



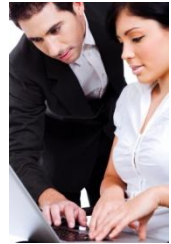
Leadership

**Scroll Through the Following Slides
to Learn More About Our
Leadership Materials**

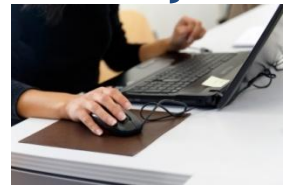
www.brainstormdynamics.com

Brief Overview

✓ Our **Leadership Content** Can Change the Way You Create Some of Your Training and Learning Materials



✓ Making it **Simple and Easy** to **Customize** and Publish Workbooks, Leader's Guides, eLearning Content, Handouts, and Other Learning Materials . . .



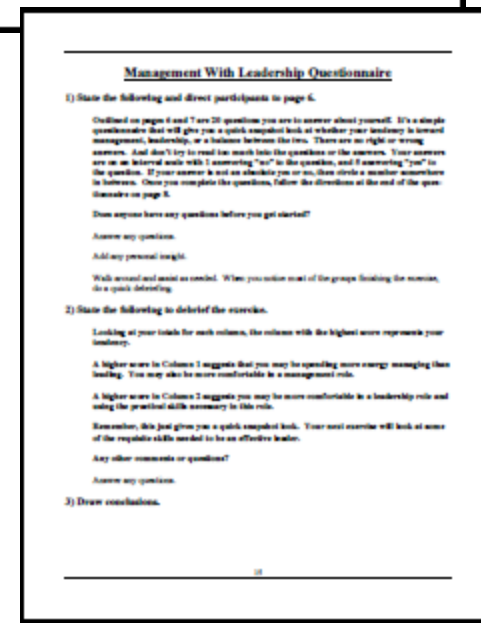
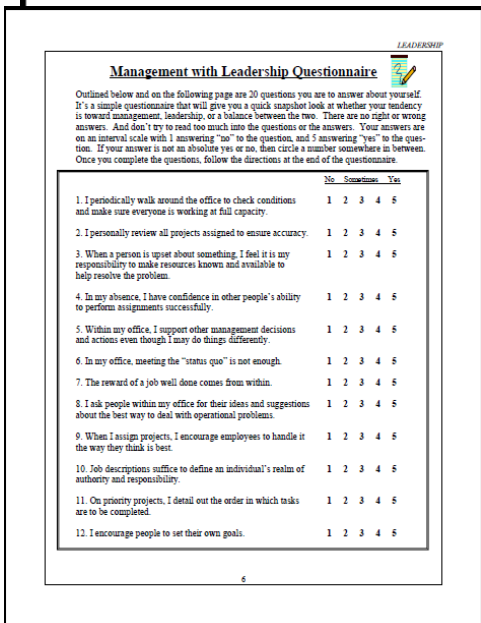
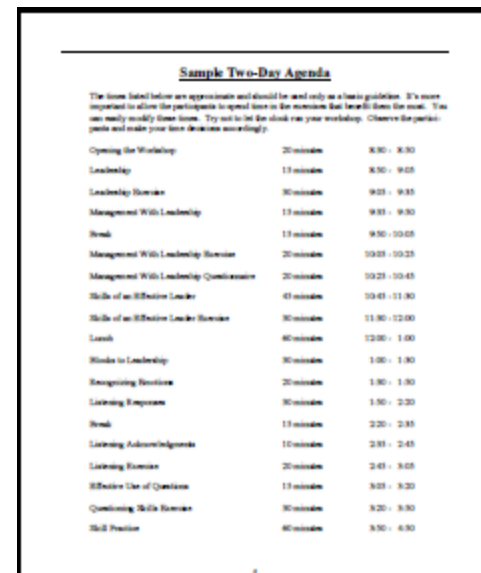
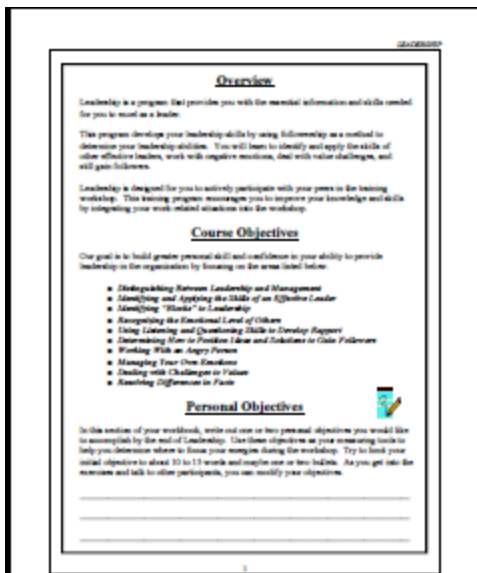
✓ **Saving Both Time and Money**



The Participant's Workbook and Leader's Guide



Are Created in Microsoft WORD



Sample Workbook Pages

LEADERSHIP

Overview

Leadership is a program that provides you with the essential information and skills needed for you to excel as a leader.


This program develops your leadership skills by using followership as a method to determine your leadership abilities. You will learn to identify and apply the skills of other effective leaders, work with negative emotions, deal with value challenges, and still gain followers.

Leadership is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

Course Objectives

Our goal is to build greater personal skill and confidence in your ability to provide leadership in the organization by focusing on the areas listed below.

- *Distinguishing Between Leadership and Management*
- *Identifying and Applying the Skills of an Effective Leader*
- *Identifying "Blocks" to Leadership*
- *Recognizing the Emotional Level of Others*
- *Using Listening and Questioning Skills to Develop Rapport*
- *Determining How to Position Ideas and Solutions to Gain Followers*
- *Working With an Angry Person*
- *Managing Your Own Emotions*
- *Dealing with Challenges to Values*
- *Resolving Differences in Facts*



Personal Objectives

In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Leadership. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives.

1

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Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

- Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

- Workbook pages 11 - 15

LEADERSHIP

Skill Practice


This is your first opportunity to practice skills in this program. Use any of the previous work-related situations you worked on under Listening Responses or Questioning Skills. This first skill practice is fairly simple and is practiced in groups of three people. The person practicing the skills is to be in a leadership role and keep the conversation alive using their listening responses, listening acknowledgments, and questioning skills for about 2 minutes. That's all. The person responding to the person practicing is to act as an employee and respond as appropriately as possible. The third person in the group is the coach.

Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist



Does the Person Practicing:


- Continually Recognize the Prevailing Emotion?
- Use Effective Listening Responses?
- Prove Full Attention?
- Clarify and Confirm?
- Prove Respect?
- Use Effective Questions?

What Went Well?

What Could Use Improvement?

LEADERSHIP

of an Effective Leader Exercise



up the leadership skills you believe are necessary to deal with each new and on the following page. Write down the ideas your group has. Also talk about how you would apply the skills in each situation.

with your team and you notice that whenever you give an idea, it is the one best way, no matter what you say. How do you

Sample Workbook Pages

Leadership is a program for you to excel as a leader.

This program develops your leadership skills, determines your leadership style, and helps you determine other effective leaders, still gain followers.

Leadership is designed to be a workshop. This training is by integrating your own experiences.

Our goal is to build great leadership in the organization.

- *Distinguishing*
- *Identifying*
- *Identifying*
- *Recognizing*
- *Using Listening*
- *Determining*
- *Working With*
- *Managing*
- *Dealing With*
- *Resolving*

In this section of your workbook, you will learn how to accomplish by the end of the program. This will help you determine what your initial objective is about the exercises and talk to others.

LEADERSHIP

Management With Leadership

A key element in being a leader is knowing when to use your managerial skills, when to use your leadership skills, and when to combine the two.

Outlined below is a simple comparison between management and leadership. You can see that both skills rely on each other and work well together. The tendency for many managers is to focus more on the management side, simply because that's where they're most comfortable.

Leadership is an entirely different set of skills. You can see that to be successful as a leader, you must be able to create compelling teamwork by being influential, persuasive, and convincing. Working well with people takes creativity, and a real willingness to want to help others.

Management

- ☑ Good at putting resources together.
- ☑ Comfortable using data, information, tools, materials, procedures, and ideas to communicate decisions, directions, and expectations.
- ☑ Strives to find an efficient way to plan, organize, coordinate, and control the actions needed to produce the goal.

Leadership

- ☑ Good at putting people together
- ☑ Comfortable using persuasiveness, feelings, emotions, influence, credibility, and trust, to ask for decisive action and commitment from others.
- ☑ Strives to find a convincing way to obtain wholehearted followers to produce the goal.

The Result Generally Is

- **Job Accomplished** . . . but not always as well as desired or as well as it could have been done.
- **Teamwork Engaged** . . . assuming competent management has been added.

✓ *This is Why People Want to be Led, Not Just Managed!*

✓ *Managing Without Leadership is Simply Not as Powerful or Productive!*

Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

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LEADERSHIP

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Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist

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- Continually Recognize the Prevailing Emotion?
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 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

Sample Workbook Pages

Leadership is a program for you to excel as a leader.

This program develops your leadership skills, determines your leadership style, and helps you become a more effective leader, so you can still gain followers.

Leadership is designed to be a continuous learning workshop. This training program is designed by integrating your work with your leadership development.

Our goal is to build great leadership in the organization.

- Distinguishing
- Identifying
- Identifying
- Recognizing
- Using Listening
- Determining
- Working With
- Managing
- Dealing With
- Resolving

In this section of your workbook, you will learn how to accomplish your goals. This will help you determine what your initial objective is about your exercises and talk to others.

A key element in being a leader is your leadership skills, and your ability to lead others.

Outlined below is a simple leadership program that is to focus more on the management side.

Leadership is an entirely new way of thinking. You must be able to create a vision. Working well with others.

Management

- Good at putting resources to work.
- Comfortable using data, tools, materials, procedures to communicate decisions, and set expectations.
- Strives to find an efficient way to organize, coordinate, and execute actions needed to produce results.

■ Job Accomplished . . . as well as desired or as well as have been done.

✓ This is Why People Work

✓ Managing Without Leadership

LEADERSHIP

Management with Leadership Questionnaire



Outlined below and on the following page are 20 questions you are to answer about yourself. It's a simple questionnaire that will give you a quick snapshot look at whether your tendency is toward management, leadership, or a balance between the two. There are no right or wrong answers. And don't try to read too much into the questions or the answers. Your answers are on an interval scale with 1 answering "no" to the question, and 5 answering "yes" to the question. If your answer is not an absolute yes or no, then circle a number somewhere in between. Once you complete the questions, follow the directions at the end of the questionnaire.

	No	Sometimes	Yes
1. I periodically walk around the office to check conditions and make sure everyone is working at full capacity.	1	2 3 4	5
2. I personally review all projects assigned to ensure accuracy.	1	2 3 4	5
3. When a person is upset about something, I feel it is my responsibility to make resources known and available to help resolve the problem.	1	2 3 4	5
4. In my absence, I have confidence in other people's ability to perform assignments successfully.	1	2 3 4	5
5. Within my office, I support other management decisions and actions even though I may do things differently.	1	2 3 4	5
6. In my office, meeting the "status quo" is not enough.	1	2 3 4	5
7. The reward of a job well done comes from within.	1	2 3 4	5
8. I ask people within my office for their ideas and suggestions about the best way to deal with operational problems.	1	2 3 4	5
9. When I assign projects, I encourage employees to handle it the way they think is best.	1	2 3 4	5
10. Job descriptions suffice to define an individual's realm of authority and responsibility.	1	2 3 4	5
11. On priority projects, I detail out the order in which tasks are to be completed.	1	2 3 4	5
12. I encourage people to set their own goals.	1	2 3 4	5

ings

of short-term meetings instead of two-days.
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ership

to Leadership

LEADERSHIP

Practice

skills in this program. Use any of the previous work-
Listening Responses or Questioning Skills. This first
first in groups of three people. The person practicing
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and tries to incorporate the coaching he or she just re-
critical. If you follow the rules, and the coaches pro-
will be worthwhile. Outlined below are some basic
ll practice.

Practice Coaching

LEADERSHIP

Practice Coaching Checklist



Preventing Emotion?
responses?

Sample Workbook Pages

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Leadership is designed to be a workshop. This training is by integrating your work with your life.

Our goal is to build great leadership in the organization.

- Distinguishing
- Identifying
- Identifying
- Recognizing
- Using Listen
- Determining
- Working With
- Managing Time
- Dealing with
- Resolving Disputes

In this section of your workbook, you will learn how to accomplish by the end of the day. This will help you determine what your initial objective is about your exercises and talk to others.

Management

A key element in being a manager is your leadership skills, and your ability to lead others.

Outlined below is a simple questionnaire that both skills rely on each other. It is to focus more on the management side of the table.

Leadership is an entirely different skill. You must be able to create a vision, working well with others.

Management

- Good at putting resources to work
- Comfortable using data, tools, materials, procedures to communicate decisions, and set expectations.
- Strives to find an efficient way to organize, coordinate, and execute actions needed to produce results.

■ Job Accomplished . . . as well as desired or as work has been done.

✓ This is Why People Work

✓ Managing Without Leadership

Management

Outlined below and on the next page is a simple questionnaire that both skills rely on each other. It is to focus more on the management side of the table. Once you complete the questionnaire, you will be able to see your strengths and weaknesses.

1. I periodically walk around and make sure everyone is doing their job.
2. I personally review all assignments.
3. When a person is up to me, I take responsibility to make sure they help resolve the problem.
4. In my absence, I have to perform assignments myself.
5. Within my office, I set standards and actions even though I am not there.
6. In my office, meetings are held to discuss problems.
7. The reward of a job well done is given to the person who did it.
8. I ask people within my office about the best way to do a job.
9. When I assign projects, I let the way they think is best.
10. Job descriptions sufficient to describe authority and responsibilities.
11. On priority projects, deadlines are to be completed.
12. I encourage people to take initiative.



Skills of an Effective Leader Exercise

Discuss in your small group the leadership skills you believe are necessary to deal with each of the listed situations below and on the following page. Write down the ideas your group develops for each situation. Also talk about how you would apply the skills in each situation.

1. You are brainstorming with your team and you notice that whenever you give an idea, the team accepts your idea as the one best way, no matter what you say. How do you handle this situation?

2. You are brainstorming with your team and you notice that your ideas are immediately rejected, no matter what you say. How do you handle this situation?

3. You are sitting in a team meeting and the team has just decided not to do any cross-training because team members are content with their current position. You think this decision could cause problems. How do you handle this situation?

Sample Leader's Guide Pages

Facilitator Selection Criteria

Listed below are the performance factors you should try to exhibit throughout the workshop. These factors will help you be a more effective and successful facilitator for the Leadership program.

1) Confidence

- Good Posture, Controlled Gestures, Energized Voice, Sincere Eye Contact, Neat Appearance

2) Positive Attitude

- Open-Minded, Positive Mindset, Expects the Session to be Successful, Able to Put Aside Negative Thoughts and Feelings

3) Effective Listening

- Able to Prove Full Attention, Clarify and Confirm, and Prove Respect

4) Coaching Ability

- Strong Observation Skills, Able to Clearly Indicate What Participants Do Well, Able to Provide Meaningful Suggestions for Improvement

5) Effective Verbal Skills

- Good Command of the English Language, Does Not Use Slang, Buzz Words, Jargon, Acronyms, etc., Able to "Paint Pictures" With Their Words

6) Enthusiasm

- Visible Energy and Intensity, Good Movement, Strong Voice, Very Obvious Facilitator Wants to Lead the Session

7) Action-Oriented

- Take-Charge Attitude, Takes Risks by Providing Insights, Ideas, etc., Keeps the Session Moving at a Good Pace, Thinks Quickly, Is Very Flexible

8) Good Organization Skills

- Maintains Control of the Session, Stays on Key Points, Well Prepared, Good Administrative Skills - Flip Chart Use, Breaks, etc.

Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

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- Workbook pages 1 - 10

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- Workbook pages 11 - 15

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Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

Skill Practice Coaching Checklist

- Does the Person Practicing:
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 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

of an Effective Leader Exercise

Identify the leadership skills you believe are necessary to deal with each situation below and on the following page. Write down the ideas your group discusses. Also talk about how you would apply the skills in each situation.

Discuss with your team and you notice that whenever you give an idea, it is usually the one best way, no matter what you say. How do you

Sample Leader's Guide Pages

Factors

Listed below are the performance factors that will help you succeed in this program.

1) Confidence

- Good Posture, Confident Appearance

2) Positive Attitude

- Open-Minded, Positive, Aside Negative Thoughts

3) Effective Listening

- Able to Prove Full Attention

4) Coaching Ability

- Strong Observational Skills, Provide Meaningful Feedback

5) Effective Verbal Skills

- Good Command of Language, Acronyms, etc., Ability to Summarize

6) Enthusiasm

- Visible Energy and Enthusiasm, Wants to Lead the Group

7) Action-Oriented

- Take-Charge Attitude, Moving at a Good Pace

8) Good Organization

- Maintains Control of Time, Demonstrates Organizational Skills - Flipchart

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- Workbook pages 11 - 15

Segment 3 - Recognizing Emotions, Listening Responses, Listening Acknowledgments, Listening Skills Exercise, Effective Use of Questions, Questioning Skills Exercise, and Skill Practice

- Workbook pages 16 - 32

Segment 4 - Guidelines for Positioning Ideas and Solutions, and Positioning Ideas and Solutions Exercise

- Workbook pages 33 - 39

Segment 5 - Presenting Ideas and Solutions, Concluding Interactions, and Skill Practice

- Workbook pages 40 - 48

Segment 6 - Working With An Angry Employee, Controlling Your Anger, Using Self-Talk, and Skill Practice

- Workbook pages 49 - 55

Segment 7 - Dealing With Challenges to Values, Value Challenge Exercise, Resolving Differences in Facts, Resolving Differences in Facts Exercise, Skill Practice, and Identifying Opportunities

- Workbook pages 56 - 73

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 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

Sample Leader's Guide Pages

Factors

Listed below are the performance factors that will help you evaluate the program.

1) Confidence

- Good Posture, Clean Appearance

2) Positive Attitude

- Open-Minded, Positive, Aside Negative Thoughts

3) Effective Listening

- Able to Prove Full Attention

4) Coaching Ability

- Strong Observational Skills, Provide Meaningful Feedback

5) Effective Verbal Skills

- Good Command of Language, Acronyms, etc., Ability to Summarize

6) Enthusiasm

- Visible Energy and Enthusiasm, Wants to Lead the Group

7) Action-Oriented

- Take-Charge Attitude, Moving at a Good Pace

8) Good Organization

- Maintains Control of Time, Demonstrates Facilitative Skills - Flipchart

If you are going to facilitate, divide the program into the following segments from around 45 minutes to 1 hour.

Segment 1 - Leadership, a

- Workbook pages

Segment 2 - Skills of an E

- Workbook pages

Segment 3 - Recognizing Listening Skills Exercise, Practice

- Workbook pages

Segment 4 - Guidelines for Exercise

- Workbook pages

Segment 5 - Presenting Id

- Workbook pages

Segment 6 - Working With Skill Practice

- Workbook pages

Segment 7 - Dealing With Differences in Facts, Resources, Opportunities

- Workbook pages

Sample Two-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

Opening the Workshop	20 minutes	8:30 - 8:50
Leadership	15 minutes	8:50 - 9:05
Leadership Exercise	30 minutes	9:05 - 9:35
Management With Leadership	15 minutes	9:35 - 9:50
Break	15 minutes	9:50 - 10:05
Management With Leadership Exercise	20 minutes	10:05 - 10:25
Management With Leadership Questionnaire	20 minutes	10:25 - 10:45
Skills of an Effective Leader	45 minutes	10:45 - 11:30
Skills of an Effective Leader Exercise	30 minutes	11:30 - 12:00
Lunch	60 minutes	12:00 - 1:00
Blocks to Leadership	30 minutes	1:00 - 1:30
Recognizing Emotions	20 minutes	1:30 - 1:50
Listening Responses	30 minutes	1:50 - 2:20
Break	15 minutes	2:20 - 2:35
Listening Acknowledgments	10 minutes	2:35 - 2:45
Listening Exercise	20 minutes	2:45 - 3:05
Effective Use of Questions	15 minutes	3:05 - 3:20
Questioning Skills Exercise	30 minutes	3:20 - 3:50
Skill Practice	60 minutes	3:50 - 4:50

Findings

If short-term meetings instead of two-days, observe. Each segment of the program will run

Leadership

to Leadership

LEADERSHIP

Practice

skills in this program. Use any of the previous work-
listening Responses or Questioning Skills. This first
find in groups of these people. The person practicing
keep the conversation alive using their listening re-
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anical. If you follow the rules, and the coaches pro-
y will be worthwhile. Outlined below are some basic
practice.

Practice Coaching

LEADERSHIP

Practice Coaching Checklist

Prevailing Emotion?
Responses?

Sample Leader's Guide Pages

<p>Factors</p> <p>Listed below are the performance factors that will help you run a successful program.</p> <ol style="list-style-type: none"> 1) Confidence <ul style="list-style-type: none"> • Good Posture, Confident Appearance 2) Positive Attitude <ul style="list-style-type: none"> • Open-Minded, Positive Attitude, Aside Negative Thoughts 3) Effective Listening <ul style="list-style-type: none"> • Able to Prove Faults 4) Coaching Ability <ul style="list-style-type: none"> • Strong Observational Skills, Provide Meaningful Feedback 5) Effective Verbal Skills <ul style="list-style-type: none"> • Good Command of Language, Acronyms, etc., Ability to Summarize 6) Enthusiasm <ul style="list-style-type: none"> • Visible Energy and Enthusiasm, Wants to Lead the Group 7) Action-Oriented <ul style="list-style-type: none"> • Take-Charge Attitude, Moving at a Good Pace 8) Good Organization <ul style="list-style-type: none"> • Maintains Control, Organizational Skills - Flipchart 	<p>If you are going to facilitate a workshop, divide the program into the following segments from around 45 minutes to 1 hour.</p> <p>Segment 1 - Leadership, a</p> <ul style="list-style-type: none"> • Workbook pages <p>Segment 2 - Skills of an Effective Leader</p> <ul style="list-style-type: none"> • Workbook pages <p>Segment 3 - Recognizing and Listening Skills Exercise, 1 Practice</p> <ul style="list-style-type: none"> • Workbook pages <p>Segment 4 - Guidelines for Facilitating an Exercise</p> <ul style="list-style-type: none"> • Workbook pages <p>Segment 5 - Presenting Ideas</p> <ul style="list-style-type: none"> • Workbook pages <p>Segment 6 - Working With Emotions, Skill Practice</p> <ul style="list-style-type: none"> • Workbook pages <p>Segment 7 - Dealing With Differences in Facts, Resources, and Opportunities</p> <ul style="list-style-type: none"> • Workbook pages 	<p>Segment 8 - Summary</p> <p>The times listed below are important to allow the participants to easily modify these times to fit their participants and make your time more efficient.</p> <p>Opening the Workshop</p> <p>Leadership</p> <p>Leadership Exercise</p> <p>Management With Leadership</p> <p>Break</p> <p>Management With Leadership</p> <p>Management With Leadership</p> <p>Skills of an Effective Leader</p> <p>Skills of an Effective Leader</p> <p>Lunch</p> <p>Blocks to Leadership</p> <p>Recognizing Emotions</p> <p>Listening Responses</p> <p>Break</p> <p>Listening Acknowledgment</p> <p>Listening Exercise</p> <p>Effective Use of Questions</p> <p>Questioning Skills Exercise</p> <p>Skill Practice</p>	<p>Opening the Workshop - Continued</p> <p>or errors. They're results, not failures. That's a big distinction in word definitions. What you want to try to do is minimize the failures, the times when you give up, and maximize the risks by taking action more often.</p> <p>You'll see this course is designed to give you the confidence and skills to take risks, to try new things, maybe behave differently. The key is to hang in there long enough through your risk-taking so you get to feel the results, and see the profound positive impact you can have on people, regardless who they are. If you are able to do this, then I know you won't give up.</p> <p>There are some risks here in the training class. The biggest risk is you'll have to talk to each other in small group exercises, generally in groups of three people. Even though each of you has a name tent, one of the things I will never do is call on you. I do ask that you participate as often as you can. This course has many different activities, all focusing on improving your personal confidence and skills. I'm going to ask you to try to work with as many different people during the workshop to get different insights and ideas.</p> <p>To be successful in any endeavor in life, you have to be willing to change and improve. In this workshop, take the same approach. Always believe you can be better. The training class is a good opportunity to look at handling your work-related situations in a different manner. Maybe they will be done in a more skillful way, with better results. You won't know unless you are willing to try.</p> <p>One of the worst things that can happen to an individual, team, or organization is complacency. Complacency eventually breeds failure. Use this as a warning sign for yourself. We aren't interested in breeding complacency or mediocrity. We are very interested in developing exceptional people and teams.</p> <ol style="list-style-type: none"> 4) State the following. <ul style="list-style-type: none"> Let me briefly review with you the time frames set for this course. Outline the time frame for the workshop and the break schedule. 5) State the following to direct participants to their personal objectives on page 1. <ul style="list-style-type: none"> On page 1, write out one or two personal objectives you would like to accomplish by the end of the workshop. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives. Ask people to volunteer their objectives. Indicate there will be some duplication.
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