

<b>Course Code:</b>	LEAD-1315
<b>Short Title:</b>	People Problems
<b>Long Title:</b>	People Problems: How to Supervise Challenging Employees
<b>Prerequisites:</b>	NONE
<b>Co-requisites:</b>	N/A
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	MGMT315 – People Problems: How to Supervise Challenging Employees
<b>Course First Offered:</b>	April 2001

<b>Credits:</b>	1.0
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## Course Description

Discover the techniques and tools to transform problem behaviour into a culture of engagement in your workplace. Have you ever had the challenge of dealing with employees whose performance is ineffective or whose behaviour gets in the way? Managing these situations is demanding, stressful, and time consuming. If the situation is ignored, the motivation and productivity of all employees can suffer. Develop the skills to deal with poor performance and make your job as a supervisor or manager easier and more satisfying. Identify your own role in poor employee performance. Learn to engage your employees so that they can commit to building a healthy, productive work environment. You will focus on specific guidelines and techniques to build effective employee engagement with confidence.

## Course Goals

At the end of this 2-day, 14-hour program, participants will be able to effectively coach employees through performance problems.

## Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Identify the causes of poor employee performance
2. Recognize the costs generated by the problem employee
3. Describe the four dimensions of employee performance
4. Discuss the steps to positive prevention and positive change
5. Develop alternative strategies, recognizing the strengths of each
6. Demonstrate the effective actions to remedy problems of poor employee performance

## Course Topics/Content

- Differentiating problem employees from employees who have temporary problems
- Managerial skills that lead to satisfactory performance

- Pinpointing clear performance goals
- Dealing with motivational, emotional, family related, physical and work group problems
- Instituting positive measures to deal with problem behaviour
- Developing action plans

### Text & Resource Materials

Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

### Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	14

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

### Course Grading Scheme\*

JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

## Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

### Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

## JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.