SARNIA - LAMBTON

INDUSTRIAL EDUCATIONAL CO-OPERATIVE

LEADERSHIP/WORKFORCE/TEAM

& PERSONAL DEVELOPMENT

PROGRAMS

2011 COURSE CALENDAR

1489 London Road
Sarnia, Ontario N7S 1P6
(519) 383-7025 or 383-1222

www.sarniasafety.com

Registration Information

Course Pre-requisites:

The **pre-requisite course** for the **Maximum Leadership Program** is **Essentials of Leadership**. Programs in the series that do not require the pre-requisite course are: Building an Environment of Trust (Essentials of Leadership highly recommended), Getting Started as a New Leader, and Accelerating Business Decisions.

The **pre-requisite course** in the **High Performance Workforce Program** is **Interaction Skills for Success**.

Course Fees:

Please note: for the first time in 6 years there has been a slight price increase due to changes in vendor pricing.

Fees invoiced after completion include: session cost, course materials, lunch, and refreshments.

Attendance:

You are responsible for attending the session or sending an alternate if unable to attend. Please let us know the alternate attendee's name prior to the course. In the event a scheduled participant fails to show up for class, the **full fee** will be charged. Once the class has started, no one will be admitted and the **full fee** will be charged.

Cancellations:

Due to limited class size and pre-work requirements, the IEC requires ***seven days' notice*** by fax, phone, or e-mail to cancel your registration (otherwise the **full fee** will be charged). In the event that the IEC must cancel a session, the IEC's liability is limited to the course fee only. Wherever possible, the IEC will attempt to provide five days' notice of cancellation.

By Phone	By Mail
519-383-1222	Sarnia-Lambton Industrial Educational Co-operative 1489 London Road Sarnia, Ontario N7S 1P6
By E-mail	**By Fax**
registration@sarniasafety.com or debbie@sarniasafety.com	519-383-1305

register on the web

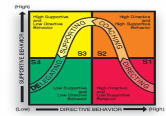
www.sarniasafety.com/reg_2form.htm

Visa	American Express	Master Card	Debit Card	Cash or cheque

Maximum Leadership 2011

Ken Blanchard COMPANIES

The Sarnia-Lambton Industrial Educational Co-operative has partnered with the Ken Blanchard Companies to deliver this globally-recognized strategic leadership model - **Situational Leadership® II Model**



New!

	Pg.	Price	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Situational Leadership II	14	$650				19		1				4		

DDI

The Sarnia-Lambton Industrial Educational Co-operative is an Authorized Distributor of **Development Dimensions International**

Course	Pg.	Price	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Accelerating Business Decisions	4	$275									28			
Building an Environment of Trust	5	$325		1							14			
Coaching for Success/ Improvement	6	$375			8							19		
Essentials of Leadership	7	$325	25			20		2			20	*New* 24		
Getting Started as a New Leader	8	$325		28			10					12		
Leading Change	10	$325			24									
Managing Performance Problems	11	$325												
Resolving Conflict	13	$325				5								

Team and Personal Development Programs 2011

Course	Pg	Price	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
Personality & Diversity Dimensions	12	$150										**5**		
Time Mastery: Increasing Personal Productivity	15	$200					25							7

High Performance Workforce Development 2011

Interaction Skills for Success (Pg. 9) and **Working Through Conflict** (Pg. 16) **will be offered on an 'as needed basis'.**

Accelerating Business Decisions
(formerly Rapid Decision Making)

Do you face any of these issues?

- Do leaders approach every decision in the same way, regardless of the time, risk, and resources involved?
- Do your leaders struggle to make quality decisions when pressed for time?
- Do business opportunities slip away because leaders don't make timely decisions?

In today's turbulent, fast-flowing business environment, leaders usually don't have the luxury of time when making decisions. You need leaders who can quickly size up the situation, identify the most workable and expedient course of action, and then act—often without having all the data or the time to consider every possible option.

Objectives

Helps leaders:

- **Determine when** a **rapid decision** is **appropriate** and when a more analytical approach is needed
- **Accelerate** the **decisions** they make
- **Use a consistent approach** when facing rushed decisions in your organization
- More **quickly evaluate** possible solutions and **make high-quality decisions** when **time** is **limited**

Primary Competency

- Decision-Making

Secondary Competency

- Risk Taking

Course Overview

Whitewater Decision Making: Learners experience how rapid decision making differs from "standard" decision making. Learners discuss the link between the rapid decisions they make and their organization's objectives.

The "People" Side of Decision Making: A video depicts four distinct decision-making tendencies. Learners identify and think through how to use Decision Tendencies. Another video shows how to balance decision-making tendencies. Learners discuss the role of intuition in rapid decision making.

About Standard Decision Making: Learners become familiar with the "universal" steps of standard decision-making—what must be done to make an important decision with high quality. They discuss common pitfalls to applying this approach to situations requiring a rapid decision.

The RAPID Approach: The facilitator teaches an easy-to-remember method for situations requiring rapid decision making—**R**educe, **A**pproximate, **P**ick or park, **I**nterpret intuition and intangibles, and **D**rive. Learners discuss how to overlay this onto the standard decision-making model. Teams participate in an activity that cements the **RAPID** concepts.

Putting RAPID to Work for You: The RAPID Decision Guide helps learners focus their decision-making efforts. A final activity has them apply course concepts to real-life situations.

Video Segment Summaries:

- Individuals display different tendencies in approaching an accelerated decision opportunity
- A decision maker balances his decision-making tendencies
- A leader gets an unexpected opportunity to make an accelerated decision

Target Audience: Informal and formal leaders at all levels

Pre-requisite: None

	2011 Schedule	
Friday	June 17	8:00 am – 12:30 pm
Wednesday	September 28	8:00 am – 12:30 pm
	Fee: $275.00	

Building an Environment of Trust

Do you face any of these issues?

- Are employees distrustful of their leaders?
- Do trust issues surface across departments, negatively affecting teamwork and productivity?
- Do your leaders know how to build or regain trust?

Trust is a key ingredient of employee engagement and loyalty, yet it's easy for leaders to inadvertently fall into trust traps.

Because of the crucial link between trust and business success, leaders must realize the power of trust as a business tool.

In this course, leaders learn how to avoid the trust breakers and take action to create an environment in which people take risks, identify and solve problems, and work together to create and sustain high levels of trust.

Objectives

Helps leaders:

- **Improve business results** by establishing , enhancing, or repairing trust in the workplace

- **Increase teamwork and collaboration** by creating a high-trust work environment

- **Repair relationships** where lack of trust is negatively affecting job performance

- **Build trust** through a foundation of **open communication**

Primary Competencies Developed

- Building Trust

Secondary Competencies Developed

- Building a Successful Team
- Communication
- Inspiring Others
- Integrity
- Leading Through Vision and Values

Course Overview

Laying the Groundwork:
Distinction between being trustworthy and trusting others. Learners think about someone they don't trust and identify the individual's trust-breaking behaviours. They discuss behaviours they fall into themselves. Leaders discover how trust helps to achieve business results, goals, and priorities. They examine their roles/responsibilities in building trust between many parties. Learners start an action plan for building trust. They identify people with whom they need to build trust and which Trust Breakers they need to "turn off."

In the New:
Video shows an apparent trust-breaking behaviour and shows an earlier scene that sheds light on it. Learners discuss the importance of "sharing" so people don't make assumptions, avoiding low-trust situations. The facilitator explains that open communication is the foundation for trust, established most effectively with Share and Empathy Key Principles. Learners explore these Key Principles, thinking of things to say/do to apply them. A video shows Share & Empathy in action; leaders work in pairs to practice listening/sharing, using their own trust situation. They review trust-building behaviours and record those most constructive in their situation. Learners brainstorm tips for using the Trust Builders they do well, giving specific, practical advice on using the builders.

Taking the First Step to Building Trust:
In teams, learners analyze challenging, low-trust situations, then share what they might say, who they would approach to repair trust, and how they would enhance the trust situation going forward.

Next Steps
Leaders complete their action plan, noting what they'll do or say to establish, enhance, or repair trust. The facilitator points out two trust surveys for learners to distribute at work.

Video Segment Summaries:

- Two-part segment reveals that a leader has broken trust with a team member, and then shows an earlier interaction that sheds new light on the leader's behaviour
- The leader uses the Share and Empathy Key Principles to rebuild trust with the team member

Target audience: Informal leaders, first-line leaders to mid-level managers

Pre-requisite: Essentials of Leadership is suggested but not mandatory

	2011 Schedule	
Tuesday	February 1	8:00 am – 4:00 pm
Wednesday	September 14	8:00 am – 4:00 pm
	Fee: $325.00	

Coaching for Success/Coaching for Improvement

Do you face any of these issues?

- Do leaders spend time getting individuals back on track instead of setting them up for success?
- Do leaders tell people what to do rather than encourage involvement?
- Do leaders avoid performance discussions because they're uncomfortable or incapable of doing so?
- Is unresolved performance and work habit issues impacting others' morale or productivity?

Too many leaders can't let go of the idea that good coaches help teams learn from mistakes. They correct performance <u>after</u> mistakes happen. Today, organizations can't afford trial and error; they need things done right the first time.

Additionally, individuals need to address unacceptable performance or work habits that impact others and the organization—but leaders must know how to help them do it.

This course develops leaders who help people achieve goals. Leaders learn a proven coaching process. They learn how coaching benefits individuals, work groups, and supports company objectives. They also learn to conduct effective improvement discussions and provide feedback and ongoing support to improve performance.

Objectives - Helps leaders:

- **Prepare people** to successfully handle challenging situations/tasks
- **Expand their team's capabilities**, to give a competitive edge
- **Delegate** new responsibilities
- **Spend less time** reacting to problems because they've prepared people to succeed
- **Encourage others** to take charge of **improving performance**
- **Prepare for/conduct** successful improvement discussions
- **Handle challenges** that occur during such discussions

Primary & Secondary Competencies

- Coaching, Communication, Developing Others, Gaining Commitment, Inspiring Others

Course Overview

Opportunities for Success:
Learners discuss 3 types of coaching. They discuss benefits of coaching for success, identify opportunities to proactively coach their work group, and learn the coaching process.

A Model of Success:
A video shows a leader using a "telling" approach. Leaders discuss the importance of balancing seeking/telling and benefits of seeking. In a video case study, learners see how a leader uses the Interaction Process, balances seeking/telling.

Identifying Improvement Opportunities:
Learners explore challenges of an improvement discussion from both the leader's & employee's perspective. Review of the coaching process relative to performance improvement.

A Model of Improvement:
Learners identify effective/ineffective approaches when coaching. They analyze a positive model and provide feedback on the leader's skills.

Putting Skills into Practice:
Using a Discussion Planner, learners prepare for and conduct coaching discussions using a prepared situation. Learners use a Discussion Planner to begin preparing for coaching discussions back in the workplace.

Make It Ongoing:
Leaders recognize the importance of observation and measurement in identifying coaching needs. They discuss the importance of providing feedback and using the STAR format. Learners also discuss the need to provide support for individuals and teams to handle new situations or tasks. They discuss the importance of ongoing coaching for improvement. Using the STAR format, learners practice providing feedback with specific performance measures.

Video Segment Summaries:

- An ineffective coach uses the same "telling" coaching style
- A team leader coaches a team member to negotiate a change with a long-time supplier
- Improvement situations show the difficulties of a discussion from the leader's & employee's perspectives
- A leader meets with a team member who isn't providing technical support to explore ways to overcome the problem

Target audience: First-line leaders through mid-level managers

Pre-requisite: Essentials of Leadership

	2011 Schedule	
Tuesday	March 8	8:00 am – 4:00 pm
Wednesday	October 19	8:00 am – 4:00 pm
Fee: $375.00 (two day-long programs combined into one)		

Essentials of Leadership

Do you face any of these issues?

- Are your leaders lacking basic, yet essential, interaction skills?
- Do they need help with motivating others to take action?
- Does your organization need a fast-paced, engaging way to introduce foundation interaction skills?

The essence of being an effective people leader lies in establishing good interpersonal work relationships and having the ability to spark action in others.

This foundation course for all Interaction Management (Maximum Leadership) courses teaches leaders how to get results through people.

During the course, they attain the tools necessary for a successful "leadership journey."

Learners acquire a set of proven interaction skills, discover seven Leadership Imperatives key to meeting today's challenges, and realize their role as a catalyst leader who inspires others to act.

Objectives - Helps leaders:

- **Multiply their effectiveness** by motivating their team and helping people to be more effective
- **Accomplish more** in interactions in less time, while enhancing interpersonal relationships
- **Help people enhance their performance** by providing them with feedback they are willing to accept and upon which they are able to act

Primary Competencies Developed

- Building Strategic Working Relationships

Secondary Competency Developed

- Communication
- Gaining Commitment

Course Overview

The Challenge of Leadership Today:
An introduction to the concept and definition of the leader as a catalyst. Participants learn the skills they will need for their leadership journey. They are introduced to the Leadership Imperatives, critical skills for a successful leader. A self-check assesses their current leadership style compared to a catalyst leader.

The Interaction Process:
Learners become familiar with the Interaction Process, which combines essential skills that a leader must use to ensure the success of every interaction.

Key Principles:
Leaders further explore the five Key Principles—tools to meet people's personal needs. A small-group activity increases learners' understanding of the Key Principles. A video-based activity has learners craft responses using multiple Key Principles.

Interaction Guidelines and Process Skills:
Participants gain a better understanding of how to meet individuals' practical needs using the Discussion Planner.

Feedback Essentials:
Leaders discover that feedback can be a powerful motivator for people. They learn the elements of effective feedback and receive STAR feedback forms to use in the workplace.

Call to Action:
Learners plan how they will apply new skills after the training. They step into the shoes of a catalyst leader by evaluating one of the interactions observed in the Leadership Resource Centre.

Video Segment Summaries:
- Colleagues approach a leader for help, guidance, and support
- Scenarios give opportunities to practice Key Principles
- Dr. Jonas Salk uses a catalyst approach to energize his team

Target audience: Informal leaders and first-line leaders through mid-level managers

Pre-requisite: None, Essentials of Leadership is the foundation course for most other programs in the Maximum Leadership Development Series

	2011 Schedule	
Wednesday	April 20	8:00 am – 4:00 pm
Tuesday	September 20	8:00 am – 4:00 pm
Monday	October 24 (new date)	8:00 am – 4:00 pm
	Fee: $325.00	

Getting Started as a New Leader

Do you face any of these issues?

- Does it take leaders too long to make the transition from individual contributor to leader?
- Are new leaders overwhelmed by the higher-level responsibilities they now have?
- Do leaders fail to help their team members understand how their work contributes to the organization's success?
- Do leaders struggle with the transition from "buddy" to "boss" when they are promoted?

It's an exciting day in the workplace when an individual is recognized for their performance and rewarded with a promotion to the leadership ranks. The stellar individual contributor is magically transformed into a successful front-line leader. Unfortunately, that is not how the story typically unfolds.

This course arms new leaders with the knowledge and skills they need to confront the challenges associated with getting their footing—and getting results more quickly—in their new leadership role. They learn how to focus their time and efforts on tasks that are most important to the organization's success. New leaders learn an approach that will accelerate their ability to achieve results through others.

Objectives – Helps leaders:

- **Quickly** and **effectively achieve results** in their new role as a leader
- **Focus** their time and efforts **on high-priority tasks**
- Effectively **lead their teams** to **contribute** to the organization's business strategies
- **Achieve results** through others **by building strong relationships** with team members

Primary Competencies Developed

- Building Trust
- Inspiring Others

Secondary Competency Developed

- Planning and Organizing

Course Overview

Then and Now: Transitions:
Learners discuss things they said they would never do/always do if they were a leader. They explore the transition from individual contributor to leader.

What's Important:
Learners identify key business strategies their team can have the biggest impact on. Participants use a tool to help identify what they need to know to focus efforts on the right priorities.

Be Authentic:
Learners are introduced to three Leadership Accelerators. Learners explore the Be Authentic accelerator and discuss how to handle a confidentiality situation.

Bring Out the Best in People:
A team presents the Bring out the Best in People accelerator. Learners complete an assessment of team members' skills.

Be Receptive to Feedback:
Learners explore the Be Receptive to Feedback accelerator. Learners discuss ways to handle and act on feedback.

Putting It Together:
Leaders explore how to apply the accelerators in situations involving changing relationships, especially when managing former peers.

Close:
Learners are introduced to the Leadership Imperatives, critical skills for effective leaders. Participants identify potential leadership strengths and development opportunities. A booklet provides tips for the Leadership Accelerators and Imperatives. Learners discuss legacies and complete their Strategy Map.

Video Segment Summaries:

- A new leader is faced with conflicting expectations
- A team member complains about another team
- The leader apologizes for getting defensive and helps the team member understand the situation without revealing too much
- Team members discuss what the leader is doing right—and wrong—after a few months in the role

Target audience: First-line leaders through mid-level managers

Pre-requisite: None

	2011 Schedule	
Tuesday	May 10	8:00 am – 4:00 pm
Wednesday	October 12	8:00 am – 4:00 pm
	Fee: $325.00	

Interaction Skills for Success

Do you face any of these issues?

- Is there a need for increased co-operation and courtesy among associates?
- Are your people "team players" or do they put themselves first?
- Do others resent co-workers for being too busy to help them?
- Do your people doubt they can go beyond their "regular" duties to help others?

Did you know that everyone has two kinds of needs during any interaction—personal and practical?

Improving people's interaction skills will improve the way your workforce thinks and acts. This module presents the basics on how to work well together, reduce wasted time, lessen conflict, and influence interactions in a positive way.

Objectives - Helps associates:

- **Choose** the most effective way to **interact** with others in order to **reduce wasted time** and **miscommunication**
- **Get what they need** from their interactions
- Make sure they **give people what they need** from their interactions
- **Maintain strong working relationships** and reduce misunderstandings and conflicts

Primary Competencies Developed

- Communication
- Building Strategic Working Relationships

Secondary Competency Developed

- Gaining Commitment

Course Overview

The Choices You Make:
Participants watch and discuss a video depicting on-the-job interactions. They review 10 Basic Beliefs, the foundation for all interactions.

Key Principles:
Participants learn about personal and practical needs. A video and debrief explore the struggle people face in meeting others' needs and how making the right choices leads to success. In a series of activities, learners build skills in using the *Esteem*, *Empathy*, and *Involvement* Key Principles to help meet personal needs. Exercises include: identifying the most effective uses of Key Principles; taking a "What's Your Empathy IQ?" self-assessment; and completing part one of a team knowledge test on the first three Key Principles.

More Key Principles:
In a series of activities, participants learn how the *Share* and *Support* Key Principles help meet personal needs. Exercises include: video examples; "What Would You Say" exercises; a debate over which Basic Belief is best supported by *sharing* thoughts, feelings, and rationale; role play and analysis of a *support* situation; and part two of the team knowledge test.

Interaction Guidelines and Summary:
Learners review Interaction Guidelines for meeting practical needs and an on-the-job Key Principles reminder calendar.

Video Segment Summaries:

- Fast-paced video scenes illustrate the wide variety of interactions that can occur on the job
- Vignettes show how the *Esteem*, *Empathy*, and *Involvement* Key Principles meet personal needs during interactions
- A series of scenes illustrate how the *Share* and *Support* Key Principles meet personal needs during interactions

Target audience: All employees to first-line leaders

Pre-requisite: None

	2011 Schedule	
Offered on an 'as needed' basis.		
	Fee: $225.00	

Leading Change

Do you face any of these issues?

- Do leaders know how to involve others in the change process to increase their receptivity to change?
- Can leaders conduct effective change discussions and minimize the potentially negative impact of change on morale and productivity?

In today's fast-paced, global business environment, external forces—technology, regulations, mergers, the economy—are forcing companies to change their business practices to stay competitive. The ability to "shift gears" and minimize the impact of change is key to crossing the finish line ahead of competitors.

This course focuses on leaders' crucial role in effectively leading change initiatives. Leaders learn how to introduce change and lead discussions with employees to explore how best to implement the changes. They also learn to help others overcome their resistance to change. These skills enhance a leader's ability to minimize the potential negative effects of change on morale, processes, and productivity.

Objectives - Helps leaders:

- **Understand** the importance of **commitment** to and **ownership** of **change** for themselves and others
- Effectively **introduce** change, **explore** change, and **overcome** people's **resistance** to change
- **Minimize the negative impact**, on individuals, work groups, and the organization, of not adapting to change
- **Sustain an environment** that **embraces change/celebrates successes**

Primary Competency

- Facilitating Change

Secondary Competencies

- Gaining Commitment
- Leading Through Vision & Values

Course Overview

In the Fast Lane—Introduction: An activity reveals how leaders feel when they introduce change and the disorientation others experience in response to it. The Leading Change Activity Board introduces a car racing analogy, and leaders discuss external forces driving change. Teams discuss business strategies driving change initiatives.

Start Your Engines—Phases of Change: Leaders learn the three phases of change—disorientation, reorientation, and integration. They identify the phase that applies to their team's situation and change-related behaviours. Learners learn what they can do to introduce change to their work groups.

Green Flag!—Introducing & Exploring Change: Leaders discuss 3 types of change discussions. They review the use of Interaction Process skills to conduct change discussions. Learners use a Discussion Planner to analyze a leader introducing and exploring change, and they provide feedback on the leader's skills.

Taking Control—Skill Practice: Learners prepare and practice introducing and exploring their own change situation.

Handling the Curves—Overcoming Resistance to Change: An activity helps leaders identify the signs of resistance to change. A video model and skill practices focus on overcoming people's resistance to change.

Running at Full Throttle—Organizational Success Factors: Learners review organizational success factors and identify best practices they can use to help others adapt to change. Team members develop a strategy to sustain enthusiasm for implementing a change.

The Checkered Flag—Workshop Close: Leaders apply the concepts learned in the course to a strategy for leading a change.

Video Segment Summaries:

- A positive model shows a task force leader introducing and exploring a major change with the group
- A team leader meets with a work group member to discuss the individual's resistance to a cross-training initiative

Target audience: Informal leaders and first-line leaders through mid-level managers

Pre-requisite: Essentials of Leadership

	2011 Schedule	
Thursday	March 24	8:00 am – 4:00 pm
Fee: $325.00		

Managing Performance Problems

Do you face any of these issues?

- Are your leaders ill-prepared to conduct performance problem discussions?
- Do they fail to gather and document the hard performance data they need?
- Can your leaders defuse strong emotions when discussing performance problems?
- Do employees understand why their performance doesn't meet expectations and what will happen if they don't improve?

It only takes one employee with chronic performance or work habits to drag down the performance and morale of an entire work group. It also can dominate a leader's time and lead to frustration and stress.

This course builds leaders' skills in handling chronic performance or work habit problems, or serious misconduct. They learn how to document the problem, and explain what the employee must do to address it. Leaders become skilled in discussing and imposing formal consequences, while adhering to their organization's disciplinary policies and procedures.

Objectives - Helps leaders:

- Provide people with a **clear understanding** of what they must do **to improve** and the **consequences** of failing to do so
- Take appropriate action based on **best practices**, to effectively address ongoing performance and work habit problems or serious misconduct
- **Impose formal consequences**, such as probation or suspension, with the confidence that the person has been fully heard and fairly treated
- **Minimize the impact** of **ongoing performance problems** on the individual, work group, and organization.

Primary Competencies Developed

- Coaching

Secondary Competency Developed

- Follow-up, Gaining Commitment

Course Overview

Welcome to Your World: In this simulation learners review the personnel file of an employee with chronic performance problems and observe the person's interactions with his leader, teammates, and customers. They decide whether the situation warrants discussing formal consequences and discuss the importance of documenting performance and agreements when dealing with serious performance or work habit problems. Learners also discuss the challenges of shifting from coaching for improvement to imposing formal consequences.

Introducing Formal Consequences: Learners watch a positive model of a leader discussing formal consequences. They explore issues leaders might face after introducing or imposing formal consequences. Learners practice imposing formal consequences with a fellow participant in the role of the "problem employee."

A Fork in the Road: Participants discuss the paths a person's performance can take after a performance problem discussion: continued decline, immediate improvement, or "mixed results." They watch a short video of a leader handling challenging situations when imposing formal consequences. They participate in skill practice discussions of two different scenarios: 1) the employee's performance has continued to decline, requiring further formal consequences, and 2) the employee has achieved "mixed results."

Video Segment Summaries:

- An employee exhibits negative behaviour in a team meeting and during a call with a customer
- A positive model shows a leader effectively conducting an initial performance problem discussion
- A leader effectively handles challenging situations during a discussion in which formal consequences are imposed
- A leader discusses "mixed results" with an employee who has shown some improvement but is still having some problems

Target audience: First-line leaders through mid-level managers

Pre-requisite: Essentials of Leadership

	2011 Schedule	
Tuesday	May 17	8:00 am – 4:00 pm
Fee: $325.00		

Dynamic tools and techniques for understanding self…and understanding others

- Do you find yourself at times struggling to understand the motivations, behaviours, and values of others?
- Do personality and/or generational differences create conflict?
- Is it difficult at times to communicate with people who are different from you whether the differences are due to personality, age, culture, etc.?
- Are you aware of changing Canadian demographics that are dramatically altering the face of the workforce as we know it today?

Personality & Diversity Dimensions gives participants the knowledge and skills to recognize, appreciate, value, and utilize the unique talents and contributions of all individuals in an organization through enhanced understanding of our differences and similarities.

Objectives

Helps learners:

- **Recognize** individual preferences, styles, and temperament types
- **Identify** one's own unique blend of strengths and qualities
- **Appreciate** others' differences
- **Use** knowledge of self and others to improve interpersonal relations
- **Identify** defining characteristics of the four generations
- **Recognize** issues/situations that may be influenced by generational differences
- **Apply** practical tips for working successfully in a multi-generational workplace
- **Value** diversity in the workplace in all its forms

Personality & Diversity Dimensions

Course Overview

This day-long program will introduce learners to various dimensions of diversity, with a particular focus on personality and generational differences.

The session is fun-filled, interesting, and informative. Learners will go away with knowledge and skills about themselves and others that lead to improved self-esteem, greater self-awareness, clearer communications.

The learning from the session can be applied immediately to enhance interpersonal relations and success in one's work and personal life.

Personality Dimensions.

- Theoretical history of personality/temperament types
- Important basics
- A taste of colour – self discovery of one's own personality type
- Group activity: Joys and stressors
- An understanding of similarities and differences
- Tying it all together

New Workplace Dynamics: Generational Differences

- What's a generation?
- Meet the four generations
- Managing diversity/feedback styles and preferences
- Generations Trivia Quiz
- Generations M.E.E.T. for respect
- M.E.E.T. in action
- Next steps/action plan

Maximizing Diversity – our diverse world

- Circle of differences
- Changing Canadian demographics
- Local Workforce Statistics
- Village of 100

Target audience: All employees

Pre-requisite: None

	2011 Schedule	
Wednesday	June 8	8:00 am – 4:00 pm
	Fee: $150.00	

Resolving Conflict

Do you face any of these issues?

- Does conflict escalate because leaders fail to recognize the signs?
- Do leaders know what to do when a conflict affects productivity or morale?
- Do leaders have the skills to mediate a conflict when emotions are strong?
- Are you aware of the real cost of conflict to the organization?

Differences of opinion can quickly escalate into an out-and-out battle. In the workplace, it's the leader's role to recognize the signs of conflict, and then to quickly choose the appropriate level of involvement to help resolve the issue.

This course teaches leaders how to recognize that a conflict is escalating and minimize damage by using the most appropriate resolution tactic—regardless of which stage a conflict is in. Leaders also learn the true cost of conflict to an organization, and techniques for handling even the most challenging conflict-related discussions effectively.

Objectives - Helps leaders:

- Effectively **resolve workplace conflict** and enhance productivity, efficiency, and morale

- **Help others take responsibility** for resolving workplace conflict

- **Reduce the negative effects** of workplace conflict on individuals, groups, and the organization

Primary Competency

- Managing Conflict

Secondary Competencies

- Coaching
- Building Strategic Working Relationships

Course Overview

When It Rains, It Pours:
A video shows the escalation of conflict, and participants identify behavioural signs of escalation and stages of conflict. Learners discuss the costs of conflict in the workplace. Teams identify a situation when it was appropriate to use one of the four resolution tactics.

Using the Interaction Process to Resolve Conflict:
Learners use a Discussion Planner to analyze a positive-model video of a leader using effective coaching tactics. Participants discuss the leader's effective use of the Interaction Guidelines and Key Principles.

Work It Out I:
Participants conduct prepared skill practices using the coach resolution tactic.

Work It Out II:
Learners watch a video-meeting focusing on people's emotions and behaviours and discuss ways to defuse strong emotions and balance the discussion. Participants conduct prepared skill practices using the mediate resolution tactic.

Session Close:

Table teams summarize assigned concepts and share key points with the rest of the group. Volunteers respond "on the spot" to challenging conflict situations.

Video Segment Summaries:

- A discussion between two co-workers about whether the production group can fulfil a customer's order several weeks sooner escalates from a difference to a dispute
- A leader coaches a team member on how to resolve his conflict with a co-worker, building his confidence in his ability to handle the situation himself
- People in a meeting exhibit different emotions and behaviours, exacerbating their conflict about shift coverage

Target audience: First-line leaders through mid-level managers

Pre-requisite: Essentials of Leadership

2011 Schedule		
Tuesday	April 5	8:00 am – 4:00 pm
Fee: $325.00		

Dynamic leadership principles and techniques for effectively managing and developing people, time, and resources

Do you face any of these issues:

- Do you have flexible leaders who can develop and retain people?
- Are your leaders able to analyze, diagnose, think and apply leadership concepts effectively in ***any*** situation?
- Can your leaders do more than just respond to predictable situations?

Did you know that talent doesn't always include the ability to lead, to motivate, to inspire greatness in others, or to be magnificent?

Magnificence starts here!!

Objectives

Helps leaders:

- **Compare** their perception of their leadership style with that of their boss
- **Learn** how to develop competent and committed employees
- **Diagnose** an individual's development level to determine the direction or support needed
- **Manage** with the appropriate leadership style
- **Learn** how to reach agreements with others about how much direction and support they need to reach their goals
- **Discover** why there is no 'best style' and why the choice of leadership style depends on the situation
- **Understand** the negative consequences of **over-supervision and under-supervision.**

New! Situational Leadership II

Course Overview

This day-long program is strategic vs. tactical development of leaders, managers, and supervisors. An overall philosophy of leadership development, Situational Leadership® II provides a framework for the DDI transactional (how to) modules that complement it.

The learning from the session can be applied immediately to enhance interpersonal relations and success in one's work.

Learning Design

- Leadership for the Future
- Beliefs and Building Blocks
- Diagnosis: The First Skill of a Situational Leader
- Flexibility: The Second Skill of a Situational Leader
- Matching Leadership Style to Development Level
- Skill Practice to match leadership

Participant Kit includes:

- LBAII® Self Assessment
- My Challenging Management Situation Worksheet
- SLII® Article
- Participant Workbook
- Tool Kit
- LBAII® Scoring Tool
- SLII® Colour Model
- Teaching Others SLII®
- SLII® Conversation Starters
- Partnering for Performance Worksheet (pad)
- One on One Conversations (pad)
- The **21-Day Situational Leadership® II Action Plan (a $50.00 Value)** to help leaders apply SLII® on the job, in a practical manner by developing the 'habits' of good leadership.

Target audience: All levels of leaders/managers

Pre-requisite: None. **NOTE:** it is highly recommended that this program be taken before the DDI modules.

2011 Schedule		
Tuesday (Pilot)	April 19	8:00 am – 5:00 pm
Wednesday	June 1	8:00 am – 5:00 pm
Tuesday	October 4	8:00 am – 5:00 pm

Fee: $550.00 (Pilot Price)
$650.00 (Regular Price)

Time Mastery: Increasing Your Personal Productivity

- Do you have problems finding time for everything there is to do? Is there a solution? Why isn't there enough time in the day to do everything you want to do?

Managing time effectively is key to your success (and sanity!). In today's information-driven world, the pressure to find ways to achieve goals, pay attention to the competition, respond quickly to customer needs, and enjoy life outside of work is a never-ending challenge.

The Time Mastery Profile® is a unique tool that provides you with a complete, self-directed assessment of your current time management effectiveness. You use the build-in workbook as a framework to develop customized strategies for skill improvement in 12 key areas:

- Attitudes
- Goals
- Priorities
- Analyzing
- Planning
- Scheduling
- Interruptions
- Meetings
- Written Communications
- Delegation
- Procrastination
- Team Time

Objectives

Helps learners:

- **Take** a critical look at how you manage your time during the day
- **Identify** ways in which you typically manage your time during the day
- **Identify** specific ways in which you can improve your time management

Course Overview

Time Mastery: Increasing Your Personal Productivity is a day-long training program tailored to the time management needs identified by participants through the Time Mastery Profile®. The Profile is completed on-line prior to the session.

Program topics will vary depending on what areas of needs are greatest to learners. Sample topics include:

- Improving Attitudes
- Goal-Setting and Establishing Priorities
- Time Management Analysis
- Planning and Scheduling
- Interruptions
- Improving Meetings
- Written Communications
- Concepts of Delegation
- Conquering Procrastination
- Team Time Management

The program uses a combination of self-assessment, group discussion, small and large group activities, and individual exercises to accomplish learning.

Target audience: All employees

Pre-requisite: None

Important Information about the Program:

Time Mastery: Increasing Your Personal Productivity qualifies as one of the programs toward the IEC's Leadership Development Certificate

2010 Schedule		
Wednesday	May 25	8:00 am – 4:00 pm
Wednesday	December 7	8:00 am – 4:00 pm
Fee: $200.00		

Do you face any of these issues?

- Do discussions in your organization sometimes become deadlocked or turn into personal attacks?
- Do people avoid situations where they feel they can't manage the conflicts that might arise?
- Do people have trouble being objective in the face of conflict?

When differences cause people to become angry and closed-minded, the resulting conflict has a negative effect on quality, productivity, co-operation, and communication.

This course discusses how to manage conflict by dealing with differing ideas, interests, or perceptions.

Objectives

Helps associates:

- **Approach conflict** as a **process**
- **Reduce the potential cost** of conflict to themselves and their organization
- **Minimize the negative consequences** of unresolved differences
- **Improve productivity** by effectively handling conflict on and off the job
- **Contribute** to an open, collaborative work environment

Primary Competency

- Managing Conflict

Secondary Competency

- Communication

Working Through Conflict

Course Overview

Chance or Choice?
Participants discuss the cost of conflicts. They learn the conflict process and participate in a group activity that focuses on the benefits and drawbacks of using resist, retreat, and resolve to handle conflict.

Keys to Defusing Conflict:
Participants explore how words and actions can trigger conflict. They use a scripted conflict situation to identify conflict resolution techniques. This activity is debriefed with a focus on Key Principles and how they de-escalate heated situations.

Skill Practice Process:
Learners read a case study, review a discussion planner, view a video on how to handle a conflict discussion, and conduct a skill practice.

Practice Makes Perfect:
Participants identify how they would handle three challenging conflict situations. They next work through a conflict in a second skill practice round.

Next Steps:
Learners discuss how to use their new skills in conflict situations.

Video Segment Summaries:

- Two associates discuss whether they can meet a customer's due date
- Three segments illustrate one worker's different approaches to handling conflict (resisting, retreating, and resolving)
- Positive model illustrates team members working through a conflict situation

Target audience: All employees through first-line leaders

Pre-requisite: Interaction Skills for Success or Essentials of Leadership

2011 Schedule		
Offered on an 'as needed' basis.		
Fee: $225.00		