LEADERSHIP TRAINING

Situational Leadership

Course Description and Objectives

Situational Leadership is a model for developing people. It is a way for leaders to help their employees grow and become self-reliant achievers. It is a strategy for releasing energy and creativity in the organization and for aligning individual goals and organizational goals. It can help harness others' emotions, heart, energy and skills in support of the organization's vision and values. As a result of learning to be a Situational Leader, leaders and the people they manage become more skillful, adaptable and open to new challenges.

Because it opens up communication, Situational Leadership invites employees to teach their managers about themselves and what kind of help they need to develop. This developmental journey starts with structure and direction. But over time, leaders provide less direction and support as employees learn to provide their own direction and support. Situational Leaders provide an environment where people can stretch, learn and share their talents.

In this module, you will
- Consider the role of the leader in rapidly changing organizations
- Learn to appreciate the need for flexibility and adaptability in developing people and managing diversity and change
- Develop personal learning goals for improving your leadership skills

Curriculum

1. Leadership Defined
    a. Leadership Styles
2. Situational Leadership
    a. The Four Development Levels
    b. Situational Variables
    c. Developmental Level Needs
3. Flexibility
    a. Directive Behavior
    b. Supportive Behavior
    c. The Four Leadership Styles
    d. Decision Making Styles
4. The Situational Leadership Model
5. Oversupervision and Undersupervision

Course Length: Half day – four hours

Situational Leadership Part Two - Implementing and Applying Situational Leadership

Course Description and Objectives

In this module, the third skill of a Situational Leader, Partnering for Performance, or Contracting for Leadership Style, is introduced. Partnering for Performance is a strategy for opening up communication and working with employees to develop their competence and commitment.

Through a variety of experiential learning activities, you will practice diagnosing a variety of situations and identifying the appropriate leadership style. You will learn to diagnose the development level of an individual you manage. In the leadership style labs, you will have the opportunity to practice one of the four leadership styles.

In this module, you will

- Practice diagnosing development level and choosing the appropriate leadership style
- Learn to partner with your employees to develop their competence and commitment
- Learn how to redirect poor performance by opening up communication
- Learn how to use Situational Leadership on a day-to-day basis with your employees
- Practice using the four leadership styles

Curriculum

1. Partnering for Performance or Contracting
2. The Four Functions of Leadership
3. The Five Steps in Developing Competence and Commitment
4. The Regressive Cycle
5. The Goals of Situational Leadership
6. Key Learnings
7. One on Ones

Course Length: Half day – three hours

Basic Supervision for New Supervisors

Course Description and Objectives

New supervisors have special needs. They are making a critical transition into management, and this change requires developing a number of competencies quickly. New supervisors can create huge liabilities if they do not know their responsibilities or the magnified impact of their actions. This program aims to facilitate the development of new supervisors and for other supervisors.

Curriculum

Day One

1. Prepare participants to help each other learn.
2. Executive kickoff. Demonstrate senior management support for training and provide "face time" with senior management.
3. Learning opportunities. Identify each participant's highest-value learning opportunities.
4. Legal issues. Understand the legal responsibilities of being a supervisor.
5. Visioning module. Introduce the participants to the role of vision in leadership.
6. Motivation module. Understand how to influence the behavior of others.

Day Two

1. Delegation module. Understand how to get work done through others.
2. Coaching module. Understand how to sustain and improve the performance of team members.
3. Teamwork module. Understand how to build effective teams.
4. Peer feedback.
5. Goal setting. Help participants turn learning into action.

Course Length: Four half-days (May be held consecutively or separately.)

Problem Solving and Decision Making

Course Description and Objectives

Solving customer and/or employee problems, especially with the emotions that often accompany the problems, requires skill and patience. We must often calm the upset individual down before we can begin to understand their problem. We must then ask the right questions to accurately assess the problem, develop alternative solutions to the problem, take action and follow through to ensure the problem doesn't recur. And, do it all very quickly. This workshop is designed to provide you with the skills to achieve these outcomes. The specific objectives of the course are to help you:

- Recognize the major factors contributing to visitor problems
- Demonstrate the application of some general principles for assisting customer and/or employees with problems
- Discuss certain strategies that may be particularly helpful

Curriculum

1. Two Approaches – Analytical Problem Solving – The AIM Cycle
    - Assess the situation using two-way listening and information gathering.
    - Improve the situation by offering alternatives and choosing the best solution.
    - Maintain the solution by taking action and following through.
2. Two Approaches – Creative Problem Solving
    - Three Thinking Strategies – Picture a step change; build knowhow; use creative thinking.
3. Mind Opening Practice

Course Length: Half day – three hours

Effective Meetings

Course Description and Objectives

Meetings can be an effective tool for leaders, managers and union agents for *giving or receiving information; problem solving; resolving conflict and much more*. And yet, oftentimes people walk out of meetings wondering *why they were invited* or *what was accomplished*. Meetings are constantly cited by employees as the biggest waste of time at work. And yet when properly conducted, meetings can result in synergistic breakthroughs and enhanced communication. This workshop is designed to provide you with the tools to facilitate effective meetings. After completing this workshop, you should be able to:

- Prepare your meeting room and meeting materials to maximize their effectiveness
- Describe and identify the 4 stages of group development
- Utilize a team charter to share responsibility for directing the team
- Use different techniques for managing the team and promoting discussion:

• Questioning	• Difficult participants	• Icebreakers
• Reinforcers	• Prompting	• Paraphrasing
• Clarifying	• Meeting evaluations	• A/V Tools
• Examples	• Analogies	• Preparation

Curriculum

1. When is a Meeting Productive?
2. The Four Stages of Group Development – form, storm, norm, perform.
3. Using an Agenda.
4. Action Minutes.
5. Running a Meeting – presenting, discussing, brainstorming, problem solving, decision making
6. How to Control a Meeting

Course Length: Half day – three hours

Coaching for Improved Performance

Course Description and Objectives

Before we begin talking about performance appraisal, we need to look at the bigger picture --- the Managing Performance Process. The *"people side"* of the management job can be divided into three interrelated roles. The Process begins with *planning* performance --- discussing your expectations and standards with your employees. Throughout the Process, you are *coaching* performance by providing feedback and recognition. The objectives for the course include:

- Discuss the objectives of coaching and the necessary elements for increased employee commitment
- Identify the two parts of the coaching process:
    1. Pre-coaching analysis
    2. Face-to-face discussion
- Learn and practice the 5-step process of the face-to-face discussion

Curriculum

1. Aptitude for Becoming a Coach. Attendees will complete an assessment that measures their coaching aptitude. This measurement will serve as a benchmark for improvement.
2. Coaching Defined. Coaching is defined and the process is differentiated into *Solving Problems* and *Improving Performance*.
3. Coaching for Performance and Career Development. We define Performance Coaching, discuss why it's important and discuss how to make a coaching plan.
4. Communication. The importance of communication to the coaching process is reviewed. Communication is defined and the conditions for effective communication are discussed.
5. The Coaching Process. The two steps of the coaching process are discussed. These steps include:
6. Step 1. Analyzing the reasons why unsatisfactory performance is occurring, called coaching analysis.
7. Step 2. The face-to-face discussion you conduct to get the subordinate to change, called coaching.
8. Group Exercises. The attendees practice the skills learned through structured role plays.

Course Length: Half day – three hours

Delegation

Course Description and Objectives

In essence, delegation is the process of transferring responsibility and decision-making authority from a supervisor to a subordinate. In day-to-day practice that translates to making the best use of any organization's most valuable resource – people. This course focuses on delegation in the strictest sense of the word. It explains the dual benefits of delegating that accrue in both time management and employee development. It counters typical objections, helps determine which tasks should and shouldn't be given away, steers around obstacles, and offers a clear cut, step-by-step approach to successful delegating. The course objectives include:

- Spending their time and energy where their contributions are most valuable.
- Distribute work among team members, so it can be accomplished more efficiently
- Increase the commitment of team members to the firm
- Develop team members

Curriculum

1. Why Delegate? We discuss the benefits of delegation.
2. Resisting Delegation. We discuss reasons for reluctance. We also identify the "critical switch" that managers need to make.
3. Deciding What to Delegate.
    - Step-by-Step Delegating. We discuss how to know which jobs to farm out and which to keep.
    - Choosing the Best Person. We discuss the criteria to consider in selecting the available candidates.
    - Provide Authority. We look at a process to determine the appropriate level of authority for each delegated task.
4. Overcoming Obstacles. We discuss the common pitfalls of the delegation process and how to avoid them. We also identify four steps a manager should follow to minimize confusion and resentment when delegation bogs down.
5. Evaluating Delegation.
6. Group Exercises. The attendees practice the skills learned through structured role plays.
7. Transfer-to-the-Job Assignment

Course Length: Three hour

Time Management

Course Description and Objectives

Time management is not about productivity. It's not about getting more done, finishing your to-dos faster, or outsourcing your life. Instead, it's a framework designed to help you actually create more time in your day for the things you care about. This is a course about slowing down the crazy rush. It's about making time for things that matter

Objectives: By the end of the half-day workshop, participants will be able to

- Define the term *time management* and its related skills
- Apply tips and an approach to time management that works for them
- Explore productivity and organizational tools to assist with time management
- Identify a goal for improvement of time management skills with accompanying actions

Curriculum

1. Time Management Defined – How is time management defined and why is it important. Discuss the skills involved in effective time management – *analyzing, controlling, delegating, goal setting, and prioritizing*.
2. Approaches to Time Management – Discuss and share common approaches to time management, including *Kanban/Agile approach, the Pomodoro Technique, the Time Matrix Model, Getting Things Done, and the Action Method*.
3. Values-Based Decision Making – Discuss that when we make decisions about how we use our time based on our values we have an easier time prioritizing, saying "no" when needed, and delegating.
4. Time Tools – Explore time management tools to increase productivity. Identify how applications can potentially support time management goals.
5. Barriers to Productivity – Discover solutions to common barriers to productivity and good time management. Identify which solutions work best. Determine which barriers are the most frequent "time robbers."
6. Action Planning – Create and document a time management goal to continue honing time management skills in a specific area of work.

Course Length: Three hours

Difficult Conversations

Course Description and Objectives

When you're caught up in the details and anxiety of a particular difficult conversation, this structure is hard to see. But understanding that structure is essential to improving how you handle your most challenging conversations. It turns out that no matter what the subject, our thoughts and feelings fall into the same three categories, or "conversations."

1. <u>The "What Happened?" Conversation.</u>   Most difficult conversations involve disagreement about what has happened or what should happen.
2. <u>The Feelings Conversation.</u> Every difficult conversation also asks and answers questions about feelings. Are my feelings valid? Appropriate? What do I do about the other person's feelings? What if they are angry or hurt?
3. <u>The Identify Conversation.</u> This is the conversation we have with ourselves about what the situation meant to us. What impact might it have on our self-image and self-esteem, our future and our well-being?

This program is designed to help you *operate successfully in each of these Three Conversations*. Managing all three simultaneously may seem hard, but it's easier than facing the consequences of engaging in difficult conversations blindly. You will learn how to:

- Begin from the Third Story. The Third Story is the one a keen observer would tell, someone with no stakes in your particular problem.
- Extend an Invitation. The second step is a simple invitation: I've described the problem in a way we can each accept. Now we want to propose mutual understanding and problem-solving as purposes, check to see if this makes sense to you, and invite you to join me in a conversation.

Curriculum

1. The dilemma: fight or flight
2. The problem: sort out the three conversations
3. Check out your purposes and decide whether to raise it
4. Start from the Third Story
5. Explore their story and yours
6. Problem solving

Course Length: Half day – three hours

Team Building

Course Description and Objectives

The most powerful unit of organization is the team. Consequently teams and team building have become strongly emphasized in creating the high performance organization. Using the principles from Patrick Lencioni's book "The Five Dysfunctions of a Team", this class will help you:

- Increase your awareness of the importance and benefit of teamwork
- Identify the elements necessary for successful teams
- Review the natural stages of team formation and development
- Experience the dynamics of teamwork

Curriculum

1. Team Building Fundamental #1 Building Trust.
   - We'll review the elements of trust.
   - We'll conduct a personal histories exercise to practice trust building.
   - We'll learn about each other's style through a personality assessment.
2. Team Building Fundamental #2 Managing Conflict.
   - We'll profile our conflict management styles.
   - We'll determine the team's preferred conflict management styles.
3. Team Building Fundamental #3 Achieving Commitment.
   - We'll determine the commitments the team is making to this initiative,
   - We'll create a plan to communicate these commitments to the division.
   - We'll develop a team-building plan that includes goals, strategies and tactics to enable the team to manage the strategic improvement plan.
4. Team Building Fundamental #4 Embracing Accountability.
   - We'll determine each team member's contribution to the team through a discussion centered on strengths and weaknesses.
5. Focus on Results.
   - We'll discuss the four common distractions to building a team.
   - We'll create a scoreboard to manage team results.

Course Length: Half day – three hours

Critical Thinking

Course Description and Objectives

To experience satisfying professional success requires the ability to think in a way that will bring you this success. We call this *critical thinking*. It takes critical thinking to cut through the noise of other people's thoughts and opinions swirling around you to get to the facts.

Can you actually learn to think in a way that brings you the professional and personal success you desire? Yes, research reveals highly effective thinkers are *made* and not born. This course is designed to help you become that highly effective thinker.

By attending this course you will:

- Understand your preferred thinking style
- Learn and practice a five-step critical thinking model designed to show you how to use your preferred thinking styles more effectively

Curriculum

1. Your Thinking Styles. Style descriptions – Analytical, Abstract, Imaginative, Concrete, Logical, Creative.
2. Five Steps to New Thinking
   - Stop and Think
   - Recognize Assumptions
   - Evaluate Arguments
   - Draw Conclusions
   - Develop a Plan of Action

Course Length: Three hours

<div align="center">**Managing Change**</div>

Course Description and Objectives

The Greek philosopher Heraclitus said, "There is nothing permanent except change." This practical course helps attendees successfully journey from "change victim" to "change master." The course objectives include:

- Describe the external factors that are creating change in your organization.
- Understand the transition process and evaluate your personal response to change.
- Describe the important differences between a change victim and a change master.
- Identify how beliefs and feelings can predetermine a person's action.
- Learn and apply the four key skills of mastering change.

Curriculum

1. Understanding Change. In this first part of the course, we define change and discuss the different levels on which change takes place – *global, organizational* and *personal*.
2. Workplace Change Assessment. We discuss current changes taking place in the workplace and how these changes are affecting them.
3. The Transition Curve. Trainees become familiar with the Change Curve, a process that we all experience when we face major change. The four phases of transition include *denial, resistance, exploration* and *commitment*. We discuss each of these phases in detail.
4. Your Personal Change Assessment. Trainees complete a personal assessment of a major change they are experiencing on the job. This assessment will determine which phase of transition the individual is in with respect to the changes described in item 2.
5. Compliance or Commitment? We discuss the difference between *going along with the change* and *changing because we really believe in it*.
6. Change Victim or Change Master. We discuss the need to work on change at all three levels. (See item 1.)
7. Helping Yourself Through Change. Mastering change depends on our ability to reconcile two different and sometimes opposing factors – "what is important to us" and "current reality."
8. Attitude. A change master is someone who understands how things are and makes the most of the situation. Having a good attitude or outlook about change will help you become a change master.

Course Length: Half day – three hours

<u>**Diversity Training**</u>

<u>**Course Description and Objectives**</u>

From the moment of birth, we begin to be programmed – good/bad, right/wrong, stylish/geeky, funny and not. *A generation is a group of people who are programmed at about the same time.* Individual members of generations vary greatly – red/yellow, black and white; rich and poor; born in California, Hawaii or Calcutta; grew up in the rural South and the inner city, Oahu and the neighbor islands. This gives each generation its unique character. In today's work environment, it is not unusual to be serving a membership that spans three or even four generations. This workshop is designed to provide you with strategies for improving your ability to understand, communicate with and meet the needs of the multi-generational membership you serve. After completing this workshop, you should be able to:

- Understand the profiles of five generations from the perspectives of *age, size (population), outlook, and work ethic, view of authority, leadership, relationships and perspectives.*
- Discuss occurrences that shaped generational behaviors including *parenting, defining events, technology and compelling messages.*
- Generational differences at work.
- Communicating with different generations.
- Inclusion – Why it matters and how to develop it
- Tips on how to engage generations successfully

<u>**Curriculum**</u>

1. The Generational Divide. "A serious disagreement between two groups of people (typically producing tension or hostility)"
2. Define Diversity. Why should we care?
3. Five Current Generations – Traditional/Matures, Baby Boomers, Generation X, Millennial, Gen Z.
4. Compelling Messages That Shaped Them.
5. Generational Differences at Work.
6. Managing the Mix – Six Strategies for Mixing Generations Successfully.

<u>**Course Length:**</u> Three hours

Creative Thinking

Course Description and Objectives

Succeeding in today's fast-paced and competitive business environment requires both applying your mind and achieving breakthrough, step-change business results as opposed to incremental improvements. *Creative thinking is the ability to create a flow of ideas that will bring about step-change results*. These can be great ideas that result in step-change products, step-change ways of marketing, step-change ways to serve customers, step-change ways to increase revenue, step-change improvements to any part of an operation.

By attending this course you will:

- Learn and practice a three-step creative thinking model designed to show you how to achieve breakthrough results from relatively easy changes in your thinking.
- Define your ability to cut loose from the limited mindsets of the present and the past and adopt new mindsets to bring breakthrough success in the future.

Curriculum

1. Creativity Warm Up.
2. Why Is Creativity Important?
3. Three Thinking Strategies Model
   - Picture a step change
   - Build knowhow
   - Use creative thinking
4. Mind Opening Practice

Course Length: Three hours