

*“All human relationships, at home or at work, have the potential to be positive, productive and rewarding. All too frequently they are none of these, creating emotional turmoil, poor health, lower quality outputs and higher costs associated with staff illness and turnover.*

*“People skills” as they have been called are not something we are born with – yet they are essential to leadership, team effectiveness, customer relations in fact almost every human relationship you can think of.*

*While we may think we have them, the frequency with which relationships break down would suggest a “skills refresher” would do no harm.*

**People Skills to Help  
Managers Make the  
Most of Their  
Greatest Asset  
Their Teams**

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**“Yes, I think I have good people skills.  
What kind of idiot question is that?”**

Catalyst Mediation Training ©

## Welcome

Over the last 13 years we have developed and delivered a series of people skills courses for organizations of all sizes, including half day “MasterClasses” for more experienced leaders and full courses for aspiring ones.

The courses are all aimed at creating positive human relationships – between leaders and staff, colleagues, staff and their customers – especially where that relationship could be described as “difficult”.

The common elements are simple psychology and effective communication.

The courses are listed on Pages 1 – 16 and there is an example of the feedback we get and the Course analysis we do to measure their value (Page 17) and some idea of budgets, (Page 19) which in today’s climate are as flexible as we can make them.

If any of these are of interest, please let me know.



## Skills Courses

Anti-Social Behaviour .....	3
Coaching As a Leadership Skill .....	4
Complaints Made Positive .....	5
Difficult Conversations Made Easier .....	6
Decision Making Problem Solving .....	7
Facilitation as a Leadership Skill .....	8
Leading a Successful Team .....	9
Accredited Mediator Skills .....	10
Mental Health at Work .....	11
Managing Stress at Work .....	12
Negotiating Successfully .....	13
Positive Performance Management .....	14
Presentation Skills .....	15
Course Value Analysis .....	17
Budgeting .....	19

## Questions



If you have any questions please let me know.

Yours sincerely

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# Anti-Social Behaviour

## Internally Motivated Behaviour Change



Alcohol or other drugs are frequently the cause of anti-social behaviour.

Drug and alcohol workers use Motivational Interviewing as a goal-oriented, individual-centred counselling style for eliciting behaviour change. MI recognizes that individuals who need to change their behaviours are usually unwilling to have a conversation about doing so. So a worker or counsellor must gain the individual's trust and commitment by being non-judgmental, non-confrontational and non-adversarial. They can then increase the individual's awareness of the consequences to themselves and others and identifying the risks the individual faces as a result of their behaviour.

### 5 Stages

MI takes individuals through 5 stages, - from “No, not me” to “So it is possible” with workers providing different support at each stage. This journey can be used for any behaviour change – from cleaning a common area to abstaining from substance misuse, although the more ingrained a behaviour the longer the journey.



### Who would benefit?

Anti-social behaviour teams, anyone regularly dealing with conflict between neighbours.

- ☀ one day course : time to understand the what and how, but little time to practice as new skills;
- ☀ two day course: time to understand and practice, gaining confidence to use the skills the next day.

### Course Format

The courses are 60% demonstrations with small and whole group practice around your own experiences to build confidence in these skills. It is run in-house, in groups of 8 - 10 to maximise learning interaction. A pre-course questionnaire and manual will help you to understand your approach to the issues that most concern you and we use your examples to make the training relevant to your work lives.

Skills	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Stages of MI	Understand the stages an individual can progress through.	Discuss the 5 Stages from Not Considering Change to Identifying what made the change possible.
Principles & Strategy of MI	Understand the principles, structure and skills of MI.	<p><b>Demonstrate:</b> Engaging –talking about issues, concerns, hopes, establish a trusting relationship.</p> <p><b>Focusing</b> - used to narrow the conversation to habits or patterns that individuals want to change.</p> <p><b>Evoking</b> - used to elicit individual motivation for change by increasing individuals' sense of the importance of change, their confidence about change, and their readiness to change.</p> <p><b>Planning</b> - to develop the practical steps individuals want to implement the changes they desire.</p>
Language of MI	Understand the non-judgemental language skills involved in MI	Demonstrate the ability to ask open ended questions, provide affirmations, the capacity for reflective listening and the ability to provide summary statements to the individual.

## Coaching As a Leadership Skill

### Developing Your Team

Coaching is a skill leaders use to develop their team's skills in a thought-provoking and creative process that inspires them to maximize their professional potential.

Like any other form of skill transfer – it must be directed towards specific, measurable ends so the value can be assessed.

The “Coached” should be able to learn new ways of thinking in a secure, supportive environment, where they have the time to discuss and internalise new approaches and, crucially, put them into practice and give feedback on the results to the coach.



### Strategic Leadership Skill

Coaching teams to develop their analytical and problem solving capabilities is a key leadership skill

### Who would benefit

Anyone seeking to be an effective leader or coach for a colleague:

- ☀ an awareness raising about coaching skills : one day version –time to understand the what and how, but little time to practice as new skills;
- ☀ a skills course for immediate application in the workplace : two day version – time to understand and practice, so gaining confidence for those who want to use the skills the next day.



### Course Format

The courses are 60% demonstrations with small and whole group practice around your own experiences to build confidence in these skills. It is run in-house, in groups of 8 - 10 to maximise learning interaction. A pre-course questionnaire and manual will help you to understand your approach to the issues that most concern you and we use your examples to make the training relevant to your work lives.

Skills	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Understanding Coaching	Understand what happens in a coaching session and the coach's role.	Identify the role and behaviours of a Coach, the nature of the relationship and objective setting..
Leadership Skills	Understand how coaching fits with other leadership skills	Demonstrate coaching as a team development tool using elements of other leadership skills
Session Management	Understand the principles, structure and rules around effective sessions.	Manage a session so that it, identifies key agenda items, agrees clear objectives for the session, manages session timing effectively, agrees next actions and agrees measures for next actions
Coaching Language	Understand the principles, objectives and examples of Coaching Language.	Demonstrate a variety of skills, including establishing role, demonstrate active listening, open ended & other questioning techniques, encouraging contributions, allowing the colleague to express their fears, concerns and hopes openly, encouraging option generation & analysis, with clear conclusions & objective setting.

## Complaints Made Positive

### Developing Loyalty

Organisations know that a satisfied customer is loyal, takes less resource to maintain and is less expensive than an unhappy one. They are what we would like to be – treated as intelligent adults, able to know what to expect and receive an appropriate response when we don't receive it.

Turning negative emotions into positive ones takes language and listening skills, with touches of negotiation, facilitation and simple psychology. With these skills you will be able to defuse negativity, create understanding, set expectations and form a positive relationship.



### Strategic and Operational Skills

This is both a strategic and practical skill, as the approach should determine the style and tone of the organisation's response from the initial contact to the final one.

### Who Would Benefit

Managers who create the strategy and the staff who receive the complaints from customers.

- 🌟 one day course : time to understand the what and how, but little time to practice as new skills;
- 🌟 two day course: time to understand and practice, gaining confidence to use the skills the next day.



### Course Format

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Skill	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Conflict Response Theories	Understand the theories and how they affect responses to stress.	Describe the theories, including Procedural Justice and their impact on people under stress or conflict. Describe how to allow for their affects when working with people in stress or conflict.
Complaint Facilitating vs Solving	Understand the role of a facilitator in working with complaining clients.	Demonstrate communication skills in eliciting a description of the complaint, identifying desired outcomes and managing expectations of process stage, timing and possible outcomes.
Transactional Analysis (TA)	Understand the theory behind TA and how it affects communication.	Demonstrate the Parent/Adult/Child states and how moving from one to another affects responses to communication. Demonstrate the benefits of an Adult to Adult discussion.
Open Ended Questioning Techniques	Understand the use and effectiveness with conflicted clients.	Use questioning techniques to elicit information and guide client thinking towards cause & effect and solution options. Summarise and reframe to defuse emotion & introduce rational thinking.
Principled Negotiation	Describe the principles, objectives and methods.	Demonstrate identifying client self-interest, using questions to generate options and identifying measures of success.
Appropriate Language	Understand how written words affect stress.	Demonstrate use of language when addressing a complainer or outlining the response to a complaint.

## Difficult Conversations Made Easier

### Difficult Or Uncomfortable Making?

When we have to tell someone something they don't want to hear, we assume they will become defensive, argue and shout at us, with the feeling that the conversation will do no good.

All this stems from a common cause. We expect them to feel criticised (threatened) and respond like any other animal— fight (argue, shout) or flight (shake their head,, leave). If they fight we feel threatened. If they disengage or leave we feel disrespected.



### Positive Constructive Reviews

Facilitation and language skills can turn the conversation into an opportunity for the individual to show some self-reflection, some self-awareness of what they do well and could (should?) improve. This will fulfil your leader role as developer of your team's skills in a supportive conversation rather than a punitive one.

### Who Would Benefit

Anyone seeking to improve their team leader skills and move away from solving other people's problems. Managers creating an early resolution culture.

- ☀ one day course : time to understand the what and how, but little time to practice as new skills;
- ☀ two day course: time to understand and practice, gaining confidence to use the skills the next day.



### Course Format

The courses are 60% demonstrations with small and whole group practice around your own experiences to build confidence in these skills. It is run in-house, in groups of 8 - 10 to maximise learning interaction. A pre-course questionnaire and manual will help you to understand your approach to the issues that most concern you and we use your examples to make the training relevant to your work lives.

Skill	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Conflict Response Theories	Understand the theories and how they affect responses to conflict.	Describe the theories and their impact on people under stress or conflict. Describe how to allow for their affects when working with people in stress or conflict.
Facilitating Other People's Problems	Understand the role of a facilitator / guide in problem solving	Demonstrate guiding people to solve their own problems, use questioning and negotiation techniques to identify new behaviours so they are responsible for their actions.
Communication Techniques	Understand the role of various techniques	Demonstrate the uses of active listening, open ended questioning, reframing, normalising and other techniques.
Transactional Analysis (TA)	Understand the theory behind TA and how it affects communication.	Demonstrate the Parent/Adult/Child states and how moving from one to another affects responses to communication. Demonstrate the benefits of an Adult to Adult discussion.
Principled Negotiation	Describe the principles, objectives and methods.	Identify self-interest, use questions to generate options to achieve this Identify and identify measures of success.



## Facilitation as a Leadership Skill

### Making Team Communication More Effectively

Facilitation is a key leadership skill for anyone working in a multi-agency environment – it generates consensus so everyone is working to a common goal, each has their voice heard, all possible options are raised and analysed for potential, the discussion stays on subject and within the agreed timescale and if conclusions are reached, actions and responsibilities are agreed and recorded.



Facilitation techniques, together with some principled negotiation tactics, will enable all concerned to understand that their best interests lie in achieving a common objective and how best to contribute. The resulting plan may not be perfect, but everyone will know their role, the timings and the benefits that will flow from successful completion.

### Strategic Leadership Skill

Coaching teams to develop their analytical and problem solving capabilities is a key leadership skill

### Who would benefit

Anyone seeking to manage effective discussions between colleagues:

- 👤 an awareness raising: one day version – time to understand the what and how, but little time to practice as new skills;
- 👤 immediate application : two day version – time to understand and practice, so gaining confidence to use the skills the next day.

### Course Format



The courses are 60% demonstrations with small and whole group practice around your own experiences to build confidence in these skills. It is run in-house, in groups of 8 - 10 to maximise learning interaction. A pre-course questionnaire and manual will help you to understand your approach to the issues that most concern you and we use your examples to make the training relevant to your work lives.

Skill	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Understanding Facilitation	Understand the theory of facilitated discussions and the facilitators role.	Identify the ethics, role and behaviours of a facilitator.
Meeting Management	Understand the principles, structure and rules around effective meetings.	Manage a meeting so that it discusses all agenda items, includes all attendees in the discussion, identifies problems quickly & accurately, explores a range of solutions, states conclusions clearly, allocates responsibilities & next steps, stays in timing
Facilitative Language	Understand the principles, objectives and examples of Facilitative Language.	Demonstrate a variety of skills, including establishing role, demonstrate active listening, open ended & other questioning techniques, dealing with impasse, encouraging contributions, option generation & analysis
Transactional Analysis (TA)	Understand the theory behind TA and how it affects communication.	Demonstrate the Parent/Adult/Child states and how moving from one to another affects responses to communication. Demonstrate the benefits of an Adult to Adult discussion.

## Fixing a Broken Team

### Background

Whether a team has never progressed past Tuckman's "Storming" stage or has developed a blame culture, trust is destroyed and focus on results soon follows.

Fixing a broken team takes time and the people skills of a facilitator, negotiator, leader and communicator.

Starting with the basic of team values, what behaviours are and are not acceptable, the common goals the team aspires to and what roles each member has.



### Who would benefit

Anyone seeking to be an effective leader of "effective" teams.:

- an awareness raising about leadership skills : one day version –time to understand the what and how, but little time to practice as new skills;
- a skills course for immediate application in the workplace : two day version – time to understand and practice, so gaining confidence for those who want to use the skills the next day.



### Course Format

The courses are 60% demonstrations with small and whole group practice around your own experiences to build confidence in these skills. It is run in-house, in groups of 8 - 10 to maximise learning interaction. A pre-course questionnaire and manual will help you to understand your approach to the issues that most concern you and we use your examples to make the training relevant to your work lives.

Skill	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Understanding Leadership	Understand what a leader does in leading people.	Identify the role and behaviours of a Leader of a team.
Understanding Teams	Understand the strategy, benefits and functions of teams vs groups	Demonstrate what makes a team better than a group, it's structure, function and goals..
Team Values	Understand the principles, skills and ways to develop and maintain team values.	Demonstrate a variety of skills, including developing a Values Charter, facilitating team discussions, negotiating & managing disagreement,
Facilitating Other People's Problems	Understand the role of a facilitator / guide in problem solving	Guide people to solve their own problems, use techniques to identify new behaviours so they are responsible for their actions.
Communication Techniques	Understand the role of various techniques	Demonstrate the uses of active listening, open ended questioning, reframing, normalising.
Transactional Analysis (TA)	Understand the theory behind TA and how it affects communication.	Demonstrate the Parent/Adult/Child states and how moving from one to another affects responses to communication. Demonstrate the benefits of an Adult to Adult discussion.
Principled Negotiation	Describe the principles, objectives and methods.	Identify self-interest, generate options to achieve this Identify and identify measures of success.

## Mediation Skills (Accredited)

### Facilitating Behaviour Change

Mediation where there is an ongoing relationship – for example between colleagues, neighbours or tenants and council staff - is **a facilitated negotiation about behaviour change**. It should identify what behaviours don't work and have led to the disagreement and what could work and create a more productive relationship.



As mediator (or facilitator), their problem isn't yours – your role is to help them to identify and solve it, **not solve it for them**. You will help them have conversations they would otherwise find difficult, partly because they are emotionally involved and because they will not have your communication or negotiation skills.

You will gain an understanding of the structure of conflict, the stages and ethics of mediation, the language of questioning techniques, negotiation skills and some simple psychology. You will help individuals to think, identify their best interests, consider their decisions and review the options they are left with. You will guide them to a more responsible attitude and encourage behaviour that will be more positive for the future.

### Who would benefit?

In house mediators, anti-social behaviour teams, anyone regularly dealing with conflict.

### Course Format / Accreditation



This 5 or 6 day course is accredited with Scottish Mediation using a new facilitative approach to conflict, developed with teams in Scotland. 60% of the course is demonstrations with small and whole group practice around your own experiences to build confidence in these skills. It is run in-house, in groups of 8 to maximise learning interaction.

A pre-course questionnaire helps you to understand your own response to conflict and you will bring examples of conflicts you have experienced for reflection, so the training is relevant to your work lives. A comprehensive course manual is provided pre-training.

The 6 day course has the same content as the 5 day course, with one extra day of pure skills practice before the accreditation day. A 3 day non-accredited "mediative skills" course is also available.

Skill	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Conflict Response Theories	Understand the theories and how they affect responses to conflict.	Describe the theories and their impact on people under stress or conflict. Describe how to allow for their affects when working with people in stress or conflict.
Mediating Other People's Problems	Understand the role of a mediator as facilitator / guide.	Demonstrate guiding people to solve their own problems, using questioning and negotiation techniques, so they identify new behaviours and take responsibility for their actions.
Communication Techniques	Understand the role of various techniques	Demonstrate the uses of active listening, open ended questioning, reframing, normalising and other techniques.
Transactional Analysis (TA)	Understand it's effect on communication.	Demonstrate the Parent/Adult/Child states and the benefits of an Adult to Adult discussion.
Principled Negotiation	Describe the principles, objectives and methods.	Help people to identify their best interests, use questions to generate options and identify measures of success.
Mediation Structures	Understand the flexible structure of a mediation	Demonstrate a strategic approach to setting up a mediation, using pre-mediation techniques plus single and joint meetings.
Mediation Ethics	Understand the ethics of mediation.	Be independent, inclusive and non-judgemental, while prompting self-determination in a client's decision making.

## Mental Health at Work

### One of those “We don’t like to talk about it” issues?

Mental ill health is damaging to the individual, their teammates, their employer and ultimately, UK plc.

Yet for many managers, balancing targets and work practices for a team with the needs of a team member with mental ill health can seem a daunting prospect, because mental health is one of those “we don’t like to talk about it” issues.

It needn’t be – working with mental ill health is much like working with any physical health problem – the stages and approach can be much the same.



### Listen, Understand, Encourage, Adapt

With some knowledge about various forms of mental ill health, tell tale signs, their impact on the individual, combined with the ability to really listen, to show you understand their issues, and the language to encourage a discussion about the best coping strategies for them and their teammates, you should be able to reach an agreement which should benefit them, you, your employer and ultimately UK plc.

### Who would benefit

Anyone seeking to manage effective discussions with colleagues about mental ill health.

- 🌟 one day course : time to understand the what and how, but little time to practice as new skills;
- 🌟 two day course: time to understand and practice, gaining confidence to use the skills the next day.

### Course Format



The courses are 60% demonstrations with small and whole group practice around your own experiences to build confidence in these skills. It is run in-house, in groups of 8 - 10 to maximise learning interaction. A pre-course questionnaire and manual will help you to understand your approach to the issues that most concern you and we use your examples to make the training relevant to your work lives.

Skill	Learning Objectives	Practical Outcome
	Learners should:	Learners will be able to:
Understanding Mental Health	Understand what is mental ill health and the individual and team impact.	Know the signs of different forms of mental ill health and their impacts on teams and individuals.
Know the Signs	Understand the way in which mental ill health can be identified, without professional intervention.	Identify key signals that mental ill health may be present and know how to fit a response to mental ill health within overall team goals and operations.
Engaging Language	Understand the principles, objectives and examples of Engaging Language.	Demonstrate language skills to enable individuals and teams to hold open, supportive discussions around its impact on the individual and the team.
Transactional Analysis (TA)	Understand the theory behind TA and how it affects communication.	Show the Parent/Adult/Child states and how they affect responses to communication. Demonstrate the benefits of an Adult to Adult discussion.
Know What To Do	Understand the approaches to managing mental ill health in the workplace.	Know the available actions open to managers, the individual and their employer, including simple measures and referral to professionals.

## Managing Stress at Work

### Stress and Resilience – One Lowers the Other



A commonly accepted definition of stress, developed by Richard S. Lazarus, is that it occurs when someone thinks that the demands on them

**"exceed the personal and social resources that the individual can mobilize."**

In becoming stressed, people must make two main judgments:

- ☀ First, they must feel threatened by the situation.
- ☀ They must judge whether their capabilities and resources are sufficient to meet the threat are they resilient enough?

In most workplaces, the amount of work and the behaviour of managers and colleagues are the main causes of stress, although what's happening at home can bring stress into work. Managers can decide that it's better to have a workforce that is energised, enthusiastic, determined and helpful build self-confidence and so resilience so that stress is confined to serious adverse events, and not the routine of everyday working life.

### Who would benefit

Anyone seeking to build teams of self-confident, resilient, effective colleagues.



☀ one day course : time to understand the what and how, but little time to practice as new skills;



☀ two day course: time to understand and practice, gaining confidence to use the skills the next day.

### Course Format



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Skill	Learning Objectives	Practical Outcome
	Learners should:	Learners will be able to:
Understanding Stress & Resilience	Know what causes stress, it's impacts and how resilience can help the individual and team.	Know the signs of different forms of stress and their impacts on teams and individuals. Know what approaches will build resilience.
Resilience Building	Know what approaches build resilience and reduce stress	Show how new approaches in their Team could build resilience and tackle existing stress.
Process Reviews & Managing Change	Understand how to reduce the stress of work processes, especially changing roles, functions and structures.	Identify ways of engaging a team in process review to reduce stress and planning changes to minimise stress.
Transactional Analysis (TA)	Understand the theory behind TA and how it affects communication.	Show the Parent/Adult/Child states and how they affect responses to communication. Demonstrate the benefits of an Adult to Adult discussion.
Know What To Do	Understand the corporate approaches to managing stress in the workplace.	Know the corporate and legislative approach to stress available to managers and the individual.

## Successful Negotiations

### Win/Win or Win/Loser?

Negotiations are very simple in essence.

You need something from someone else, they want something in return and you need a balance between giving and receiving that is acceptable to both.

In a negotiation this may be over how to repair a broken contract or a broken relationship.

Bargaining is very different.

Fisher & Ury, Directors at the Harvard Negotiation Project and authors of Getting to Yes and Getting past No, argue that positional bargaining can produce unwise agreements –half way between two positions is not necessarily the best solution – and is inefficient – parties defend their starting position and move incrementally towards agreement, rather than working jointly on finding an outcome.

Principled Negotiation seeks to identify common interests, seek future mutual benefits using language and motivation techniques that have been proven in negotiations around the world.

Principled Negotiation seeks to identify common interests, seek future mutual benefits using language and motivation techniques that have been proven in negotiations around the world.

### Who would benefit

Anyone seeking to be an effective negotiator:

- ✿ an awareness raising about principled negotiation skills : one day version –time to understand the what and how, but little time to practice as new skills;
- ✿ a skills course for immediate application: two day version – time to understand and practice, so gaining confidence for those who want to use the skills the next day.



### **Negotiation**

“The art of letting  
the other side  
have it  
your way”

### Course Format

The courses are 60% demonstrations with small and whole group practice around your own experiences to build confidence in these skills. It is run in-house, in groups of 8 - 10 to maximise learning interaction. A pre-course questionnaire and manual will help you to understand your approach to the issues that most concern you and we use your examples to make the training relevant to your work lives.

Skills	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Principled Negotiation	Understand why Principled Negotiation is more effective than bargaining.	Identify the role and behaviours of a Principled Negotiator vs a “Bargain Hunter”.
Negotiation Management	Understand the principles, structure and rules around effective negotiation sessions, including preparation.	Manage a session so that it identifies key negotiation aims for both parties, identifies potential problems (not people), generate mutual benefits & future goals, identify key measures for success ,agrees next actions
Transactional Analysis (TA)	Understand the theory behind TA and how it affects communication.	Show the Parent/Adult/Child states and how they affect responses to communication. Demonstrate the benefits of an Adult to Adult discussion.
Principled Negotiation Language	Understand the principles, objectives and examples of Principled Negotiation Language.	Show a variety of skills, including respect building active listening, open ended & other questioning techniques, encouraging contributions, encourage option generation & analysis, encourage clear conclusions & objective setting.

## Positive Performance Management

### What is the Point ?

In their CIPD textbook, Armstrong and Baron define performance management as

- ☀ 'a process which contributes to the effective management of individuals and teams in order to achieve high levels of organisational performance.
- ☀ it establishes shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is.'



**However much recent research suggests that appraisals can do more harm than good.**

Different studies have shown that when receiving even mild criticism the brain perceives a threat and restricts information processing, so what is being said is either not understood or ignored. Microsoft decided to disband performance management – *“after decades of use the company realized it was encouraging many of its top people to leave.”*

### The Principles of a Good Review

When you are being reviewed, what do you like? A clear idea of what you are being reviewed on? The opportunity to put forward what you think you are good – and not so good at? The ideas you have to improve. A boss who listens and encourages? Who offers different perspectives?

These are leadership or engagement skills. They give the individual some control over what's being discussed, time to be heard, the opportunity to determine their own future and how to improve from a respected, non-threatening source. But that doesn't mean they can get away with anything.

### Who would benefit

Anyone seeking to manage effective discussions with colleagues about self-improvement and team goals.

- ☀ one day course : time to understand the what and how, but little time to practice as new skills;
- ☀ two day course: time to understand and practice, gaining confidence to use the skills the next day.



### Course Format

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Skills	Learning Objectives	Practical Outcomes
	The learner should:	The learner will:
Performance Management	Understand the principles of PM	Explain PMs more easily to their staff.
Positive Facilitation	Understand the practicalities of a PM review	Organise them more effectively and productively.
Positive Language	Understand the principles behind the language of PM.	Realise whose problem is being discussed and the use of language and questioning techniques.
Transactional Analysis (TA)	Understand the theory behind TA and how it affects communication.	Show the Parent/Adult/Child states and how they affect responses to communication. Demonstrate the benefits of an Adult to Adult discussion.

## Presentation Skills

### Communicating to Groups

If you want others to “buy in” to your ideas or accept your reasoning, how you present them – and yourself – will play a large part in motivating their enthusiastic agreement.

As with any communication there are a number of elements to consider:

- ☀ who am I talking to and what are they expecting from me?
- ☀ What do I want from them – acceptance of facts or enthusiastic participation in a project?
- ☀ How many of them and what is the best way of communicating – voice only, flip chart, powerpoint, support document etc
- ☀ What are the three key points I want them to remember?
- ☀ What benefit does it give them – as individuals and/or as a team?
- ☀ How should I appear to them – smart or casual dress, formal or relaxed atmosphere?
- ☀ How will I know whether they have understood me?
- ☀ How do I manage my nerves?



Any award winning actor will tell you they are nervous before they start and that nerves are good, as long as you can manage them. So we will look at and practice recognising the nerves and using them positively whether you are presenting to colleagues or a room full of strangers. To build confidence we will practice using flipcharts, powerpoint or simply speaking from memorised notes. This practice is a key feature as it also helps to understand how to manage and use the nerves you will – and should feel before presenting.

### Who would benefit

Anyone seeking to be an effective presenter as part of their team or organisation role.

- ☀ one day course : time to understand the what and how, but little time to practice as new skills;
- ☀ two day course: time to understand and practice, gaining confidence to use the skills the next day.

### Course Format

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Skills	Learning Objectives	Practical Outcomes
	Learners should:	Learners will be able to:
Communication Theory	Understand what strategic thinking make for effective communication.	Demonstrate strategic thinking of communication theory in practical examples.
Personal Presentation Style	Understand the elements of presentation style – use of voice, body language, dress code etc	Demonstrate different styles using voice, body language, dress code appropriate to different audiences.
Communication Content & Method	Understand the principles behind choosing different presentation methods depending on the content.	Demonstrate a variety of methods depending on content and audience characteristics.

## Recent Feedback

### Which aspects of the training/event did you particularly enjoy?

- ☀ Informed – interactive- enjoyable. Pre-reading very useful - and sharing of experience - good to have input from others experience
- ☀ The small group size allowed for easy interaction. No role-play! – talking about techniques/sharing experiences just as effective
- ☀ Reassurance of techniques I knew and any new ideas and thinking in language and terms used to open discussion
- ☀ The opportunity to listen to others about challenging issues
- ☀ Discussions and sharing of experiences and ideas
- ☀ Sharing stories from a range of people
- ☀ Jeremy giving real world examples. Participants sharing their experiences
- ☀ I valued learning from Jeremys experience, the tools he uses and the case studies he refers to
- ☀ The specific techniques, and hearing from others
- ☀ Hearing thoughts of others and benefitting from Jeremys vast experiences and I now know what a decision tree is!
- ☀ The size of the group was good for discussion of the issues. Very helpful to also learn from other participants, as well as the speaker
- ☀ Work around phrases to put the responsibility onto the parties
- ☀ Liked the pre-reading in preparation for the seminar
- ☀ The informed nature of the presentation
- ☀ Drawing on experience practically based, lots of ideas/resources
- ☀ All very interesting – always very difficult to pitch course to all types of mediators but Jeremy tried to cover it all

## Managing Conflict / Difficult Conversations with Clients

### Course Analysis Background

As trainers we recognise budgets are tight and that we make demands on the time of the professionals who attend these courses, so it is important for us to understand whether the skills in the course are relevant (and are some more so than others) to the everyday work they do.

This “research” has shifted the emphasis on elements of courses and the results from the latest analysis of responses have added to our understanding of what works best for different groups.

Over the last 3 years 62 people have attended one or other of these two courses, the majority of them working in Housing with tenants who might be described as “difficult”. The two courses contain essentially the same people skills, helping them to change their Client’s behaviour.

### Questionnaire

The skills in the various courses we asked attendees to rank were as follows.

<b>The Approach</b>	It’s their problem, not yours: being a facilitator not a problem solver, helping clients to solve their own problems.
<b>Conflict</b>	How we respond to a perceived threat, automatically, without thinking. Allow 5 mins for adrenalin & cortisone to flush out of the system – time for the brain to engage.

<b>Communication</b>	Parent / Adult / Child language, not talking down but engaging others like adults to consider their problem not react to the other person.
<b>Motivational Interviewing</b>	Helping Clients to decide for themselves to change their behaviour “What’s good about .... What’s not so good about”, “Would it be OK to talk about ...” “What would help you to make a change to .....”
<b>Active Listening</b>	Summarising “I think you were saying that ..... have I got that right?”, Normalising “ many people find that difficult”, Empathising “I can tell this is difficult for you”, Encouraging “You mentioned .... Could you tell me more about that?”
<b>Facilitating: Ask, Suggest, Tell</b>	Ask open ended questions first to get the client to think; if they don’t see an answer, make a Suggestion as a question “If you were to ..... what would you think about that?” If possible never Tell anyone anything – they will reject it as a threat.
<b>Open Ended Questions</b>	What, When, How. “What would you say is the problem then? Communication or respect, what do you think?”  (Not Why - it can sound judgemental)
<b>Reality Checking</b>	Question sequence if Clients make impossible demands. “What would you like to happen? .....And how likely do you think that is? .....So what else do you think might be possible?”

So far 37 of a possible 47 people have responded - 5 people have left their jobs and one team are doing a combined report, so we will update this in the future. The respondent’s roles covered Housing Options, Housing Support, Youth Homeless Prevention, Anti-Social Behaviour & Ex-Prisoner Support.

Some of you gave a differential ranking, that is allocating each element a different usefulness and some didn’t, allocating the same usefulness score to more than one element.

### Analysis Overall

The Approach – whereby you switch from “problem solver” mode to “solution facilitator” seems to have had the most positive effect - releasing you from the stress of having to take on to your shoulders what are other people’s problems, largely created by themselves. By helping them to solve the problem, using the questioning techniques covered in the course, you are also able to pass on a skill so the client is more able to complete the task themselves next time.

That is also reflected in the ranking for Motivational Interviewing, the NHS technique whereby addicts learn how to decide whether their behaviour is positive and if not, when and how to change what they do.

<u>All</u>		<u>Preference</u>		<u>No Preference</u>	
1.2	Approach	1.3	Approach	1.0	Approach
2.4	Motivational Interviewing	3.8	Motivational Interviewing	1.0	Motivational Interviewing
2.8	Active Listening	3.8	Active Listening	1.0	Reality Checking
3.0	Reality Checking	4.7	Ask, Suggest, Tell	1.3	Transactional Analysis
3.1	Open Ended Questions	4.8	Open Ended Questions	1.3	Open Ended Questions
3.2	Ask, Suggest, Tell	5.0	Reality Checking	1.7	Ask, Suggest, Tell
3.8	Transactional Analysis	6.2	Transactional Analysis	1.8	Active Listening
4.2	Conflict	6.3	Conflict	2.0	Conflict

### Verbatim Comments

These were interesting and we have included some of them here as they highlight different aspects of what seems to work well.

<p><i>“Due to the service users I work with they require the worker to be in parent mode. It is difficult to change their mind set due to their being institutionalised.”</i></p>	<p>This reference to the Parental Transactional Analysis state would be really interesting to follow up after several months with one or more Clients, to see whether they were able to develop the self-confidence (?) to adopt a more adult state of mind – or whether that may be asking too much.</p>
<p><i>“I found The Approach most useful. I was the problem solver and the amount of work and stress this caused me could be overwhelming at times. Acting as the facilitator has taken away a lot of the pressures I felt to get things done. At the same time it gives the service user responsibility and can help them to think about what it is they want and how it might be achieved. “</i></p>	<p>This reflects many of your comments and is pleasing because in the early days of these courses we didn't emphasize this.</p> <p>In retrospect it is blindingly obvious that we should have done.</p>
<p><i>“I found every aspect of the training very useful. It is one training course that won't leave me and I feel that it has had a very positive impact on our team and our tenants.”</i></p>	<p>This reflects an underlying objective of the course, which is to facilitate communication within your own team. Some of you work closely together, others don't have the opportunity, so having a common understanding is important in making your internal communications more productive and satisfying.</p>
<p><i>“I found the Approach particularly useful with parents and adolescents. As facilitator I explained I wasn't on anyone's side and the young people found the idea of someone who wouldn't judge them helpful and unusual. I have also used that hand signal of giving people back the responsibility for their decisions and that seems to reinforce my independent role. “</i></p>	<p>Working with different generations can be a nightmare of misunderstandings and negative attributions and both age groups will try to get you on their side. Emphasising your independence / non-judgemental role will help to remind them it is their lives and they should be the ones taking the responsibility for making decisions about them.</p>
<p><i>“ would recommend these skills to anyone managing a team of individuals who seem to want to go their own way. I wish I had done it years ago. “</i></p>	<p>Managing a team of technical experts who all believe they don't need managing and aren't a team can be stressful for any manager.</p>

## Budgets

### **The Reality**

First we recognise that your budgets will have been whittled down to near nothing, yet your need to skill your staff to manage their workload has never been greater.

So in today's climate course rates start at £90 per person for a one day course, £80 per person per day for the two day courses and £75 per person per day for longer courses.

If this is too much, tell us what you have and we'll do as much as we can.

What makes us do that?

- ☀ Because having no budget is not your fault.
- ☀ Because we know these skills work.
- ☀ And because it is good for our reputation to invest in developing a relationship.

### Purchase Orders

We work with many organisations who require Purchase Order numbers on our invoices. We would ask that you



supply us with the relevant Order numbers and the email address of your Accounts Payable contact so that we can ensure that there are no delays to payment due to procedural errors.

### Further Questions



If you have any further questions please let me know.

Yours sincerely

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