

Training Services

CGI Québec

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1 Our Agile training

The Agile Centre of Excellence provides useful and convenient Agile training services that go beyond theory to provide participants with the knowledge and skills required to successfully assume their position inside agile development teams.

Whether you are a senior manager, manager, architect, developer, analyst, team leader, project manager or a customer of an information technology (IT) team, we are fully dedicated to your agility!

This document provides an overview of our training portfolio. Please do not hesitate to register, these courses were designed to help you!



1.1 Introduction to Agile Development Approaches

LEVEL:	Beginner
DURATION:	1 day

This training aims to introduce the principles of the Agile approach in the development and maintenance of software solutions. This training will provide participants with an understanding of the fundamentals of these approaches and an overview of the various practices and techniques involved.

PREREQUISITES

This training session is open to all.

OBJECTIVES

At the end of this session, the participant will be able to:

- Explain the basics of Agile principles.
- Share a common definition and vocabulary of agility.
- Understand Scrum and kanban mechanics:
 - Positions inside an agile team.
 - Product backlog and the role of the product owner
 - Team dynamics and self-organization
 - Information radiators and team boards
- Join agile work teams.
- Be mindful of the key impacts of adopting agility for an organization.

1.1 Introduction to BDD

LEVEL:	Beginner
DURATION:	1 day

This course aims at defining behaviour-driven development (BDD) and why it should be used. It is also intended to define functional requirements with specifications and examples, structure them using user stories, and proceed with iterative development. BDD is designed to improve the definition of functional requirements and enhance communication quality to maximize the business value of the products delivered by the development team.

PREREQUISITES

Participants should be familiar with the Agile methodology.

This course is intended for:

- Functional analysts
- Developers
- Functional architects
- Software architects

GOALS

At the end of this session, the participant will be able to:

- Describe BDD, its content and why it should be used.
- Define functional requirements with specifications and examples.
- Structure requirements with user stories and iterative development.
- Improve communication to maximize the business value of products delivered by the development team.

1.2 Project Management 3.0: Delivering with Agile

LEVEL:	Intermediate
DURATION:	2 days

During this course, participants will learn about the various concepts of agile project management by experimenting with a real project planning case study.

PREREQUISITES

Participants in this training should be familiar with the Agile methodology.

This course is intended for:

- Project managers
- Managers

GOALS

At the end of this session, the participant will be able to:

- Understand agile planning strategies.
- Be familiar with the role of agile project manager.
- Define an agile project and delivery plan.
- Adequately monitor the progress of an agile project.
- Experiment with an agile-oriented framework and dynamic team.
- Associate practices and tools with PMBOK's knowledge areas at each stage of the project cycle.
- Assess the progress of an agile project in terms of value-driven management.

1.3 Agile-Lean Portfolio Management

LEVEL:	Intermediate
DURATION:	2 days

The reason for agile-lean portfolio management is simple: traditional portfolio management methods can impede the value stream and innovation inside a business. They are not suited to a global economy and the impact of technology disruption. This new reality spurs businesses to work with a high uncertainty level while also having to come up with innovative solutions in a shorter time frame. Still, inherited methods persist.

During this course, participants will learn the new role of the project management office in an agile-lean organization and how to redefine their services value in managing investments.

PREREQUISITES

Participants should be familiar with the Agile methodology.

This course is intended for:

- Project managers
- Product owners
- Managers

GOALS

Increase your value: implement a modern and agile project management office. Support the organization in its path toward scaled agility and a lean budget management of the investment plan.

At the end of this session, the participant will be able to understand:

- Project management in an agile environment.
- The role of an agile-lean project management office.
- Strategic alignment, prioritization and value-driven management.
- The use of incremental planning.
- Agile-lean monitoring and reporting tools.
- How to support agile project managers.
- How to maximize value delivery.
- The transition of a project management office to an agile-lean portfolio management office.

1.4 Preparing for the Agile Manager role: Understanding Agile-Lean performance

LEVEL:	Beginner
DURATION:	1 day

This course introduces key guidelines and governance strategies used in an agile work organization. It will answer questions regarding the use of agile-lean methods to gain a common understanding.

PREREQUISITES

There is no prerequisite for this training session. It is intended for managers.

GOALS

At the end of this session, the participant will be able to:

- Demystify Agile-Lean performance management to address more and more changing, stringent and sophisticated requirements.
- Specify the required adaptations to current less efficient (traditional) models and the means to achieve an agile-lean vision.
- Bring managers toward a shared vision of agility, which will lead to new opportunities for the organization.
- Allow managers to speak with ease of agility and share their vision in a consistent way.
- Promote better overall adherence to the adaptation and change process.

1.5 Being an Agile Manager

LEVEL:	Intermediate
DURATION:	1 day

In this course, the manager will have the opportunity to reexamine some of his traditional management reflexes that could prove to be counter-productive in an agile environment.

This training session is focused on concepts, tools and reference material to help managers assume efficient leadership with their employees and partners in light of today's new performance and adaptability challenges and their role as an agent of change to build tomorrow's agile organization.

PREREQUISITES

Participants must have completed the Preparation for the Role of Agile Leader course or a similar agility introductory course, such as Introduction to Agile Development Methods.

GOALS

At the end of this session, the participant will be able to understand:

- The new role of managers toward their employees (managers, self-organized teams or collaborators).
- Behaviours and reflexes to adopt (compared to traditional PODC methods).
- The winning mindset for the leader-coach.
- Myths to debunk regarding agile management.

1.6 Preparation for the role of Scrum master

LEVEL:	Beginner
DURATION:	2 days

This course covers Scrum theory and its application in your work environment. It features principles, processes, roles and rules associated with the Scrum framework. The trainer will work with participants to determine ways of integrating the concepts learnt into their daily work, while also thoroughly exploring notions covered in the class.

PREREQUISITES

This course is intended for agile practitioners who:

- Want to strengthen their expertise and experience in Scrum.
- Currently act as Scrum masters and want to obtain a recognized certification.
- Were introduced to Scrum and are about to fulfil the position of Scrum master in their organization.

Participants shall have:

- Studied the Scrum Guide.
- Acquired a thorough knowledge of Scrum.
- Taken part in software development.
- Read a book on Scrum.

GOALS

At the end of this session, the participant will be able to:

- Understand principles, processes, roles and rules associated with the Scrum framework.
- Identify ways of integrating the concepts learnt in their work environment.
- Defining a Scrum implementation plan for their organization.
- Confidently take the exam leading to the Professional Scrum Master I (PSM I) certification.

1.7 Preparation for the role of Product Owner

LEVEL: Beginner

DURATION: 1 day

This hands-on training prepares the product owner to assume his or her function and to face upcoming challenges and opportunities.

PREREQUISITES

This course is intended for product owners, members of the product owner's team, product managers, and business managers.

The participant shall have:

- Completed an introductory course to Agile and Lean concepts.
- Read the Scrum Guide.
- Learnt notions related to the product life cycle.
- Acquired business architecture, business analysis or need gathering notions.

GOALS

At the end of this session, the participant will be able to:

- Deepen his or her knowledge of Agile, Lean, and Scrum principles.
- Identify the product owner.
- Identify members of the PO's team.
- Understand the role of PO on a small and large scale.
- Learn and adapt continuously.
- Articulate requirements: vision, functionality, user stories, acceptance tests, and definition of "completed".
- Know how to correctly organize product backlog items.
- Understand the notion of last responsible moment decisions.
- Define the product vision with a prioritized product backlog.
- Define the requirements' business value and their sequencing.
- Differentiate between business and technical needs.
- Validate: complete an item generating value during the sprint, define acceptance criteria and specify the notion of "completed".
- Track the progress of the product backlog completion.
- Plan deliveries.
- Assess product increments.
- Interact with customers and external stakeholders.
- Determine the cost of a project.

1.8 The art of animating the Agile retrospective

LEVEL:	Beginner
DURATION:	1 day

The twelfth principle of the Agile Manifesto specifies that, at regular intervals, the agile team reflects on how to become more effective, then tunes and adjusts its behaviour accordingly. The retrospective is a key agile ceremony that enables the team to achieve a higher level of performance. Nonetheless, it should be led properly.

This hands-on training prepares team leaders (Scrum masters, team leaders, technical leads, agile project managers) for the facilitation of meetings, in order to get the most from participants during retrospectives.

Participants will also obtain reference material that in turn can be used to participate in more workshops. They will also get useful tips from real-life situations.

PREREQUISITES

This course is intended for people who will have to lead retrospective and post-mortem meetings (Scrum masters, team leaders, technical leads agile project managers) in an agile project.

The participant shall have:

- Completed introductory training to Agile and Lean.
- Studied the Scrum Guide.

GOALS

At the end of this session, the participant will be able to:

- Properly structure a meeting.
- Assume the role of retrospective facilitator.
- Learn techniques and tools to improve team work and provide guidance to the team.
- Facilitate several types of workshops.

1.9 Launching an Agile project

LEVEL:	Advanced
DURATION:	2 days

This course combines theory and hands-on exercises, during which participants will experience the launch of an agile project to help them master the ways of doing and being during this critical phase.

This hands-on course aims to prepare teams for project preparation, development and transition iterations.

PREREQUISITE

Participants should be familiar with the Agile methodology.

This course is intended for:

- Product owners
- Architecture owners
- Architects and experts
- Managers
- Developers

GOALS

At the end of this session, the participant will be able to:

- Prepare and lead a sprint 0.
- Create the initial backlog.
- Define a high-level architecture vision to balance anticipation and adaptability.
- Define positions inside the team.
- Estimate efforts related to a product backlog.
- Develop a delivery plan.

1.10 Master Class for Agile Leaders

LEVEL : Intermediate

DURATION: 4 days

This master-class program combines training, coaching and co-development to help agile leaders broaden their influence and lead their organization to the next level of performance with agile principles and processes.

PREREQUISITE

Participants should be proficient in using the Agile methodology.

This course is intended for:

- Product owners
- Scrum masters
- Managers
- Team leaders

GOALS

At the end of this session, the participant will be able to:

- Develop his or her skills as an agile leader
- Have the right tools to lead teams and the organization to the next level of performance using agile principles and processes.
- Implement a co-development environment with other agile leaders.

1.11 Implementing a Kanban Tea,

LEVEL : Beginner

DURATION: 1 day

This course is focused on the implementation of the kanban development method in your team in an efficient, flexible, and service-oriented manner. The session combines theory and hands-on exercises by going over agile methodology fundamentals with study cases tailored to the participants. Participants will then be able to launch a kanban initiative in their work environment, and apply those principles.

PREREQUISITE

This training session is open to all and has no specific prerequisites.

GOALS

At the end of this session, the participant will be able to:

- Know the principles supporting Lean and Agile.
- Know the basic concepts of Kanban.
- Use a kanban board.
- Review kanban roles.
- Be familiar with kanban events and paces.
- View kanban board examples.
- Build a kanban team.
- Know the steps to create a kanban board.
- Lead the transition to Kanban.

1.12 Kanban System Design

LEVEL : Beginner

DURATION: 2 day

The Kanban System Design training explores the fundamentals, practices and principles of the method through experimentation with a simulation, the exploration of concrete case studies and the sharing of experiences between participants. It will allow participants to understand, model and improve their own Kanban system by observing their context.

"Much more than a delivery method, the Kanban method allows you to look at your context through a completely different lens. "

Kanban is a management method focused on implementing improvements in a scalable way and adapted to your context. The intention is to minimize resistance to change. Unlike other approaches, the Kanban method serves your context and not the other way around.

CLIENTELE

This course is intended for :

- Team leaders and managers
- Project and program managers
- Scrum Master, Coach and consultant
- Work Teams

GOALS

By the end of this course, participants will be able to:

- Explain the foundations, motivations, and benefits of the Kanban method.
- Explain what the service-oriented approach is.
- Apply Kanban principles and practices using the service-oriented approach.
- Explain the fundamental concept of pull-out as well as its effects.
- Apply the STATIK method in order to model a Kanban system.
- Apply the information drawn from STATIK as well as the appropriate patterns to create a Kanban board that represents a workflow, its types of requests, its classes of services as well as any other relevant element.
- Identify and understand the usefulness of basic Kanban metrics.

CONTENT

- 1. Experience the flow**
 - a. Introduction to training
 - b. Overview of the Kanban method
 - c. Advanced simulation
- 2. The Kanban method**
 - a. The foundations of the method

- b. Kanban principles
- c. Kanban practices

3. The STATIK approach

- a. Introduction to the XIT case study
- b. STATIK Steps (Using Examples of XIT and Contextualization Exercises)

4. Model a Kanban system

- a. The elements of a Kanban system
- b. Kanban board and ticket creation practices
- c. Study of example tables
- d. Integration exercise: creating a system

FORMAT

This course is intended for those who wish to acquire significant knowledge on the fundamentals of the Kanban method, to be able to create and improve Kanban systems.



The training is given online using tools that are adapted and accessible to all participants.

PREREQUISITE

Aucun PREREQUISITE particulier nécessaire afin de prendre part à cette formation.

Licensed



This training is licensed by *Kanban University*. The training is provided by an AKT (certified trainer *Accredited Kanban Trainer*).

Participants who complete this training as well as the training *Kanban Systems Improvement* will receive accreditation *Kanban Management Professional (KMP)*.

1.2 Kanban Systems Improvement

LEVEL : Intermediate

DURATION : 2 days

The training *Kanban Systems Improvement* allows you to deepen the complexity of organizations with multiple teams and explores how to keep the necessary momentum in order to go beyond the improvements obtained with an implementation Kanban or any other localized agile initiative.

Through the exploration of concrete case studies and the sharing of experiences between the participants you will learn how to extend your knowledge acquired in the *Kanban System Design course* to the scale of the organization. You will explore the deployment and day-to-day operation of a Kanban system and learn how to manage, improve and scale a Kanban implementation on a larger scale.

CLIENTELE

Targeted clientele: Team

- leaders and managers
- Project and program
- Scrum Master, coach and consultant
- Work teams

LEARNING OBJECTIVES

At the end of this course, participants will be able to:

- Name the bases of evolutionary change and explain why this is a humane and effective approach to reduce resistance to change.
- Explain how to use Kanban cadences to obtain feedback loops to manage, improve and evolve your Kanban system to foster continuous improvement and increase customer satisfaction.
- Explain how to manage dependencies between multiple Kanban systems.
- Identify fundamental Kanban metrics and explain how to use them to make informed decisions.
- Recognize the various appropriate tools to balance demand and capacity, manage variability, improve *flow* and shape demand.

CONTENT

- 1. Kanban as evolutionary change method**
 - a. The motivation behind Kanban
 - b. case study of a scalable implantation *Posit Science*
 - c. *Kanban Maturity Model*
- 2. Kanban for the organization**
 - a. Review Kanban
 - b. See his organization as service network

- c. Kanban across the organization
- d. Upstream Kanban
- e. Emerging roles

3. feedback loops

- a. Introduction
- b. rates by maturity level

4. of improvement techniques

- a. Understand the processing time (*Leadtime*)
- b. Eliminate delays of " expectation
- c. Understanding variability
- d. Managing bottlenecks

5. The evolutionary approach to change Evolutionary change

- a. and change management

FORMAT

This course is intended for those who wish to acquire significant knowledge on the evolutionary approach to change to apply the method Kanban across the organization.



The training is given online using tools that are adapted and accessible to all participants.

PREREQUISITES

Having completed the training *Kanban System Design* is strongly recommended

<p>Licensed Training</p>  	<p>This training is licensed by <i>Kanban University</i>. The training is provided by an AKT certified trainer (<i>Accredited Kanban Trainer</i>).</p> <p>Participants who complete this training as well as the training <i>Kanban System Design</i> will receive accreditation <i>Kanban Management Professional</i> (KMP)</p>
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1.13 Managing Agile Requirements

LEVEL : Beginner

DURATION : 2 days

The product backlog is the only way to communicate needs between the customer and the development team. It is used for sharing the user needs and the items to be developed and tracking their development. A well-managed backlog is a critical factor of success. This course was designed to teach stakeholders how to manage the backlog and how to maximize their return on investment (ROI) and optimize the total cost of ownership.

PREREQUISITES

Participants should be familiar with the Scrum methodology, but do not need to be experts. We recommend reading the Agile Manifesto and the Scrum Guide.

This course is intended for:

- Project managers
- Product owners
- Developers
- Architecture owners

GOALS

At the end of this session, the participant will be able to:

- Understand the impact of agile principles and values on the management of requirements.
- Understand the impact on their position and the connections with the role of product owner.
- Gather and manage project requirements using a product backlog.
- Use requirement management techniques and artifacts that promote agility.
- Specify the needs to ensure the product delivered meets expectations.
- Define the needs' business value and their sequencing.
- Explain acceptance and validation processes for the developed solution.

1.14 Test-driven Development (TDD)

LEVEL:	Beginner
DURATION:	1 day

In this course, participants will experiment with test-driven development (TDD) by developing real features with the TDD cycle.

TDD is an efficient and easy to grasp design technique; however, its application in your daily work can be difficult.

The main objective of this training session is to provide the means to master these development methods by developing real features and a reliable, robust and, most of all, flexible code. This workshop combines theory and hands-on exercises (a concrete case study will be developed) to the facilitator's experience who has been actively involved in the implementation of agile engineering processes and practices in multiple development teams.

This session is part of a series including the following courses:

1. Test-Driven Development (TDD)
2. Test-Driven Development (TDD) – Advanced

PREREQUISITE

This course is intended for developers and software architects.

A knowledge of object-oriented programming and automated unit testing is required.

GOALS

At the end of this session, the participant will be able to:

- Know the basics and motivations behind test-driven development.
- Understand the test-driven development cycle.
- Know best practices for designing unit tests.
- Develop by cutting off from external dependencies using mocks.
- Know the basics and motivations for code refactoring.
- Perform continuous compilation.
- Design efficient tests with an xUnit tool.
- Generate a robust, reliable and flexible code.
- Understand the impact of tests on the software design and development.

1.15 Test-Driven Development(TDD) – Advanced

LEVEL:	Advanced
DURATION:	2 days

This course will allow participants to deepen their knowledge of TDD techniques. It consists of formal presentations, case studies or hands-on exercises, and discussions between participants.

The main goal is to further master TDD techniques by going beyond the application of basic concepts. TDD can be difficult to apply daily, especially in complex cases. Over time, strategies should be implemented to not only simplify the code of our systems, but also our test code, which becomes a major asset with time.

This course combines theory and hands-on exercises to the facilitator's experience.

This session is part of a series including the following courses:

1. Test-Driven Development (TDD)
2. Test-Driven Development (TDD) – Advanced

PREREQUISITE

This course is intended for developers and software architects.

A knowledge of object-oriented programming and automated unit testing is required.

The participant shall have completed the Test-Driven Development training course.

GOALS

At the end of this session, the participant will be able to:

- Use mocks/stubs with TDD.
- Refine their TDD and unit test techniques.
- Use techniques and tools to support the test code.
- Integrate tests into legacy code.
- Know various strategies to ensure the health of automated tests.

1.16 Preparation for the Role of Agile Architect

LEVEL : Beginner

DURATION : 1 day

The architecture owner plays an essential role in an agile team. He or she is responsible for ensuring that the development team has a good understanding of the organization's needs and constraints. The architecture owner is also the point of contact between the development team and other teams, such as those in charge of the infrastructure, and IT management, as well as other project stakeholders.

The purpose of this hands-on training session is to prepare the architecture owner for the fulfilment of his or her position.

PREREQUISITES

This course is intended for software architects or developers in charge of the architecture who work in an agile context.

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GOALS

At the end of this session, the participant will be able to:

- Be aware of the impact of an agile approach on the architecture and the role of the architect.
- Properly assume the role of an architect in agile environments by using several approaches.
- Debunk some myths about architecture in an agile environment.

Participate in the product backlog time slicing

1.17 Agile Modelling and Architecture

LEVEL : Intermediate

DURATION : 2 days

The implementation of agility and best practices disrupts the role of architects. However, this role has never been more important, as the success of the project relies largely on them. Architecture should reflect the three key pillars of agility: transparency, introspection, and adaptation. Therefore it is essential for architects to put in place winning conditions, in order to maximize the project's chances of success.

Whether through simulations or hands-on exercises, participants will work as a team on a real case study and conduct a series of steps to apply all the essential knowledge a software architect should have.

PREREQUISITES

In addition to a good understanding of Scrum principles and their application, participants should be comfortable with the following concepts and technologies: software architecture, functional architecture, application life cycle, use cases, Visual Studio 2012 and above, unit tests, C# or VB.Net.

GOALS

At the end of this session, the participant will be able to:

- Explain the fundamentals of an agile software architecture:
 - Application layers
 - Main architectural thrusts
 - Support of constant changes (scalability)
 - Architect role and leadership
 - The importance of non-functional requirements
 - Principles to apply and pitfalls to avoid
- Identify and implement good software engineering practices, such as:
 - Continuous integration
 - Continuous deployment
 - DevOps
 - Automated tests
- Communicate and visualize the architecture at different levels:
 - Vocabulary
 - Documentation
 - Schema

1.1 Rethinking Architecture in the Age of Agile and DevOps

LEVEL : Intermediate

DURATION : 10 hours

Agility, digital transformation and cloud computing are disrupting the role of architects. However, this role has never been more important, since the success of the project depends in large part on them. Since Agility welcomes transparency, introspection and adaptation, the architecture must be able to reflect these three main pillars of Agility. This is why it is essential that the architect knows how to put all the winning conditions in place to maximize the chances of success of the project

PREREQUISITE

The participant must have a good understanding of the different Agile and Lean methods and Agility at scale. Being familiar with Scrum, Kanban, SAFe, DevOps frameworks and how they work is a plus to take full advantage of this training.

GOALS

At the end of this course, you will be able to:

Explain the foundations of an Agile architecture:

- The application layers
- The main architectural axes
- Support constant changes; is scalable
- The role of the architect and his leadership
- The importance of non-functional requirements
- Principles to follow and pitfalls to avoid.

Name and implement good software engineering practices, such as:

- Continuous integration Continuous
- deployment
- DevOps
- Automated tests

Communicate and visualize the architecture at different levels:

- Vocabulary
- Documentation
- Diagrams

Adopt an architecture practice covering new projects and maintenance and evolution of existing systems.

TEACHING APPROACH

The course Rethinking Architecture in the Age of Agile and DevOps is a 2-day course that introduces you to the know-how that an architect working in an Agile environment should have.

Whether in the form of a scenario or practical exercises, the teams of students will work in a series of stages of a concrete project to put into practice all the essential knowledge and tools that an architect evolving in an agile executive must master.

Practical case

The teams will work in different situations which will lead them to carry out the different stages of the life cycle of an application.

We will find, as types of exercises, the design on paper, the realization of diagrams, as well as the creation of a skeleton of solution.

CONTENT

Introduction

- Definitions of the system architecture
- The impacts of the system architecture on the company
- Who participates in the system architecture?
- The basics.

Review participants' understanding of Agile development approaches

- Review approaches
- Understand the impact of agility on the role of the architect
- Understand the advantages of an iterative architecture combined with incremental implementation.

Agile architecture frameworks

- Discovery of the most famous
- frameworks Common points of agile architecture frameworks
- Use of frameworks in the life cycle of an agile project

The agile architect and his relationship with teams

- Project life cycle Agile
- Architecture design phase
- Proof
- Relationship between the agile architect and the Product teams

The foundations of a scalable architecture

- Types of architectures
- Risk management
- Volatility of business needs
- Proof of architecture
- Non-functional requirements

Communicate and visualize the architecture

- Communicate the architecture to the stakeholders
- Communicate the architecture to the production teams Architecture
- diagrams
- Common and technical vocabulary

Rules of an evolving architecture

- Components
- Dependencies
- Application layers
- Breakdown
- Useuse
- scenarios Mainscenarios
- Services

Approach scalable architecture

- Digital transformation
- Technical architectural debt
- Re-architecture of existing systems
- System architecture and enterprise architecture

2 Our agile training portfolio with Certification

2.1 SAFe® – Leading Safe

LEVEL : Intermediate

DURATION : 2 days

This training aims to allow participants to intervene within the framework of the establishment of governance standards and SAFe® execution, which mainly modify the values, principles, methods, and indicators with which innovation programs are managed in collaborative mode.

PREREQUISITE

This training is for everyone. However, it is preferable for participants to have:

- experience in software development, testing, business analysis, product management or project management.
- experience with Agile methodology.

GOALS

At the end of this course, the participant will be able to:

- understand the presentation of the Scaled Agile Framework (SAFe);
- become a Lean-Agile leader;
- establish the team and technical agility;
- experiment with scheduling program increments (PI);
- deliver on demand with DevOps;
- create business and Lean system solutions;
- implement the management of Lean portfolios;
- lead the transformation.

The course covers important concepts of progressive planning and budgeting, as well as the pacing of execution by relying on inter-team synchronization instances. We learn why a collaborative model of the SAFe® type creates more velocity, more delivered value, more quality and more collective commitment. In addition, it clarifies the governance of program-solution-product by value chain and the mode of integration of architectural standards into delivery books.

This training allows you to be well prepared for the SAFe® Agilists certification exam.

2.2 SAFe® for Teams

LEVEL : Beginner

DURATION : 2 days

Develop the skills to become a high performing team member of an *Agile Release Train* (ART) and learn to collaborate effectively with other teams by becoming a SAFe Specialist ® 4. During this two-day training, participants will gain a deep understanding of ART, its value and what they can do to effectively play their role with Scrum, Kanban and XP.

They will also learn to write stories and break down features, plan and execute iterations, and plan program increments. Finally, they will learn about the continuous delivery pipeline and DevOps culture, how to effectively integrate with other program teams, and what it takes to continuously improve the train.

PREREQUISITES

This training is for everyone. However, it is best for participants to:

- be familiar with Agile concepts and principles;
- have knowledge of Scrum, Kanban and XP;
- have knowledge of software development.
- .

GOALS

At the end of this course, the participant will be able to:

- apply Lean and Agile concepts;
- know the role of teams during the execution of a SAFe® program;
- know the key roles and their interactions with the SAFe® train (ART, *Agile Release Train*);
- understand the mechanisms of iterations: planning, execution and demonstration of value;
- participate in the planning of increments (PI Planning).

This training allows you to be well prepared for the SAFe® Practitioner certification exam

2.3 SAFe® Scrum Master

LEVEL : Beginner

DURATION : 2 days

This training prepares participants to exercise the role of Scrum master in a SAFe® context. It aims to prepare Scrum masters to put their coach and leader skills at the service of the team in a SAFe® environment, to play a key role during the implementation of the agility framework at the SAFe scale.® and to support Scrum teams in their efforts to deliver business value.

PREREQUISITE

This training is for everyone. However, it is best for participants to:

- be familiar with Agile concepts and principles;
- have knowledge of Scrum, Kanban and XP;
- have knowledge of software development.

GOALS

At the end of this course, the participant will be able to:

- work in Scrum mode in a SAFe® framework;
- know the specific characteristics of the role of Scrum master;
- experiment with the planning of program increments (*PI Planning*);
- support the flow of iterations;
- perform program increments;
- support Agile teams.

This training allows you to be well prepared for the SAFe® Scrum Master (SSM) certification exam.

2.4 SAFe® Advanced Scrum Master

LEVEL : Intermediate

DURATION : 2 days

This session prepares current Scrum masters to further assert their leadership during the implementation of a SAFe® program. Participants will be asked to build on the knowledge already acquired in software engineering practices, architecture and scaled DevOps. This new set of skills will allow participants to act as a facilitator for value delivery and exchanges with architects, product owners, and program stakeholders.

PREREQUISITES

This training session is open to all. However, participants should have the following certifications:

- SAFe® 4 Scrum Master (SSM)
- Scrum Master (CSM)
- Professional Scrum Master (PSM)

GOALS

At the end of this session, the participant will be able to:

- Understand the role of the Scrum master inside a SAFe® organization.
- Act as a facilitator during the execution of a program.
- Increase the value flow with Kanban and XP concepts.
- Build and support performing teams.
- Support the learning loop in a SAFe® program (Inspect and adapt).

This course allows participants to be well prepared for the SAFe® Advanced Scrum Master (SASM) certification exam.

2.5 SAFe® Product Owner/Product Manager

LEVEL : Beginner

DURATION : 2 days

This 2-day training session aims to help participants understand the techniques and tools used in the preparation of a product or program backlog in a SAFe® context. Participants will be introduced to value-based prioritization practices and will develop key skills for program increment preparation and fulfillment. With a thorough understanding of a SAFe® train (Agile Release Train) operation, participants will have on hand all the tools necessary to maximize the delivery of value.

PREREQUISITE

This training session is open to all. However, participants should:

- Have completed the Leading SAFe® course.
- Have experience working in a SAFe environment.
- Be familiar with Lean and Agile.

GOALS

At the end of this session, the participant will be able to:

- Apply SAFe® in the organization.
- Work together with the lean portfolio management team.
- Conduct the ongoing exploration activities required for the preparation of the product backlogs used during program increment planning (PI planning).
- Act as a product owner or program owner in a SAFe® train.

This course allows participants to be well prepared for the SAFe® Product Owner/Product Manager (POPM) certification exam.

3 Our Agile Workshops Portfolio

3.1 Scrum Simulation

LEVEL : Beginner

DURATION : 1 day

This course is an introduction to the use of the Scrum framework in developing software solutions. It is designed to provide participants with a good understanding of the foundations of Scrum, as well as an overview of various associated methods and techniques, and the chance to experiment these methods. Participants will experience a full implementation of the concepts through an application development simulation.

The course is divided into iterations in which 40% of the time is allocated to theory, 50% to the application of concepts, and 10% to an in-depth look at the concepts with group discussions and reflection.

PREREQUISITES

This training session is open to all.

GOALS

At the end of this session, the participant will be able to:

- Explain the basics of agility.
- Understand Scrum processes, roles, ceremonies, and artifacts.
- Understand its impact on work teams and projects.
- Share a common definition and vocabulary of agility and Scrum.
- Join agile work teams.

3.2 DevOps Simulation with LEGOS and Chocolates

LEVEL : Beginner

DURATION : 90 minutes or
3 hours

The DevOps Simulation with LEGOS and Chocolates workshop is a role-playing game allowing participants to draw their own conclusions and demystify DevOps. The game simulates an end-to-end product delivery process and helps to visualize bottlenecks in the value delivery flow.

The workshop combines ideas from The Phoenix Project with experience gained through real-life challenges faced by development and operations teams in many organizations.

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PREREQUISITE

This training session is open to all.

GOALS

DevOps, LEGO and chocolates invites participants to experience three iterations filled with decisions that will lead them through the reality of silos, to ultimately achieve active collaboration in a DevOps transformation:

- Sprint 1: feel the pain of a traditional delivery (cyclical value) with Scrum.
- Sprint 2: first steps toward DevOps.
- Sprint 3: continuous value delivery.

3.3 Kanban Simulation: Deliver Faster Without Overwhelming your Teams

LEVEL : Beginner

DURATION : 90 minutes or
3 hours

The kanban simulation workshop places participants in a very realistic scenario, i.e., handling multiple competing priorities and try out several approaches to resolve issues. The simulation provides 4 different scenarios, based on the selected duration. Teams will experience scenarios simultaneously or will have the opportunity to test more than one. The value of the exercise comes from the feedback on the workshop and discussions on the experience.

This simulation will benefit both managers and team members.

PREREQUISITE

This training session is open to all.

GOALS

During this workshop, participants will apply basic Kanban concepts in the team and in their daily activities to experience monitoring and operating in this work environment.

The key concepts are as follows:

- Operating in a Kanban mode.
- Impacts of pull flow policies on results.
- Impacts of work in progress limits on results.
- .

3.4 Express Launch Simulation

LEVEL : Beginner

DURATION : 3 hours

Faced with a fictional scenario, participants will take part in a “Helicopter Tour” exercise, which is a key workshop for making informed decisions quickly as a group, as part of a project or initiative. Techniques applied during the simulation will highlight the benefits your organization could gain by adopting this method.

PREREQUISITES

This simulation is intended for all leaders involved in the launch of your initiatives, including:

- Managers
- Project managers
- Scrum masters
- IT/Business architects
- Product owners

GOALS

This hands-on workshop teaches participants how to apply a disciplined agile approach.

The key learning points are as follows:

- Plan a preparation phase focused on objectives rather than deliverables.
- Use proven facilitation techniques to quickly achieve the goals of a swift and efficient start.
- Experience preparation and design with innovative collaborative tools.

3.5 PI Planning Simulation

LEVEL : Beginner

DURATION : 3 hours

Participants will be given a fictional scenario and will experience a PI planning exercise. This exercise mainly covers high-level planning processes: securing, collaboration and alignment.

PREREQUISITE

Have advanced knowledge of agility.

GOALS

This hands-on workshop teaches participants how to apply scaled agile principles in a SAFe® context.

These are the benefits:

- Promote face-to-face communication between all team members and stakeholders.
- Align the development with the business need in accordance with the business context, team vision, and PI program objectives.
- Identify dependencies and foster inter-team and inter-ART co-operation.
- Provide the opportunity to design a “just-enough” architecture and support the lean user experience.
- Align capacity with the demand by removing work in progress in excess.
- Make decisions quickly.

The key learning points are as follows:

- Prepare and facilitate a PI planning session.
- Implement collaboration practices that are essential to this type of exercise.

Understand and apply PI planning collaboration artifacts.

4 Expérience client

4.1 Introduction to Customer Experience

LEVEL : Beginner

DURATION : 1 day

Organizations face rapid changes in customer needs, expectations, and preferences. New technologies are leading them to review their ways of doing things and communicating with customers. They now have greater demands on the experience they have when interacting with a business or public organization. Unlike the private sector where the customer experience has a direct impact on the survival of the organization, in the public sector this has a direct impact on the relationship of trust between the citizen and the organization. Citizens expect public organizations to deliver exemplary customer service and experience throughout their dealings with the organization regardless of the communication channel. Hence the importance of positioning the customer experience at the heart of a digital transformation.

This training, which addresses the customer experience from the angles of governance and organizational culture as part of a digital transformation, allows participants to understand the fundamental concepts of customer experience and gain insight the various practices and techniques associated with it. Also, through a three-part simulation, participants will have to experience the creation of personas, the mapping of a customer journey, the identification of opportunities for improvement and indicators to be put in place to measure the client experience. These are all elements that they can put into practice in CX activities within their organization.

GOALS

At the end of this training, participants will be able to:

- Explain, by a common definition, the customer experience and its importance with regard to digital transformation;
- Explain the six axes of the customer experience;
- Identify the sources and methods allowing the implementation of the *Voice of Customers*;
- Use different design tools such as personas and customer journeys;
- Explain customer experience indicators;
- Determine the organizational and cultural issues related to the implementation of the customer experience.

CONTENT

Module 1: The customer experience

- The definition of the customer experience
- The importance of the customer experience in the current context of digital transformation
- The six axes of the customer experience
- **QUIZ:** The customer experience
- **GROUP DISCUSSION:** Personal experience Customer Experience Learners

Module 2: The Voice of the Customer

- The Definition and Importance of the Voice of the Customer
- Collecting the Voice of the Customer
- Feedback Method from Customers
- **GROUP DISCUSSION:** Feedback Mode

Module 3: The strategy and design tools

Part A

- Customer experience strategy
- The promise to the customer
- Design tools
 - The personas
- **QUIZ:** The personas
- **SIMULATION * 1st part:** Creation of personas

Part B

- The design tools (continued)
 - The customer journeys
 - the ideation methods
 - roadmap
- **SIMULATION *2nd part:** Mapping the customer journey

Module 4: measurement, governance and culture

- measuring the customer experience and indicators
- Governance of the customer experience in an organization
 - Structure
 - Roles and responsibilities
 - Agility as a delivery approach
 - Maturity of the organization
- Organizational culture as an accelerator
- Employee experience
- **QUIZ:** Measurement, culture and governance
- **SIMULATION * 3rd part:** Identify opportunities for improvement and determine the indicators to be implemented.

GROUP DISCUSSION : Sharing of work results (simulation)

** **SIMULATION:** From a given case, learners will have to create personas, map customer journeys, identify opportunities for improvement and determine the indicators to be put in place to measure the customer experience.*

METHODOLOGY

Our learning method makes it possible to switch from presentation of information mode to individual reflections followed by team feedback and quizzes after each of the modules.

The use of quizzes and / or group discussion at the end of the modules allows you to review the lessons learned as you go. Technological tools like Kahoot are used to vary the learning angles in a fun way. Kahoot allows smartphones to be used to answer questions and earn points just like in a game show.

Also, the experimentation by a simulation in three parts, based on a single case, will make it possible to highlight the important knowledge to be retained in addition to initiating the participants to the various tools approached. Participants will be invited to share the results of their work during the simulation with the group in a collaborative mode. This activity adds experimentation as a knowledge integration strategy.

The use of a PowerPoint presentation was prepared to synthesize the material in order to better target and better understand the main concepts.

In addition, during this training, the use of white boards, templates and post-it notes will be privileged.

The objective of these different learning strategies is to maximize the transfer of the knowledge presented by varying the learning angles as much as possible and by switching from theory to analysis of its context, group exchange and learning. 'experimentation.

4.2 User-centered design principle

LEVEL : Intermediate

DURATION : 2 days

GOALS

User-centered design makes it possible to produce products or services that are desirable by the consumer, technically feasible and economically viable.

This course helps develop skills and reflexes in user-centered design (Design Thinking) regardless of the industry or field of application. From a theoretical and practical approach, this course allows participants to appropriate the principles and tools of design to manage innovative projects, solve completely new problems, and design innovative products and services for internal users, consumers or users.

Specific objectives of the course

The course "Principles of user-centered design" allows participants to:

- Understand the process of user-centered design and the conditions of its implementation whatever the context
- Appropriate own tools in user-centered design
- Experiment with the Design Thinking process
- Acquire operational reflexes allowing active participation in user-centered design sessions.

This course is transversal in nature. It helps to develop expertise in user-centered design and offers knowledge, examples and tools that prepare for the professional practice of this innovative approach allowing it to be integrated into any business project.

CONTENT

Module 1: The Concept of User-Centered Design (Design Thinking)

- Introduction to User-Centered Design (Design Thinking)
- Defining User-Centered Design - Desirability, Feasibility, Viability
- Debunking Common Design Myths user-centric User-centric design - process, mindset, toolbox
- Choosing the most suitable framework - IDEO (3 steps) vs. dschool (5 steps) vs. others (eg CGI)
- When to use Design Thinking?
- The characteristics of service design vs. product design
- **QUIZ**
- **GROUP DISCUSSION:** How to get inspiration from the designer?

Module 2: Empathy - to understand the user

- The role of the empathy phase, its purpose and the challenges to be overcome
- Preparing for user research
 - The types of users - general, primary, extreme
 - The different needs users - known, dissatisfied, latent
- Explore research methods - interviews, ethnographic studies (real-life observation), use tests, immersive empathy
 - How to observe users and their behavior in their contexts?
 - How to engage and interview users?
 - How to immerse yourself in their universe and discover what they are going through?
- Examples of techniques, tools and methods used in the empathy phase
- Create and use the tools of the empathy phase
 - The interview guides
 - The personas
- **QUIZ**
- **SIMULATION Part 1:** From a video, observe the uses / identify the main user insights

Module 3: The definition - to identify the real user problem

- The role of the definition phase, its purpose and the challenges to overcome
- Defining the real user problem
 - What is the real problem we are trying to solve to resolve ?
 - Who is really affected by it?
 - What are the different ways to solve the problem?
- Examples of techniques, tools and methods used in the definition phase
- Create and use the tools of the definition phase
 - The empathy map
 - The affinity diagram
 - The five whys
 - The POV statement (*point of view*)
 - The question "How could -we? »(HMWs - how might we)
 - Mapping the user journey
 - Voting by tokens
- **QUIZ**
- **GROUP DISCUSSION:** Feedback from experiences where the initial problem was not well posed

Module 4: Ideation - to find innovative solutions that meets the needs of the user

- The role of the ideation phase, its purpose and the challenges to be overcome
- The use of external research (study of references) vs internal research (brainstorming)
- Examples of techniques, tools and methods used in the ideation phase
- Use the tools and techniques of ideation stage
 - ideation techniques
 - *Brainstorming*
 - *Brainwriting*
 - *Brainwalking*
 - *Worst Possible idea*
 - *Sketching*
 - *SCAMPER*
 - Select the best idea
 - the impact stress-matrix
- How to improve ideation workshops?
- **SIMULATION Part 2:** Ideation based on the drawing

Module 5: Prototyping and testing to validate the solutions

- The different types of prototypes - low-fidelity, medium or high-fidelity
- Evaluation and selection of a prototype
- The "The best way" method Quick to Fail »
- Best Practices for Prototyping
- Examples of Techniques, Tools and Methods Used in the Prototyping and Testing Phase
- Prototyping Modeling Tools
 - InVision
 - Adobe XD
 - Webflow
- The Different Types of Prototyping
 - Testing Preference
 - Testing Test A / B
- **QUIZ**

Module 6: User-centered design and corporate culture

- Design Thinking and innovation culture
- Overview of a standard innovation process
- Governance elements of a user-centered design process
- **GROUP DISCUSSION:** Identify opportunities for improvement and determine the indicators to be implemented.
- **SIMULATION Part 3:** work on a practical case: improving the reception experience in a company
- **GROUP DISCUSSION:** Feedback on training and simulation

This course is intended for people who wish to develop the skills required to set up user-centered design in their organization and respond to the specific challenges of their reality. It targets managers and professionals who seek to innovate in order to optimize the quality and effectiveness of a product or service offered to their internal and external users.

- Executives
- Product managers
- Project managers
- Team leaders
- Marketing
- Designers
- Engineers
- UX and CX specialists

METHODOLOGY

We will use the problem-solving learning method as a central element of the training. This will allow participants to develop strategies promoting the retention and integration of knowledge, increasing their autonomy and strengthening their cooperation skills.

This learning method makes it possible to switch from the presentation of information mode to an interactive and dynamic pedagogy by proposing activities such as:

- Exchanges in small groups and / or in plenary Team
- exercises
- Analyzes of cases drawn from reality
- Role-playing
- Scenarios
- Presentations of video sequences
- Presentations of templates reflecting good practices
- Additional information resources accessible via the Internet
- Quizzes to summarize the concepts learned

These means add experimentation as a knowledge integration strategy.

In this sense, the participants will approach the theoretical content of the course in connection with a predefined problem that will be worked on in the different stages of a simulation. This work will be carried out both individually and in teams within each of the modules. During the simulation, participants will be invited to share the results of their work with the group in a collaborative mode.

In addition to the simulation, practical exercises and scenarios will be deployed. These approaches will make it possible to apply, in specific contexts, the theoretical concepts of the course and to put the participant in a concrete situation of analysis and reasoning. This allows the acquisition of knowledge and the immediate practice of the theory.

The use of a series of PowerPoint presentations has been prepared to synthesize the material in order to better target and better understand the main concepts.

The use of whiteboards and post-its are privileged as well as the collaborative tools "Questions" and "Quiz" of Klaxoon will be used to radically improve teamwork among other things to share knowledge, challenge participants, collect feedback and validate knowledge.

4.3 User research

LEVEL : Intermediate

DURATION : 2 days

GOALS

This course helps develop skills and reflexes in user research whatever the industry or field of application. From a theoretical and practical approach, it aims to allow participants to understand in depth the principles, methods and tools used to discover who the user is, how he behaves and the impact of his behavior. on the design of a digital product or service.

Specific objectives of the course

The course "User research" allows participants to:

- Understand the user research process and the conditions for its implementation regardless of the context
- Appropriately the methods allowing to collect the needs and expectations of future users
- Experiment with several tools used in qualitative and quantitative research
- Acquire operational reflexes allowing the implementation of different types of user research.

It helps to concretely verify the **relevance of an idea** before its implementation, through the point of view of the users and therefore **reduce** the cognitive biases and the efforts of the design and the putting into production of any business project.

CONTENT

Module 1: The basics of user research

- The role of user research, its purpose and the challenges to overcome
- Explore the universe of user research methods
- When to use which user research methods?
- Understanding qualitative vs. Quantitative survey technique
- The challenges of analyzing qualitative data
- Importance of ethics and risk in user research
- **CASE STUDY** - Bank of America
- **QUIZ**
- **GROUP DISCUSSION:** Feedback on module 1

Module 2: Preparation for user research

- Stages of user research
 - Collect data
 - Analyze and interpret
 - Synthesize and share
- Identify types of users - general public, primary, extreme
- Know the different user needs - known, dissatisfied, latent

- Choose the right number of users to participate in research
- Find and select users for research
- Choose the duration, space and role of research participants
- **SIMULATION Part 1:** Preparation for using one of the proposed methods
- **GROUP DISCUSSION:** Feedback on the module 2

Module 3: Qualitative user research techniques User

- interview
 - Create the interview guide
 - Plan the interviews es
 - Select techniques for asking questions
 - Run interviews
- Ethnographic Study (observation in real situations)
 - Definition of the objectives of the ethnographic study
 - Observe and interview users in the real context
 - Make restitution of the study and define the first tracks of conception
- The method of focus groups of targeted users (Focus Group)
 - Definition of the objectives of the Focus Group
 - Define the type of activity: by questioning vs. by group
 - Collect participants' perceptions, desires and ideas
 - Synthesize the data and analyze the results
- Sorting cards
 - Planning the card sorting activity
 - Selecting the right card sorting method: open, closed, hybrid
 - Setting up of the card sorting activity
 - Summarize and analyze the results
- Preference
 - test Choose the most appropriate
 - preference test Run the preference test
- **SIMULATION Part 2:** Use one of the proposed methods
- **GROUP DISCUSSION:** Return to the module 3

Module 4: Quantitative User Research Techniques

- A / B Testing
 - Preparing for an A / B Testing
 - Tools for
 - Performing an A / B Testing Running an A / B Testing
- Data Analysis
 - Setting Up the Analysis of data
- **SIMULATION Part 3:** Use another method proposed in the simulation
- **GROUP DISCUSSION:** Return to module 4

Module 5: Use data from user researcher

- Transform research into actionable information
- Identify trends and test hypotheses
- **QUIZ**

- **SIMULATION Part 4:** Identify trends according to the research method chosen

GROUP DISCUSSION: Feedback on training

CLIENTELE

This course is intended for people who wish to develop the skills required to collect and interpret , organize and use qualitative and quantitative data to determine user needs. It targets professionals who seek to innovate in order to optimize the quality and effectiveness of a product or service offered to their internal and external users.

- Product
- managers Project
- managers Team leaders
- Marketing
- managers Designers
- Engineers
- UX and CX specialists

METHODOLOGY

We will use the problem-solving learning method as a central element of the training. This will allow participants to develop strategies promoting the retention and integration of knowledge, increasing their autonomy and strengthening their cooperation skills.

This learning method makes it possible to switch from the presentation of information mode to an interactive and dynamic pedagogy by proposing activities such as:

- Exchanges in small groups and / or in plenary Team
- exercises
- Analyzes of cases drawn from reality
- Role-playing
- Scenarios
- Presentations of video sequences
- Presentations of templates reflecting good practices
- Additional information resources accessible via the Internet
- Quizzes to summarize the concepts learned

These means add experimentation as a knowledge integration strategy.

In this sense, the participants will approach the theoretical content of the course in connection with a predefined problem that will be worked on in the different stages of a simulation. This work will be carried out both individually and in teams within each of the modules. During the simulation, participants will be invited to share the results of their work with the group in a collaborative mode.

In addition to the simulation, practical exercises and scenarios will be deployed. These approaches will make it possible to apply, in specific contexts, the theoretical concepts of the course and to put the participant in a concrete situation of analysis and reasoning. This allows the acquisition of knowledge and the immediate practice of the theory.

The use of a series of PowerPoint presentations has been prepared to synthesize the material in order to better target and better understand the main concepts.

The use of whiteboards and post-its are privileged as well as the collaborative tools "Questions" and "Quiz" of Klaxoon will be used to radically improve teamwork among other things to share knowledge, challenge participants, collect feedback and validate knowledge.

This training uses a box of educational tools, adapted to the era of time, intended to make learning easy, interesting and fun. These extremely intuitive tools also have the advantage of having an almost zero learning curve for the user.

4.4 User journey

LEVEL : Intermediate

DURATION : 1 day

GOALS

This course allows the development of skills and reflexes in the design and optimization of user journeys whatever the industry or field of application from a theoretical approach and practical.

This training is perfectly suited for a face-to-face mode.

Specific objectives of the course

The "User journey" course allows participants to:

- Understand the role of journey mapping and the conditions for its implementation regardless of the context
- Appropriately use the tools specific to the modeling of a journey
- Experiment a user's path design process /used
- Acquire **the** operational reflexes for active participation in optimization sessions of user course / employee

This course is cross-sectional. It helps to develop expertise in the design / optimization of the user journey and offers knowledge, examples and tools that prepare for the professional practice of this approach within each organization.

CONTENT

Module 1: The concept of the user journeyuser-

- Introduction to centered design (Design Thinking)
- Defining the user journey in the context of user-centered design
- The characteristics of the user journey in service design vs. product design
- Key questions in defining user journeys
- The role of customer research in defining user journeys
- Best practices for designing user journeys
- Examples and analysis of user journeys
- **QUIZ**
- **CASE STUDIES** - La Coop, Via Rail
- **SIMULATION Part 1:** Introduction
- **GROUP DISCUSSION:** Return to the introductory user journey

module Module 2: The design of user journeys

- Examples of techniques, tools and methods used in the design of user journeys

- Establish a diagnosis of the user experience at from your journey
- Introduction to the creation of personas
- Explore the steps to follow to design user journeys
 - Step 1: Identify all the stakeholders considering the entire value chain
 - Step 2: Identify the points of contact
 - Step 3: Create the persona of the target user
 - Step 4: Visually represent the path used ateur
 - Step 5: Determine and analyze user emotions throughout the journey
 - Step 6: Identify points of inconvenience and opportunities
 - Step 7: Redesign the user journey to optimize the experience
- How to enhance your customer journey map
- **QUIZ**
- **SIMULATION Part 2:** Building the user journey through each design stage
- **GROUP DISCUSSION:** Review of the design of customer journeys

Module 3: The user journey and culture focused on the customer / employee experience

- The benefits of a culture focused on the customer / employee experience New customer
- behaviors and their impact on the user experience
- How to develop reflexes geared towards the customer / employee experience within their team
- **QUIZ**
- **SIMULATION Part 3:** Identify the winning elements for the development of a customer / employee-oriented culture in the organization
- **GROUP DISCUSSION:** Feedback on training

CLIENTELE

This course is designed for people who wish to develop the skills required to redefine the user / employee experience in their organization and respond to the specific challenges of their reality. It targets managers and professionals who seek to innovate in order to optimize the quality and effectiveness of a product or service offered to their internal and external users.

- Executives
- Product
- managers Project
- managers Team leaders
- Marketing
- managers Designers
- Engineers
- UX and CX specialists

METHODOLOGY

We will use the problem-solving learning method as a central element of the training. This will allow participants to develop strategies promoting the retention and integration of knowledge, increasing their autonomy and strengthening their cooperation skills.

This learning method makes it possible to switch from the presentation of information mode to an interactive and dynamic pedagogy by proposing activities such as:

- Exchanges in small groups and / or in plenary Team
- exercises
- Analyzes of cases drawn from reality
- Role-playing
- Scenarios
- Presentations of video sequences
- Presentations of templates reflecting good practices
- Additional information resources accessible via the Internet
- Quizzes to summarize the concepts learned

These means add experimentation as a knowledge integration strategy.

In this sense, the participants will approach the theoretical content of the course in connection with a predefined problem that will be worked on in the different stages of a simulation. This work will be carried out both individually and in teams within each of the modules. During the simulation, participants will be invited to share the results of their work with the group in a collaborative mode.

En plus de la simulation, des exercices pratiques et des mises en situation seront déployés. Ces approches permettront de mettre en application, dans des contextes spécifiques, les concepts théoriques du cours et de mettre le participant en situation concrète d'analyse et de raisonnement. Cela permet l'acquisition des connaissances et la mise en pratique immédiate de la théorie.

Une série de présentations PowerPoint a été préparée pour synthétiser la matière afin de mieux cibler et de mieux comprendre les principaux concepts.

L'utilisation de tableaux blancs et de post-it sont privilégiés ainsi que les outils collaboratifs « Questions » et « Quiz » de Klaxoon seront utilisés permettant d'améliorer radicalement le travail en équipe entre autres pour partager les connaissances, challenger les participants, recueillir les rétroactions et valider le savoir.

De plus, l'utilisation de l'outil de cartographie collaborative du parcours client, Custellence, sera également utilisé. Cet outil s'adapte pratiquement à tous les secteurs, clients, situations et organisations et est suffisamment simple d'utilisation pour que chacun puisse s'y mettre facilement.

Cette formation utilise une boîte à outils pédagogique, adaptée à l'ère du temps, destinée à rendre l'apprentissage facile, intéressant et ludique. Ces outils extrêmement intuitifs, ont aussi l'avantage d'avoir une courbe d'apprentissage quasiment nulle pour l'utilisateur.

5 Security

4.1 Cloud Security - Azure Platform

This training aims to introduce learners to the security of the Azure cloud platform by presenting the various security services found there.

During this training, the learner will have the opportunity to acquire the knowledge allowing him to understand the different aspects of security in a cloud computing context, more specifically that of Azure.

- The training explores the following topics:
- Cloud and Azure Foundations
- Security solutions integrated with Azure
- Identity protection in the Azure platform
- Advanced threat protection in the Azure platform
- M365 protection in Azure
- Future Security Trends in Azure

CUSTOMER

Perform one of the following roles (or a related role):

- Security Architecture
- Advisors, Operational Security Advisors, Security
- Team Managers.

LEARNING

method Themethod is as follows for each of the modules

- masterful presentation
- open conversations with the group to deepen the subject
- short assessment on the subject

At mid-day a guided laboratory period of 30 minutes is offered in order to explore the different solutions seen in class.

CONTENT

Module 1: computing tour - Confidence

- security – the computing story
- Cloud- What is the new attack surface?
- What is Azure?

- Security Solutions in Azure
- Trusted Approach to Azure Security

CLASSROOM CONVERSATION: What is your current situation with the cloud? How do you envision migrating your organization's workloads to the cloud?

VALIDATION OF LEARNING

Module 2: Azure and cybersecurity - a new reality

- Impacts of digital transformation
- Integrated
- The intelligent security graph
- How to enable a faster response
- Cost of an attack
- Protection against threats

CLASSROOM CONVERSATION: What are the main challenges facing your security teams in relation to the adoption of cloud computing?

VALIDATION OF LEARNING

LAB: EXPLORE THE DIFFERENT SOLUTIONS SEEN IN CLASS

Module 3: Azure security - a deeper look

- Reference architecture
- Identity
- M365 Security Endpoint
- Protection: Azure ATP - Defender ATP
- MCAS
- Evolution of the kill chain
- Protection information
- SIEM
- SOC

CLASSROOM CONVERSATION: How would you approach the migration of an internal workload to Azure? What would be your high-level approach and who would be the teams involved?

VALIDATION OF LEARNING

Module 4: Azure security - the future

- New threat landscape
- Zero
- No Password - No password concept

- Identity governance

CLASSROOM CONVERSATION: How do you see the evolution of your role or that of your security teams in relation to the security challenges you see today?

VALIDATION OF LEARNING

Conclusion

6 Our training offer on Microsoft 265

Activating a Microsoft 365 service in an organization is straightforward. However, managing this change with users and operators to achieve a successful deployment can be more challenging.

CGI firmly believes the deployment of Microsoft 365 services should be focused on change management, rather than technology. Guidance from change management experts significantly contributes to the success of the project and the adoption of services by users and operators. Based on our experience, we have found that effective change management increases user ownership and adoption rates.

CGI offers typical change management activities for all Microsoft 365 services, including Exchange® Online, SharePoint® Online, Teams, OneDrive®, ProPlus, Delve®, Power Automate, Planner, Yammer®.

CGI's Microsoft 365 Centre of Excellence has more than 40 technical and change management experts working in its Quebec City and Montreal offices. It is also supported by a network of professionals located in several countries around the world. Our centres of excellence are a key component of CGI's global offering. Furthermore our Microsoft 365 Centre of Excellence can rely on a pool of change management consultants, including a dedicated team.



3.6 Collaborative Work with Microsoft 365

LEVEL : Beginner

DURATION : ½ ou 1 day

In order to ensure an effective adoption of the new Microsoft 365 tools, it is essential for end users to have a clear understanding of the full range of features available.

This training session is intended to help users become familiar with this new environment by guiding them through the different tools available in the Microsoft 365 suite to deliver a better collaborative work experience and maximize adoption in your organization.

PREREQUISITES

This training session is open to all.

GOALS

Microsoft 365 Overview

We will give you an overview of Microsoft 365, data storage, and available subscription options. We will also discuss ways to access Microsoft 365.

Using OneDrive

The arrival of OneDrive for Business is shaking up the world of document sharing. We'll walk you through how OneDrive can be accessed and synced with your devices. We'll discuss file and folder sharing options as well as the benefits of versioning, using the recycle bin, and search mechanisms.

Work in collaboration and co-edition with Microsoft 365 and Office Apps

We will do an overview of the Microsoft applications no longer available through our Microsoft 365 plan as well as how to reach them all by specifying the limits of the web versions. We'll also see how they integrate with other apps (such as saving attachments to OneDrive or Teams) as well as ways to collaborate with co-authoring colleagues.

Collaborating with SharePoint

SharePoint is the cornerstone of collaborative work and co-publishing. We will find out how to create and use our SharePoint sites. We will also discuss how to share documents internally and externally. Finally, we turn to the communications sites and look at their editing pages.

Collaborate with Teams

Microsoft Teams is the new way to collaborate providing video conferencing and chat, among other things. Teams is also the heart of team collaboration allowing simultaneous multi-collaborator work on documents as well as much more.

Working with Video Using Stream

Microsoft Stream is your corporate video channel. We will discuss ways to organize our video content into groups and channels as well as ways to embed video from Stream on SharePoint pages.

Other tools: Delve, Sway and Yammer

Delve allows us to centrally find all the content that concerns us, regardless of whether you are the author or whether we have shared the document with you. Additionally, we'll cover customizing your profile.

Sway allows us to create visual presentations using templates and graphics from a wide variety of sources.

Finally, Yammer is a corporate social network that can be used to join internal and external groups.

Using Planner

Organize your team's work and gain efficiency. The Planner makes it easy for your team to create plans, organize and assign tasks, share files, discuss work in progress, and get progress updates

3.7 Introduction to Microsoft 365

LEVEL : Beginner

DURATION : ½ ou 1 day

Learning to use all the new tools available in the Microsoft 365 suite can be challenging for some people. This course was designed as an introduction to the various products, including how to use them and what their specificities are.

PREREQUISITES

This training session is open to all.

GOALS

At the end of this session, the participant will be able to:

- understand cloud computing concepts
- understand key concepts and services in Microsoft 365
- understand security, privacy, trust and compliance concepts in Microsoft 365
- understand pricing and support in Microsoft 365

3.8 SharePoint Online under Microsoft 365

LEVEL : Beginner

DURATION : 1/2 day

SharePoint is at the heart of the Microsoft 365 solution. Both a document management tool and an effective communication tool, it is imperative to master it well in order to make the most of the Microsoft 365 suite. This training aims to present the use of SharePoint and its features.

PREREQUISITES

This training session is open to all.

GOALS

At the end of the course, the participant will be able to master the various aspects of SharePoint Online including:

Microsoft 365 and its components

- Presentation of the Microsoft 365 ecosystem
- Presentation of SharePoint

SharePoint - communication areas, publication and dissemination

- The creation of a communication site
- Editing a communication site
- Adding elements to a communication site
- Analysis of a communication site's usage
- The management of a communication site

SharePoint - team sites

- The creation of a team site
- Editing a team site
- The link between a team site and Microsoft Teams

Customizing a SharePoint site

- Document and image libraries
- The creation and configuration of a library
- The task lists
- SharePoint Online calendars
- Editing site links
- Using the recycling bin
- Site management

6.1 Microsoft Teams under Microsoft 365

LEVEL : Beginner

DURATION : 1/2 day

Microsoft Teams has quickly become a predominant tool in the professional life of a very large majority of people. Although at first glance the tool may seem to be primarily a videoconferencing tool, its functionality goes well beyond this simple use.

PREREQUISITE

This training is intended for both meeting organizers and participants. You will learn how to use the tool optimally.

GOALS

During this training, the participants will have the chance to better master the following aspects of the tool:

- The general functionalities of Teams
- The structure of Teams
 - The use of the teams
 - The channels and the conversations
- The management of the contacts
- The management of the meetings with Microsoft Teams
- Document management and sharing in Teams
- Research and other functions

7 Our Microsoft Azure Training Courses

Our partnership with Microsoft enables us to support you in all aspects of an Azure deployment.

Our trainers, many of whom are certified by Microsoft, all have practical experience in the implementation of Azure solutions. Based on their hands-on expertise, they are able to share knowledge that comes not only from theory, but above all from practice. Having already experienced all the challenges, they will be able to provide valuable knowledge during these training sessions



3.9 Introduction to Azure Services

LEVEL : Beginner

DURATION : 2 days

This 2-day course aims at introducing cloud computing concepts and presenting the main services available in Microsoft Azure.

PREREQUISITE

This training session is open to all.

GOALS

At the end of this session, the participant will be able to:

- understand cloud computing concepts
- become familiar with key Microsoft Azure services
- understand security, privacy, trust and compliance concepts in Microsoft Azure
- understand pricing and support in Microsoft Azure

3.10 Azure for Administrators

LEVEL : Beginner

DURATION : 4 days

This course aims at mastering cloud services used in various areas of system administration. Participants will be able to manage storage, security, networking, and computation features in Microsoft Azure.

PREREQUISITE

Be familiar with cloud computing concepts and system administration.

GOALS

At the end of this session, the participant will be able to:

- manage resources and subscriptions in Microsoft Azure
- manage storage in Microsoft Azure
- manage virtual machines in Microsoft Azure
- manage virtual networks in Microsoft Azure
- manage identities in Microsoft Azure.

3.11 Azure for Technical Architects

LEVEL : Intermediate

DURATION : 5 days

This 5-day course is specifically designed for technical architects who will have to implement Microsoft Azure services.

They will gain a good understanding of Microsoft Azure's capacity to help them guide and translate business needs into secure, scalable and reliable solutions.

PREREQUISITE

Participants must have good Microsoft Azure administration or Microsoft Azure development skills.

GOALS

At the end of this session, the participant will be able to:

- deploy and configure infrastructure in Microsoft Azure
- understand security and how to implement Microsoft Azure
- create and deploy applications in Microsoft Azure
- implement authentication and data security into Microsoft Azure
- manage storage in Microsoft Azure
- .

8 Coaching d'une équipe

8.1 Formation des formateurs

LEVEL : Intermediate

DURATION : 3 days

This program provides the necessary professional skills to facilitate group training sessions and to deliver training in the workplace. By taking an experiential and adult education approach, the objective is to develop and broaden the skills and abilities that are essential to the role of trainer, so that this actor can help with strategic business issues, organizational challenges and people development. At the end of this training program, participants will be able to design and assess training projects and share their knowledge.

PREREQUISITE

This training session is open to all.

GOALS

This course is divided into three skill groups:

- design a training course
- facilitate training sessions and strengthen the trainer stance (this section includes several hands-on workshops to assess the participants' performance)
- evaluate the impact of training sessions

At the end of this session, the participant will be able to:

- analyze a training request with a skill-based approach to meet identified needs
- design structured, effective and stimulating training courses using the appropriate adult education techniques
- prepare and facilitate training courses with ease, as well as choose and design effective facilitation media, tools and interactive training approaches, such as simulations and role-playing
- Develop a trainer's stance and master the basic principles (know-how, interpersonal skills, coaching stance, group facilitation, management of difficult situations and conflicts)
- Monitor skills development and implement continuous improvement of training courses based on the analysis of evaluation results

8.2 Addressing Dissatisfaction to Improve the Customer Experience

LEVEL : Advanced

DURATION : 1 day

Customer dissatisfaction requires special attention. A satisfied customer will talk to three people about your product or service, whereas a dissatisfied customer will talk to ten. Managing customer dissatisfaction is becoming ever more important nowadays and is a real lever for creating value.

Knowing how to properly address customer dissatisfaction also means continually reassessing oneself in order to improve the customer experience.

PREREQUISITE

This training session is open to all.

GOALS

This session is intended to provide participants with the tools to control their own emotions when dealing with customer dissatisfaction and to adopt the appropriate mindset and behaviours to maximize customer satisfaction.

At the end of this session, the participant will be able to:

- understand and apply the customer service and dissatisfaction management process
- analyze frustrations objectively and recognize the impact of emotions
- identify proactive and reactive modes in responses in order to choose the right communication approach and involve the customer in resolving dissatisfaction
- understand the importance of active listening, communication, empathy and openness to others
- apply specific techniques when dealing with difficult situations, such as anger and hostility
- understand how new technologies and social media are integrated into customer service
- move from theory to practice by identifying real actions that can be implemented in your organization, in the short and medium term

8.3 Coaching in the Workplace

LEVEL : Intermediate

DURATION : 2 days

Being a manager or team leader is a daily challenge. A leader's journey is filled with pitfalls and surprises on a human level: an employee who doesn't reach his or her full potential, a team member who distances himself or herself from a team or causes trouble because of a lack of leadership, a colleague who takes up all the space in a meeting, a boss who is caught in a whirlwind and loses sight of the essential, and so forth. What is the appropriate response in these circumstances? How can we positively influence these people?

Adopting a coach attitude can be a powerful tool to understand your environment, mobilize people, make them evolve and positively influence the course of things. What makes up the coach attitude is, above all, the ability to have a genuine interest in others and to sense naturally what could help them. Developing your coach attitude could help foster accountability, initiative, innovation and courage within your team and with your co-workers.

PREREQUISITE

This training session is open to all.

GOALS

This course aims at introducing the main practical tools for coaching and applying them during the training session. These tools will be applicable immediately afterwards with your collaborators, your superior or your family. The session also aims to emphasize the benefits of coaching for your team members, your organization and for yourself.

At the end of this session, the participant will be able to:

- understand and explain the coach attitude in the workplace
- analyze coaching needs to choose the right strategy for the situation
- devise a coaching plan, define a scope and identify coaching activities based on the selected strategy
- apply the coach stance: active listening, effective communication, feedback, evaluation, appropriate attitude and trust
- use coaching tools and techniques in the workplace, primarily to support your colleagues

8.4 Building Successful teams

LEVEL : Beginner

DURATION : 3 hours

GOALS

The performance and innovation of modern organizations inevitably depends on collaboration and teamwork.

Work environments change rapidly and create new opportunities and new challenges.

The people present at the training will be able, thanks to the tools and procedures provided, to form effective teams using existing resources.

CONTENT

Constitution of a high-performance team

- Identification of the objective
- Clear identification of the client and of the mission
- Key people
- Stowaways
- Credibility of the carrier

Traps to avoid

- Single thought
- Aggression
- Passivity
- Slippage
- Demotivation

METHODOLOGY

Live presentations, anecdotes, simulations and discussion workshops.

8.5 Initiation to visual thinking (Graphic facilitation)

LEVEL : Beginner

DURATION : 3 half-day
session

GOALS

This course is intended for anyone wishing to make their messages more impactful and more visual, learn to synthesize content graphically and learn facilitation graphics / scribing

- Explain visual thinking and the different currents
- Gain confidence to get started
- Knowing the material needed to get started
- Knowing the main visual principles and experimenting with them
- Learn techniques and tips to better master your style
- Build your own visual vocabulary
- Practice capture in real time to feel more at ease

CONTENT

Module 1: The basics of visual thinking

- Presentation
- Contextualization
- Discussions and questions
- Visual thinking and the different currents
- Are we trying a first try?

Module 2: Preparation and prerequisites

- The material
- Warm-up
- Prerequisites for drawing
- Confidence building workshop

Module 3: Drawing the basic elements

- Workshop Lettering
- Workshop Shadows
- Workshop Perspective
- Workshop Build your visual vocabulary
- Workshop Connectors
- Workshop Separators
- Workshop Containers
- Workshop Banners
- Workshop Chips

- Workshop Characters / expressions
- People in action workshop

Module 4: Structuring information and sharing your work

- Theory and discussions

Module 5: Real-time capture

- Workshop Accept our mistakes
- Real-time capture

Conclusion and questions

9 Our Geospatial intelligence training courses

Our training courses are designed for decision makers and professionals to help them better understand the added value of geospatial intelligence in their organizations. They are intended to develop the skills needed to manage geospatial data more effectively, optimize analysis methods and streamline the time-to-market of new geospatial intelligence applications. The main topics covered are:

- managing geospatial data with cloud solutions and big data
- automating geo-referencing and real-time, on-site analysis
- implementing a corporate platform and a knowledge centre

Our professionals can also design customized training and skills development plans to support the transformation of your organization.

9.1 Introduction to Socio-Economic Data to support Analysis

LEVEL : Beginner

DURATION : 2 days

Geospatial intelligence is the process that allows drawing useful lessons from the relationships between location data and organizational data in order to solve a specific man-made issue. The use of socio-economic data broadens one's perspectives in order to better understand a complex phenomenon or issue at a specific place and time. For example, spatial analysis with socio-economic data can be used to:

- identify isolated and at-risk populations based on various criteria
- have advanced market or customer segmentation
- perform optimization calculations for a public service

This training course is designed to provide participants with the knowledge required to understand the available socio-economic data and the methods to identify and quantify relationships, to grasp phenomena, to detect trends or to make forecasts. Participants will be able to make or recommend better decisions regarding a business-related issue in their industry.

PREREQUISITE

- Be familiar with the concept of data types (quantitative and qualitative)
- Have basic knowledge of the different types of database formats
- Understand basic map features (legend, title, source, projection)
- Have a good knowledge of the Office suite (mainly Excel), graphic representations and statistics

GOALS

At the end of this session, the participant will be able to:

- know the different types of socio-economic data (population, income, education, immigration, unemployment)
- understand the basics of big data analysis
- understand the relationship between data and land (what is spatial analysis?)
- understand the different types of representation and symbology according to the type of data (what is graphic semiology in cartography?)
- know the basics of how a mapping tool works
- understand how to use spatial queries to analyze land phenomena

The proposed educational approach includes lectures, theoretical examples, demonstrations of the tools and guided workshop experiments. Participants will have to bring a laptop computer in order to participate in the workshops.

9.2 Location-based Performance Analysis and Marketing

LEVEL : Intermediate

DURATION : 2 days

Geospatial intelligence is the process that allows drawing useful lessons from the relationships between location data and organizational data in order to solve a specific man-made issue. Performance analysis and marketing are key components of business intelligence. Geomarketing (or business mapping) is widely used in this industry. This practice includes techniques and methods designed to inform a location-based marketing decision. For example, spatial performance analysis can be used to:

- analyze the customer base and identify the best location for new points of sale
- measure market shares, conversion potential or service optimization potential
- refine the calculation method for insurance premiums and operating costs
- calculate the best route, optimize appointments and automate customer notifications

This training course will provide insight into geomarketing's value for strategic business decisions and the optimization of performance analysis. This decision support tool is an effective strategic lever for businesses.

PREREQUISITE

- Be familiar with the concept of data types (quantitative and qualitative)
- Have basic knowledge of the different types of database formats
- Know the basics of how a mapping tool works
- Understand traditional marketing and how it is used in businesses
- Be familiar with Microsoft Excel, statistics and data visualization

GOALS

At the end of this session, the participant will be able to:

- understand the benefits of geomarketing
- know the different possible ways to leverage geomarketing (trading area, communication optimization and marketing strategies, customer profile, market trends, consumer behavior, competitive research)
- understand the impact of different performance calculation methods on results
- understand how data preparation can support performance analysis or geomarketing
- understand core features available in analysis tools, such as ArcGIS Online and ArcGIS PRO, to deliver the expected results.

The proposed educational approach includes lectures, theoretical examples, demonstrations of the tools and guided workshop experiments. Participants will have to bring a laptop computer in order to participate in the workshops.

9.3 Corporate Data Geocoding to Support Geospatial Intelligence

LEVEL :	Beginner
DURATION :	1 day

Geocoding is the process of associating geographic coordinates (longitude/latitude) with a mailing address or location description. It is a key process in spatial analysis and business intelligence. This process is essential to locate people (customers, citizens, or workers) in the territory, but also to pinpoint infrastructure, vehicles, and even natural phenomena.

This course is designed to provide participants with the knowledge required to understand the basics of geocoding, to identify the main fields of application, to know the tools to perform geocoding and to be able to perform this operation effectively.

PREREQUISITE

- Have basic knowledge of the different types of database formats
- Be familiar with the concept of data types (quantitative and qualitative)
- Be familiar with Microsoft Excel, statistics and data visualization
- Have basic knowledge of spatial statistics and map coordinates
- Have basic knowledge of data processing tools (e.g. ETL)

GOALS

At the end of this session, the participant will be able to:

- know the basics of map projection and geographical coordinates
- understand the importance of baseline data quality and the accuracy required
- identify the various geocoding applications (data management, address analysis)
- know the existing tools to perform geocoding (Google, Esri, Office)
- perform geocoding on a data set to create a dashboard.

The proposed educational approach includes lectures, theoretical examples, demonstrations of the tools and guided workshop experiments. Participants will have to bring a laptop computer in order to participate in the workshops.

9.4 Corporate Data Enhancement to Support Geospatial Intelligence

LEVEL : Intermediate
DURATION : 2 days

Enhancing the value of existing data is a key component of geospatial analytics and business intelligence (GeoBI). Enhancement connects data from the organization, of which sometimes the only point in common is the territory, and allows dashboard visualization, spatial analysis, advanced analysis (e.g. machine learning or deep learning), predictive or prescriptive analysis. For example, data enhancement can be used to:

- correlate detailed operational performance data with the weather
- take into consideration external factors such as elevation, floods and forest fires
- find patterns and segmentations that were not previously possible

This course is designed to provide participants with knowledge and skills related to data enrichment and how it can be applied to their business.

PREREQUISITE

- Have basic knowledge of the different types of database formats.
- Be familiar with the concept of data types (quantitative and qualitative)
- Be familiar with Microsoft Excel, statistics and data visualization
- Have basic knowledge of spatial statistics
- Have basic knowledge of data processing tools (e.g. ETL)

GOALS

At the end of this session, the participant will be able to:

- understand the benefits and the main methods of enhancement
- identify the various data types that can improve an analysis
- better understand the kinds of analysis and how to assess the quality of the results obtained
- understand what predictive and prescriptive analysis is
- know how to use a mapping tool to enhance data

The proposed educational approach includes lectures, theoretical examples, demonstrations of the tools and guided workshop experiments. Participants will have to bring a laptop computer in order to participate in the workshops.

9.5 Geospatial Portfolio Management

LEVEL :	Intermediate
DURATION :	1 ou 2 days

Geospatial data is continuously generated by the operations of businesses in various industries, but is seldom used to provide value or useful information. This is an excellent opportunity to increase geospatial intelligence in organizations seeking to maximize the value and use of geo-location in their business processes.

During this course, participants will learn the new role of a geospatial portfolio manager in an Agile-Lean organization and how to redefine the value of their services in order to maximize their current and future investments. This new role is also related to the managers of skill/expertise centres.

PREREQUISITE

- Have basic knowledge of Agile-Lean concepts
- Be familiar with the concepts of geospatial applications, map data and corporate data management
- Have a background in strategic planning and work organization for a multidisciplinary team

GOALS

At the end of this session, the participant will be able to:

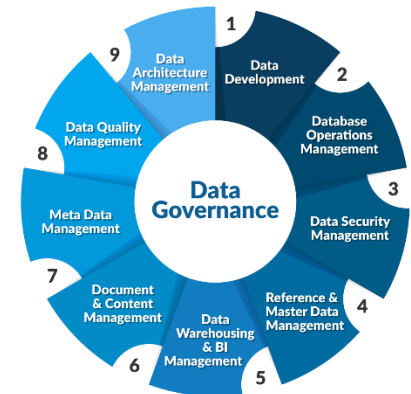
- understand how an expertise center can transform the organization's processes
- manage a geospatial portfolio in an Agile-Lean environment
- ensure the strategic alignment, prioritization and management of value and knowledge
- use and implement incremental planning
- use Agile project tracking and reporting tools
- support agile project managers
- know how to maximize value delivery
- transition from an expertise centre to an Agile-Lean portfolio

The proposed educational approach includes lectures, theoretical examples, and demonstrations as part of workshops facilitated by a trainer. Participants must bring writing material to take notes and we ask that cell phones be left at the door.

9.6 Geospatial Data Governance

LEVEL : Intermediate
DURATION : 3 days

Geospatial data governance is complementary to the various data governance activities, but is specific enough to be addressed in depth. Data governance is a management concept that addresses an organization's capacity to deliver high quality data throughout its lifecycle. Geospatial data has specific data quality criteria (e.g. accuracy, precision, and resolution) that are usually not accounted for in corporate data governance strategies. Key areas of geospatial data governance include: data availability, accessibility, usability, consistency, integrity, and security. Sound governance of geospatial data is one of the key success factors of geographic information systems and associated technologies.



This course is designed to provide participants with the knowledge and skills required to understand geospatial data governance, its specificities, and the strategies that should be implemented to ensure that geospatial data is used to its full potential. It is intended to identify and understand the processes required to ensure sound and effective management of corporate geospatial data, and accountability for the negative impacts of poor data quality on decision-making.

PREREQUISITE

- Have a good understanding of geographic information systems and the associated technologies
- Have basic knowledge of different types of database formats, big data, corporate data management and knowledge management
- Be familiar with data governance, including metadata management, document management, master data, business intelligence and data quality

GOALS

At the end of this session, the participant will be able to:

- understand how to define a geospatial governance strategy
- understand quality criteria that are specific to geospatial data
- acquire basic skills to perform geospatial data governance
- gain skills in change management and user service delivery
- gain skills in priority management and have a long-term view of investments

The proposed educational approach includes lectures, theoretical examples, and demonstrations as part of workshops facilitated by a trainer. Participants must bring writing material to take notes and we ask that cell phones be left at the door.

9.7 Implementation of a Geospatial Center of Excellence

LEVEL :	Advanced
DURATION :	2 days

The mission of a Geospatial Centre of Excellence is to provide its users and partners with technical leadership and expertise in geospatial technologies such as: geographic information systems (GIS), geospatial business intelligence (GeoBI), development of geospatial applications for lines of business, corporate system integration, and development and deployment of mobile, web and desktop applications.

This course is intended for managers of public or private organizations who want to offer or enhance their service offering and expand their client base. It therefore aims at providing participants with the knowledge required to establish a geospatial centre of expertise or centre of excellence in their organization.

PREREQUISITE

- Have basic knowledge of geospatial technologies
- Have basic knowledge of geospatial services
- Be familiar with spatial statistics, map coordinates, and quality issues related to geospatial data
- Be interested in new technologies, work organization and organizational transformation.

GOALS :

At the end of this session, the participant will be able to:

- identify key components and models needed to implement a center of excellence
- apply methods to determine organizational maturity and strategies to create a roadmap for the implementation of a geospatial center of excellence
- have the skills required to implement and maintain the center
- manage customer and partner relationships and assets
- have change management strategies

The proposed educational approach includes lectures, theoretical examples, and demonstrations as part of workshops facilitated by a trainer. Participants must bring writing material to take notes and we ask that cell phones be left at the door.

10 Communications and W

10.1 Raising our virtual presence – (Non-verbal communication in virtual mode)

LEVEL : Beginner
DURATION : 1 hour

This conference was designed to promote better use of non-verbal communication in teleconferencing.

It was designed in a mass webcast mode with the possibility of interaction only in the form of moderate questions, at the end.

Non-verbal communication in the virtual age.

GOALS

The pandemic leads us to communicate differently to optimize the effectiveness of our messages. Together, let's face the challenge of making the most of our teleconferencing through non-verbal communication:

- demonstrating the quality of our engagement;
- inspire confidence through our professionalism;
- bring our teleconferences to life.

Let's learn how to elevate our virtual presence!

CONTENU

Why?

- Explanation of the challenges and benefits of teleconferencing
- Culminates on the importance of non-verbal communication

Preparing the scene

- Basic advice on the camera, framing and audio quality

Showing off Professional

- Using non-verbal communication to inspire professionalism

Present

- Use of non-verbal communication when presenting

Discussion and question period

Final

MÉTHODOLOGIE

this conference was designed for a web conferencing mode with limited interaction, our methodology is based on a dynamic lecture that maintains the audience on guard.

It has many photos that illustrate the concepts explained; moreover, the speaker uses his or her own tips to present the content.

A planned question period helps engage the audience and provide additional information.

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10.2 Everything you don't say (Non-verbal communication)

LEVEL :	Beginner
DURATION :	4 hours

GOALS

Make the invisible visible.

You can hardly have a conversation without the help of non-verbal communication, which sets the pace for even the most mundane conversations. But again:

- What image do we communicate to our peers every day?
- Are we using our own body language to punctuate our messages?
- Do you know how to take the pulse of a loved one or an audience?
- Do we recognize the main gestures and their meaning?

Nonverbal communication is so useful that it is practically a superpower within our grasp. Introducing myself allowed me to be welcomed among my own people. How do you use it?

We will discuss a rich and fascinating subject in a relaxed manner. Duchenne smiles at the rendezvous.

This conference addresses both the interpretation of non-verbal communication and its use in a professional context.

CONTENU

Non-verbal communication

- Importance
- Myths
- Classification
- Interactions with the audience

Eloquence of gestures

- How to observe the gestures
- How to improve your gestures
- Explanations of 10 categories of gestures
- Interactions with the audience
- Practice and context

Professional use

- Project professionalism
- Improve your presentations
- Interact with a superior
- Analyze the gestures of an audience Discussion

- period

Concluding

MÉTHODOLOGY

Our methodology alternates between the presentation of information and interactions with the audience.

The learning strategy maximizes the transfer of the knowledge presented by switching between explanations and concrete interactions with the audience.

10.3 Stress : how to perform (Manage stress in presentation)

LEVEL :	Beginner
DURATION :	2 hours

GOALS

Learn to channel our stress positively when speaking in public.

In 1973, RH Bruskin Associates reported that three-quarters of us (74%) fear speaking out in public, a statistic subsequently confirmed in 2012 (Dwyer, Karen & Davidson, Marlina, Is Public Speaking Really More Feared Than Death ?).

Yet speaking in public is one of the most useful skills to influence the organizations in which we work, to stand out by sharing our best ideas and to advance in our careers. Each of us can develop this essential skill and I will provide you with some tips on how to do it.

Stress is a natural response to perform to the maximum. However, the abuse of a good thing sometimes turns it into a bad thing: too much stress paralyzes and reduces our abilities.

Let's learn to channel stress positively in our presentations and in our life.

It is your tool! Use it!

CONTENU

What is stress

- Lay the groundwork

A bit of physiology

- Make a connection between stress and the physical reaction

Perform through stress

- Present 16 tips based on our understanding of stress to make it an advantage
- Discussion and discussion throughout presentation of tips

The final word

MÉTHODOLOGY

Our methodology alternates between the presentation of information and discussions with the audience.

The learning strategy maximizes the transfer of the knowledge presented by switching between the theoretical foundations, their implementation and the concrete interaction with the participants.

10.4 Effective files

LEVEL :	Beginner
DURATION :	1/2 day

GOALS

An effective file is a file or a study that will facilitate decision-making by decision-makers.

This workshop, conducted in collaborative mode, aims to present and instill in participants the essential elements that constitute an effective file and to discuss good practices and pitfalls to avoid based on the lived experiences of the participants and the facilitator.

Some good practices: spiraling, the N + 1 theory, safety nets, allies, obsession with the concrete, the ban on elastic words, etc.

Several good practices are inspired by agile developments.

CONTENT

Planning the unknown

Presentation and discussion on the different techniques for planning the work for carrying out a study, knowing that it is impossible at the outset to know the analysis difficulties that will be encountered.

Understanding chaos

Presentation and discussion on different approaches to clearly identify the problems to be solved.

Making the vagueness a reality

Presentation and discussion on the advantages of presenting something concrete and how to get there.

Reassure Decision Makers

PRESENTATION AND DISCUSSION OF TIPS AND TRICKS TO REASSURE DECISION MAKERS, WHICH IS ULTIMATELY THE ULTIMATE GOAL OF A CASE OR STUDY

METHODOLOGY

Workshops (presentations, reflections, discussions)

10.5 Effective presentations

LEVEL :	Beginner
DURATION :	1/2 day

GOALS

An effective presentation is a presentation that will facilitate decision-making by decision-makers.

This collaborative workshop aims to present participants with the essential elements of an effective presentation and to discuss good practices and pitfalls to avoid based on the lived experiences of the participants and the facilitator.

Some good practices: customer obsession, listening, detachment, N-1 theory, the story to tell, time zone theory, question management, the best answers, the "too many" too many, the "dry run", and so on.

CONTENT

Be alive!

Presentation and discussion on the different techniques to make a presentation lively and interesting.

Be structured!

Presentation and discussion on the importance of being organized and structured.

Be a diplomat!

Presentation and discussion on different techniques for animating and managing an audience: good practices and pitfalls to avoid.

To be efficient!

Presentation and discussion of different tips and tricks and best practices to meet the objectives of the presentation and avoid losing the attention of the audience.

Be ready!

Presentation and discussion on the art of preparing well.

METHODOLOGY

Workshops (presentations, reflections, discussions)

11 Change management

11.1 The experience of agile change

LEVEL : Intermediate
DURATION : 1 day

The challenges of the 21st century are mainly centered on the capacity of our organizations to be agile in the face of the changes they live. Being agile means coping with an accelerated pace, taking on new benchmarks while maintaining serenity in these turbulent environments. It is through the adhesion and commitment of people that the transformations will materialize and create the desired value. CGI invites you to live a rich and unique learning experience. It is with an approach and concrete tools that you will leave to benefit your organization.

PREREQUISITES

None

WHO IS THIS TRAINING FOR

- Managers;
- Employees who contribute to the transformation of their organization;
- Change management advisers.

GOALS

At the end of this course, based on an experiential approach, the participant will be able to:

- Identify the impacts of the change on him, as an individual;
- Discover the roles of the manager and the employees in the change;
- Use concrete tools to prepare managers and employees to experience change;
- Identify new ways of doing things that improve understanding and clarity of changes;
- Maximize agile levers to promote buy-in and ownership of changes.

11.2 Introduction to « Agile » changement management for change agent

LEVEL :	Beginner
DURATION :	Modular from 1 hour to 3 hours according to needs

GOALS

This workshop is an introduction to the concept of agile change management for employees in a change project. It aims to demystify the different dimensions of change to position oneself personally and become an actor of change.

CONTENT

- Demystify the dimensions of a change project: technical and human aspects
- Define change management
- Understand the relationship between project management and change management
- Explore the different levers to facilitate individual change
- Become familiar with the need to be agile to adapt change management to the context
- Learn about the various roles in change management
- Position yourself as an actor in a project to become an agent of change

METHODOLOGY

Presentations and workshops

11.3 Effective change management

LEVEL :	Beginner
DURATION :	½ day

GOALS

Today, more and more organizations and companies are accelerating their pace of transformation. In this context, changes are obviously more and more frequent. There is even talk of continuous change. So how is change management going to be executed? Should we develop new reflexes? What lessons should we learn from past experiences? And the human in all this?

The objective of this workshop is to reflect with the participants on the different types of changes taking place in organizations, to see their impacts and above all, different ways of mitigating them.

CONTENT

Types of change

Presentation and discussion around the different types of change that are implemented in an organization or company and how to take them into account.

The different concerns of people

Presentation and discussion on the importance of understanding people's concerns during a change and especially how to address them.

The impacts of changes

Presentation and discussion on the different impacts of a change on the different clienteles concerned and above all even how to mitigate them.

The main actors

Presentation and discussion on different actors who help to take ownership of the change and what are their importance and role.

Stages of change management

Presentation and discussion of the different stages of change management and the main activities to be carried out.

A successful change!

Presentation and discussion on the characteristics of a successful change with regard to communications, training and also the appropriation of the change by the clienteles concerned

METHODOLOGY

Workshops (presentations, reflections, discussions)

11.4 Change management

LEVEL :	Beginner
DURATION :	1 day

GOALS

For several decades now, change management has been recognized as the most important success factor in innovative projects.

The participants in this training will be able to build a change management strategy and will know the essential steps to the execution of this strategy.

CONTENT

- Presentation of change management methodologies;
- Presentation of strategic prisms;
- Change management in waterfall mode and in agile mode;
- Development of leadership diagnostic skills and resistance;
- Exploration of the non-verbal and self-analysis;
- Analysis tools for organizations;
- Openness to human complexity.

METHODOLOGY

Live presentations, workshops, demonstrations, discussions.

12 Leadership

12.1 Shine in presentation: A conference designed to accelerate your leadership

LEVEL : Beginner
DURATION : 3h15 and more

GOALS

Inspire!

This conference will help you develop your presenter style and better deliver, organize and support your presentations. Take your skills to the next level and shine together!

Are you a participant? You will then have the opportunity to apply what you have learned, to receive anonymous constructive suggestions and to discuss your presentation individually with the facilitators to identify areas for improvement.

CONTENT

The conference is organized in three parts.

Part 1: theoretical session

- Introduction, organization and expectations
- Anatomy of an Effective Presentation
- Design a goal
- Build credibility
- Know Your Audience
- Organizing discourse
- Interact with the audience
- Preparing a presentation medium
- Closing

Part 2: practical session

- Getting in context and instructions
- Presentations: 10 minutes per participant
- Analysis by observers [anonymous surveys]
- End of exercise

Part 3: individual feedback One-on-one

- meetings with a trainer of 15 minutes per participant to provide immediate feedback.

METHODOLOGY

Our methodology is based on an optimal combination of theory, practice and feedback, both immediate and delayed.

The learning strategy optimizes the transfer of knowledge according to the personal investment that an audience member is willing to give to the conference:

- The participant gets the maximum value from the conference, since he has the opportunity to practice the knowledge and receive feedback on his performance.
- The observer obtains a little less value, in proportion to his personal investment, but he is called upon to exercise his critical mind by means of a survey specially designed to strengthen his understanding of the knowledge transmitted.

The role of each audience member is determined during registration.

Roles available upon registration

Participant

An opportunity to find your voice, combining theory, practice and concrete suggestions for improvement. The participant prepares a short presentation following the first session, which he will present at the second session.

Observer

An interest in the subject and an opportunity to learn by observation, without however being ready to push further by doing.

The observer completes an anonymous survey of participants' performance in the second session. As the survey is based on the subject taught,

Consideration of the duration of the meeting

The duration of the meeting is adjusted according to the number of participants.

13 Power of influence

13.1 Influence

LEVEL :	Beginner
DURATION :	Two half-days of 4 hours (8 hours in total)

GOALS

transform our world, one idea at a time.

There are countless good ideas, but few of them lead to action. To influence is to transform an idea into concerted actions.

Influence improves, whatever your level. This training will take you to the starting point of your improvement project. The rest is up to you.

CONTENT

Influence is an integral part of everyday life. Ads influence buying, documents influence thinking, bosses and coworkers influence the day you are about to start.

Almost every full sentence you express is an attempt to influence someone. So many opportunities to practice and yet we can still learn how to better influence a person, team or organization to work towards a common goal, to adopt behaviors or to make a decision.

The speaker will paint a picture of influence and, based on it, lead the audience to identify behaviors that can help us to influence better, regardless of the context.

Day 1 - Understanding influence

- Preamble
 - Ethical influence
 - Dark
 - triad Discussion workshop
- The model
 - Overview
- The result
 - Result of an influence tactic
- The agent of influence
 - Characteristics of an agent of influence
 - Discussion workshop
- The target
 - Characteristics of a Target of Influence
- Tactics
 - PowersFirm
 - Soft andTactics
 - Combination of Tactics
 - Overview of Tactics

- Conclusion: Are We Better Aligned?

Day 2 - Applying influence

- Reminder
 - Model
 - overview Overview of tactics
- The context
 - Principles of persuasion
 - Discussion workshop
- Application: influence and presentation
 - Tips from influence
 - Discussion workshop
- Application: influence and negotiation
 - Tips from influence
 - Discussion workshop
- Application: influencing a person in a position of authority
 - Characteristics and application to influence
 - Discussion workshop
- Application: influence and leadership
 - Comparison based on the influence model between the transactional leader and the transformational leader
 - Discussion workshop
- The final word

METHODOLOGY

The lecturer alternates between the presentation of theoretical information, the concrete application of influence, and discussions with the audience. Many examples are used to illustrate the point.

Thus, the learning strategy maximizes the transfer of the knowledge presented by switching between theory, practice and concrete interaction with the audience.

13.2 Persuade

LEVEL : Beginner
DURATION : 3h

GOALS

Prepare persuasive messages inspired by rhetoric and argumentation, because your ideas are important.

It's worth it. The solution matters and you can make a difference. If only you could convince the audience? We will introduce some tips from rhetoric and argumentation to get people to respect others' opinions, possibly change theirs, and act accordingly.

CONTENT

- The art of persuading
 - Why?
 - Is it worth it ?
 - When should we persuade?
 - How to proceed
 - Development of the example: contextualization
- Prepare
 - Pyramid of Aristotle
 - Kairos
 - Telos
 - Ethos
 - Pathos
 - Logos
 - Development of the example: throughout the section, after each concept introduced
- Organize
 - Argument structures frequently encountered (14 structures, including reflection criticism, the inverted pyramid, inspiration, history, the Rogerian model, the classical structure, etc.)
 - Elaboration of the example: organize our arguments
 - Workshop of discussions
- Deliver (The delivery is briefly discussed: it is not the main object of the training)
 - Presentation
 - tips Discussion workshop
- Concluding

REMARKS METHODOLOGY

Our methodology alternates between the presentation of information, the development of a concrete example and discussions with the audience.

The learning strategy maximizes the transfer of the knowledge presented by switching between theory, practice and concrete interaction with participants.

13.3 Build and maintain credibility

LEVEL : Beginner
DURATION : 3h

GOALS

An effective organization is often built from strong and credible personalities.

Those present at the training will be able, thanks to the exercises and demonstrations provided, to measure and express a better credibility, and will be able to avoid the pitfalls that frequently appear.

CONTENT

- Personalities analysis
- Development of verbal communication skills
- Exploration of the non-verbal and self-analysis discussion

METHODOLOGY

Live presentations, simulations, exercises and workshops.

The training is only available in person

14 Civility at work and harassment

14.1 Harassment prevention

LEVEL : Intermediate
DURATION : 2h

GOALS

Understanding what harassment is is essential in a large organization to effectively ensure prevention. We must be able to quickly detect warning signs, but also to detect abuse.

Staff in a position of authority must be able to clearly distinguish what could be interpreted as harassment and they must know the tools to help people who are victims of harassment.

Regular or supernumerary staff must know how to distinguish between harassment and the forms it can take and know the techniques for reacting appropriately in a situation of harassment.
Everyone should be aware of the organization's policies in this regard.

CONTENT

The content will be adapted to the policies of the organization and must be carefully planned according to the specific issues.

Prevention:

- Harassment Types of
- Physical
- Psychological
- Moral
- Sexual
- Cyberstalking
- Intimidation
- Mobbing

reactive attitude and communication

Policies to the organization

Action

METHODOLOGY

live presentations, anecdotes, training materials and simulations

15 Conflict management

15.1 How to increase emotional intelligence, and why

LEVEL : Beginner
DURATION : 3h

GOALS

Recent studies have shown a marked decrease in emotional intelligence in the Western population.

CONTENT

Participants in this training will have a better understanding of the importance of emotional intelligence and will have tools and exercises to increase their perceptions.

- Presentation on the nature of emotional intelligence and its importance.
- Analyzes of real-life situations.
- Role-playing exercises.
- Diagnostic tools.

METHODOLOGY

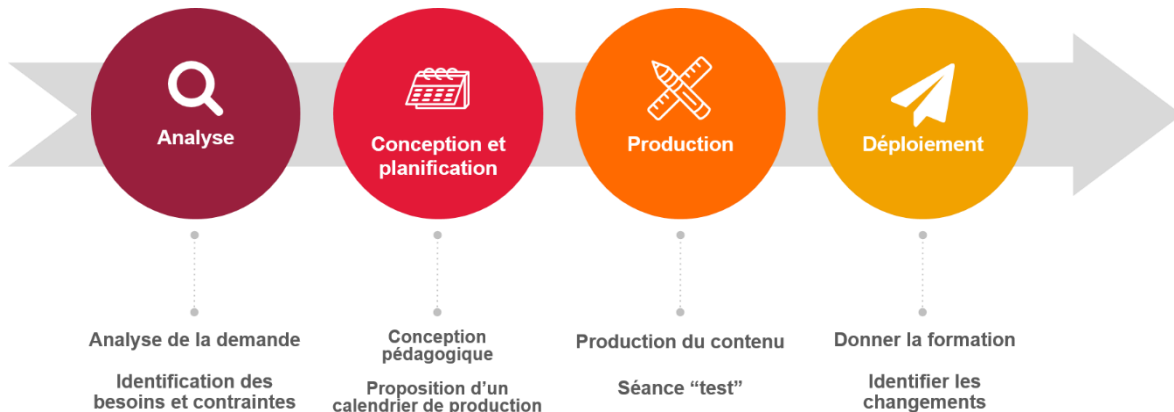
Presentations, case studies, teaching materials and simulations.

The training is only available face-to-face.

16 Conception de formation sur mesure

16.1 Complete methodology implemented to create tailor-made training

Our methodology places the customer at the heart of the creation process. This is made up of four (4) major stages. This process must be seen as evolving in the sense that training is constantly adapting and improving.



ANALYSIS

Upon receipt of a request for "tailor-made" training, the CGI advisor begins a phase of analysis of the request in order to clearly identify the reason why the training is required ("Why? What are the benefits sought?"), The learning objectives ("What should the learners be able to achieve after the training?") As well as the profile of the learners ("Who is this training for?"). The advisor also takes cognizance of the client's reality and the constraints imposed.

Depending on the scope of the requirement, workshops are conducted between the designated representatives of the client and the CGI training designer.

DESIGN AND PLANNING

Following the analysis phase, the instructional design phase begins.

Often, the designer will take advantage of the many training courses that make up CGI's training catalog. These trainings are design accelerators since some sections can be reused and adapted. They will also concretize the exchanges with the customer by providing examples of content.

Being part of the process, the client can then give rapid feedback on the proposals made by the designer both in terms of presentation material and workshops, simulations and others.

Following the instructional design stages, the designer and the client agree on a production schedule as well as the frequency and method of client monitoring and validation. Depending on the complexity of the material to be produced, the subsequent production phase may take a different length and form.

PRODUCTION

The CGI designer then begins production of the material in collaboration with the client. Small increments of content are produced and quickly validated by the customer. If necessary, the adjustment to the material produced is immediately integrated and the content creation plan can therefore be quickly adjusted avoiding a major overhaul having to be made at the end of production.

This phase includes both the production of presentation content, workshops, simulations and learning assessment methods.

In the specific case of the production of simulation material, one or more coaches from CGI's customer experience team can join the training designer as well as the client to participate in the design workshops. This collaboration will improve the content, in particular through the experience of our experts (cases, best practices, etc.).

When the material is ready and validated by the customer, the designer and a trainer carry out a "test" session (Dry run). A representative group of clients is selected (initiated and uninitiated to the content taught) to attend a training session. The objectives are to:

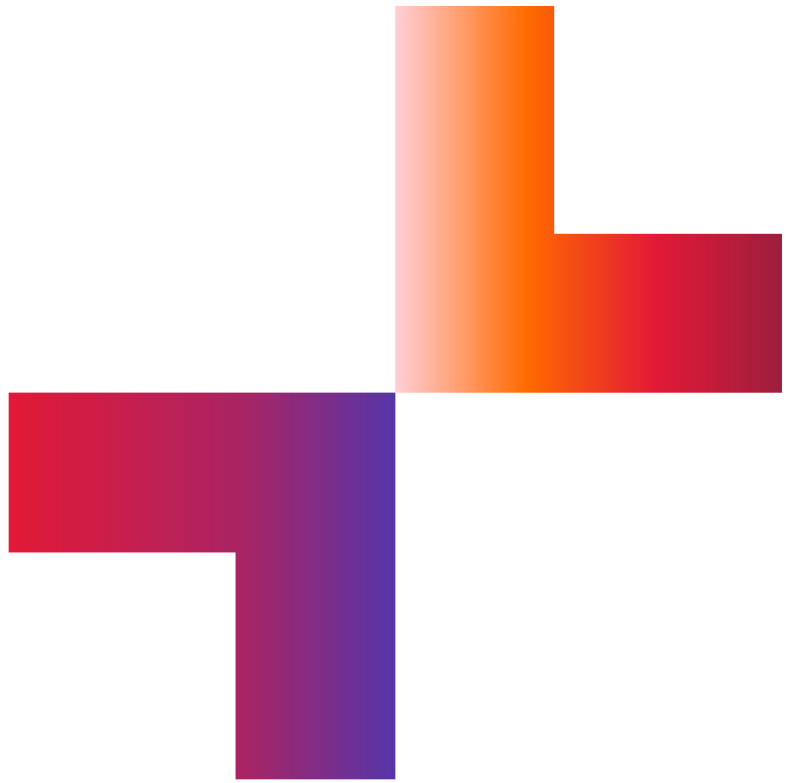
- Validate that the common thread of the training is good
- Confirm that the material is clear and concise
- Confirm that the learning objectives are well achieved
- Validate that the exercises are relevant
- Validate the timing of the training

Following the test session, a review workshop is carried out with the client and some of the participants. Adjustments are then made to the material followed by linguistic revision and formatting. The customer then gives his approval for the deployment.

DEPLOYMENT

It is at this stage that the distribution of the training material produced can be started according to the approach desired by the customer. After each training, in collaboration with the client, we measure the impact of the training. This marks the beginning of the evolution phase of the equipment, when it is intended to be used over a long period.

Each session provided is followed by the sending of a questionnaire to assess the experience of the learners. The results of these questionnaires are analyzed and based on the information contained therein, improvements are made to the training content.



CGI