROGRAMS

Two academies. One method.

Both academies run as four-hour modules delivered in sequence, so each skill builds on the one before it. The foundational academy prepares supervisors. The advanced academy is built on B.R.A.I.N.™, the regulation-first leadership method that runs through every workshop in this catalog.

The H.E.A.R.T. of Leadership Academy

Foundational. Eight modules, 32 instructional hours, for supervisors and newly promoted leaders.

1. Transitioning from Peer to Supervisor
2. Managing Up: Supervisor Skills
3. Leaders as Coaches: Talent Management, Mentorship and Partnership
4. Advanced Communication Techniques: Celebrating Achievements
5. Bridging Generational Gaps: Creating Harmony in the Workplace
6. Embracing Accountability and Cultural Impact
7. Influence, Resilience and Decision Making
8. Storytelling for Organizational Alignment

The B.R.A.I.N.™ of Leadership Academy

Advanced. Six modules, 24 instructional hours, for directors, senior leaders, and executives who lead under sustained pressure.

1. Forensic Leadership: Leading from the Inside Out
2. Embracing Accountability and Cultural Impact
3. Leadership Decisions Under Pressure
4. Change Management: Leading People Through Transition
5. Storytelling for Organizational Alignment
6. Your Brilliant Brain: The Science of Safety at Work

Employee Engagement four-workshop series

Four workshops for a whole team or department, delivered over several weeks.

- Your Brilliant Brain: The Science of Safety at Work
- Forensic Leadership: Leading from the Inside Out
- Communication That Builds Brains: Feedback Without Fear
- Team Building and Team Effectiveness, featuring the Five Building Blocks

Full-day options

Each pairing combines instruction and application within six instructional hours plus breaks.

- The Leader as Thermostat with leadership presence practice
- Forensic Leadership with an emotional intelligence or compassionate leadership case
- Change Management with a transition communication and accountability exercise
- Bridging Generational Gaps with a team communication lab
- The Executive AI Compass™ with a B.R.A.I.N.™ application lab
- Team Building and Team Effectiveness: teams apply the Five Building Blocks to a missed handoff, then draft a team charter and rules of engagement

Start with a Leadership Clarity Call

A short conversation about your team, the pressure it is under, and which workshops fit. You leave with a recommendation. No obligation.

Book a Leadership Clarity Call

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Workshops are educational programs for leaders and teams. They are not therapy, counseling, or medical advice. Course descriptions, formats, and practice resources may be adapted to each organization.