

# Catalogue of TACK Training Courses

*The Whole Performance Solution*

## ABOUT TACK in Africa

*If you ever wondered where leading global corporations like Unilever and Nestlé get their ideas from, it's because we teach them!*

TACKAfrica has been providing business and HR development support to clients in East Africa for 45 years. We're the licensed partner for East Africa in the global network of TACK and TMI companies which operate in 60 countries. But we are much more than a provider of training services, more like a broad based commercial management consultancy practice. Our range of HR and business development services also includes performance management systems, team building, psychometric assessments, coaching, Kaizen performance improvement programmes, surveys and research, and workshop facilitation. We have leading edge capability in leadership development, strategy formulation, and culture change.

We're also licensed to provide OMG psychometric assessments for strengthening sales teams, and in partnership with the Kotter Institute, we can provide leading edge change management training based on John Kotter's seminal book 'Our Iceberg is Melting'.

Our client base emphasises large international corporations, large and mid-size locally owned businesses, NGOs and development agencies. We work across all sectors but we have developed specific curricula for Banking, Telecoms and Pharmaceuticals. Globally, TACK has been contracted to operate learning academies for Unilever and Nestlé Foods, while TMI is famous for having led culture change and business turnaround for airlines SAS, BA and KQ.

TACKAfrica operates from a base in Nairobi from where we staff assignments all over the greater East African region. Together with partners based in Nigeria, South Africa, Mauritius and Dubai, we provide a multi-lingual training capability that spans the whole of Africa. TACK was originally established in the UK in 1948 and in East Africa in 1967.

### **What to do now**

Full details of our clients services, track record and capabilities are provided on [www.tackafrica.com](http://www.tackafrica.com) and course details can be browsed on [www.tackinternational.com/ke](http://www.tackinternational.com/ke).

For further details, discussions and presentations, please contact:

- Steve Shelley on (+254) 0722 512016 or [steve.shelley@tackafrica.com](mailto:steve.shelley@tackafrica.com),
- Rose Nyarangi on (+254) 0722 755196 or [rose.nyarangi@tackafrica.com](mailto:rose.nyarangi@tackafrica.com)



**Strategic Alignment**  
Architects of Innovation and Change

# TACK TRAINING

## Inspirational - Participatory - Experiential - Practical

What makes TACK training different?

- Well proven participatory methodologies designed to stimulate and motivate to ensure high impact learning.
- A practical style which guarantees immediate application of the learning on the job.
- Highly experienced trainers who are acknowledged experts in their own right.
- High quality reference materials for participants to keep and an internationally recognised course certificate which adds strength to trainees' CVs.
- An international standard of training delivered in a locally relevant manner by people who know the environment.
- A regional and a global reach with the same high standard of delivery and impact wherever you need it.
- A working partnership between you and TACK so you can train who you want, when you want and how you want.
- Broad capability and very wide experience in all aspects of human resource and business development which means that we can provide support at every level to ensure the essential link between people and performance.

TACK training courses have been specially designed in their content and methodology to meet the needs of employees at all levels, providing an intensive input of essential skills in all aspects of management, sales and personal effectiveness. Our various curricula are mapped to the needs of people at all levels of the organisation, in all phases of their career and in all aspects of the business cycle.

TACK courses provide motivation as well as learning, leading to an immediate improvement in workplace performance and ensuring a rapid return on your investment in human capital.

### Learning methodologies

Reaching out to people in diverse locations demands a creative approach to the delivery of learning and to its application and reinforcement on the job. TACK programme delivery may include any or all of the following techniques:

facilitated team projects - business simulations - trainer led 'input' sessions - virtual instructor led training - case studies - group presentations - personal action planning - psychometrics and questionnaires - on-line surveys and 360°s - skills practice - role plays - video recording and feedback - theatre - mazes - one to one training - coaching (face to face or via the web) - small group coaching - action planning - e-learning modules - e-mails and SMS texts - action learning projects - board games - virtual learning centres - webinars - podcasts - reference notes in print, on disk and online.

We can upload a dedicated client learning zone on our website where participants can access notes, articles, blogs, slides and further reference and reading materials. They will also have on-going access to our trainers as coaches and mentors to support them in their learning journey. Distance and location are no obstacle to the implementation of learning.

## FULL COURSE LISTING

### Leadership, Management and Supervisory courses

Leadership in Senior Management  
Motivational Leadership  
Managing Human Resources  
Effective Supervision and Management  
Developing your Management Skills  
Performance Appraisal  
The Manager as Coach  
Introduction to Finance for Managers  
Project Management  
Leading Change

### Sales and Sales Management courses

The PRO-PAYBACK Sales Training Course  
Solutions Based Selling  
Selling through Distributors  
Managing Channel Partners  
Key Account Development  
Relationship Management  
Negotiating Skills  
Sales Management Essentials  
Introduction to Marketing  
Caring for the Customer  
Telephone Communication and Image Building

### Personal Effectiveness courses

Making your Time Count  
Team Building Workshop  
Developing your Interpersonal Skills  
Assertiveness and Self-confidence  
Coping with Stress  
Business Presentation Skills  
Business Writing  
Effective Communication  
Training the Trainer

### Corporate Learning Academy curriculum

*A further portfolio of high relevance, high impact topics mapped to modern management and leadership competencies. These can be mixed and matched with other TACK modules into customised corporate programmes.*

Advanced Negotiating Strategies  
Advanced Presentation and Influencing Skills  
Building Personal Influence  
Change Management  
Conflict Management  
Culture and Diversity  
Develop a Shared Vision and Aligned Plans  
Develop your People  
Emotionally Intelligent Leadership  
Empower and Hold Accountable  
Everyday Coaching  
Facilitation Skills  
Giving and Receiving Feedback  
Handling Workplace Pressure  
High Performing Teams  
Managerial Dialogue  
Managing Meetings for Results  
Managing Virtual Teams  
Mentoring Skills  
Personal Insight and Development  
Personal Productivity  
Problem Solving and Decision Making  
Recruit and Retain the Best  
Setting SMART Objectives

### Kotter Institute

'My Iceberg is Melting'

## LEADERSHIP AND MANAGEMENT COURSES

| Course                  | <b>Leadership in Senior Management</b>   |
|-------------------------|--|
| 1 day                   | <i>Practical tips for busy senior executives</i>   |
| Aimed at                | <i>Middle and senior managers</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Critical success factors in business leadership</li> <li>• The nature and challenge of change in the business environment</li> <li>• The TACK Effective Leadership Model</li> <li>• How to balance the development and motivational needs of your staff</li> <li>• How to balance your business goals with your people's performance</li> <li>• How to assess ability versus application of effort</li> <li>• How to match your management style to employee needs</li> <li>• Motivation and communication in practice</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Practical and easy to apply tools</li> <li>• Ready understanding of 'people' issues</li> <li>• Ability to flex style when needed</li> </ul>   |

| Course     | <b>Motivational Leadership</b>   |
|------------|--|
| 3 days     | <i>How to get the best out of your people</i>  |
| Group size | up to 20   |
| Aimed at   | Team leaders, experienced supervisors and middle managers  |
| Content    | <ul style="list-style-type: none"> <li>• The TACK Leadership Model</li> <li>• Use of authority</li> <li>• People needs analysis</li> <li>• Communication in management</li> <li>• Motivating people</li> <li>• Decision making</li> <li>• Delegation</li> <li>• Coaching for improved results</li> <li>• Selection and dismissal</li> <li>• Correcting performance problems</li> </ul> |

|                         |   |
|-------------------------|---|
| Course                  | <b>Motivational Leadership</b>  |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Perform the full leadership role and satisfy the needs and expectations of your team members</li> <li>• Manage flexibly according to the ability and character of your subordinates</li> <li>• Develop personal authority and influence as a leader</li> </ul> |

|                         |   |
|-------------------------|---|
| Course                  | <b>Effective Supervision and Management</b>   |
| 3 days                  | <i>Highly popular first level management training for supervisors and team leaders</i>  |
| Aimed at                | <i>First line supervisors and newly appointed managers</i>  |
| Group size              | up to 30  |
| Content                 | <ul style="list-style-type: none"> <li>• The role and responsibilities of supervisors and managers</li> <li>• How to develop and maintain your authority and human relations skills</li> <li>• How to motivate your subordinates to give their best</li> <li>• How to analyse problems and make better decisions</li> <li>• How to communicate effectively with your team, your colleagues and your own managers</li> <li>• Measuring and monitoring performance</li> <li>• How to run meetings and discussions</li> <li>• How to develop and maintain good working relationships</li> <li>• How to organise your own work and that of your team</li> <li>• Planning your own personal development</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understanding what management is all about</li> <li>• The sheer practicality of the course and the broad range of topics covered</li> <li>• Learning how to handle vital people issues</li> </ul>  |

|            |   |
|------------|---|
| Course     | <b>Managing Human Resources</b>   |
| 3 days     | <i>Employment and labour issues for non-specialist managers.</i>                |
| Aimed at   | <i>All non-HR managers responsible for hiring and managing groups of people</i> |
| Group size | up to 20  |

| Course                  | <b>Managing Human Resources</b>  |
|-------------------------|--|
| Content                 | <ul style="list-style-type: none"> <li>• The TACK Human Resources development model</li> <li>• Jobs, people and competencies</li> <li>• Job evaluation and grading</li> <li>• Remuneration and rewards</li> <li>• Attracting and retaining the right people</li> <li>• Approaches to performance appraisal</li> <li>• Staff development and training needs assessment</li> <li>• Coaching and mentoring</li> <li>• Training methods and evaluation</li> <li>• Staff attitudes</li> <li>• Consulting and involving people</li> <li>• Labour and union relations</li> <li>• Handling grievances and disputes</li> <li>• Succession planning</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Gaining awareness of the latest thinking on HR management</li> <li>• Building real understanding in some critical areas</li> <li>• Sharing and overcoming problems and difficulties</li> </ul>  |

| Course                  | <b>Developing your Management Skills</b>  |
|-------------------------|---|
| 3 days                  | <i>Solid follow up to basic management training</i>   |
| Aimed at                | <i>Supervisors and managers in preparation for greater responsibilities</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• The skills and qualities of successful leaders</li> <li>• The TACK Effective Leadership Model</li> <li>• Contemporary and traditional management approaches and techniques</li> <li>• Problem solving and decision making</li> <li>• Use and application of authority</li> <li>• Communication and persuasion</li> <li>• Non-verbal communication</li> <li>• Interviewing skills for recruitment and appraisal</li> <li>• How to motivate and develop your staff</li> <li>• How to run effective meetings</li> <li>• Building and leading effective teams</li> <li>• Implementing and managing change</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Gaining awareness of the latest thinking on management</li> <li>• Building real skills in some tricky areas</li> <li>• Sharing and overcoming problems and difficulties</li> </ul>   |

| Course | <b>Performance Appraisal</b>   |
|--------|--|
| 2 days | <i>How to introduce an effective appraisal system and make it work</i> |

|                         |   |
|-------------------------|---|
| Course                  | <b>Performance Appraisal</b>  |
| Aimed at                | <i>All supervisors and managers responsible for managing the performance of others</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• What performance appraisal is all about and the typical components of a performance management system</li> <li>• The differences between appraisal and counselling</li> <li>• Formal and informal methods of appraising performance</li> <li>• Understanding job descriptions, competencies and job demands</li> <li>• Agreeing objectives, targets and development plans</li> <li>• Communication skills and how to overcome common barriers and negative attitudes</li> <li>• Non-defensive and non-verbal communication in interviewing</li> <li>• How to give criticism and handle problem performers</li> <li>• Organising and arranging appraisal</li> <li>• Appraisal forms and the annual cycle</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Practical role play exercises that give real feedback on personal style</li> <li>• Understanding how appraisal works as a management tool</li> <li>• Gaining the ability to motivate staff while improving results</li> </ul>  |

|                         |  |
|-------------------------|--|
| Course                  | <b>The Manager as Coach</b>  |
| 2 days                  | <i>What coaching is all about and how to introduce it in the workplace</i>   |
| Aimed at                | <i>All team leaders, supervisors and managers at all levels who need to develop their people through coaching</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• What it takes to become a great coach</li> <li>• Coaching as a management style - barriers and benefits</li> <li>• The language of coaching</li> <li>• How people learn</li> <li>• Behaviours and competencies</li> <li>• The coaching process</li> <li>• Instant-payoff coaching</li> <li>• Conducting assessments</li> <li>• Communication skills in coaching</li> <li>• Giving feedback</li> <li>• Coaching scenarios</li> <li>• Practical issues in introducing a coaching programme</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understand what coaching is all about</li> <li>• Differentiate between coaching, training and mentoring</li> <li>• Able to follow a process of coaching for results</li> </ul>  |



|                         |  |
|-------------------------|--|
| Course                  | <b>Introduction to Finance for Managers</b>  |
| 3 days                  | <i>The classic 'finance for non-financial managers' course</i>   |
| Aimed at                | <i>All non-financial managers, particularly those responsible for elements of business performance</i>   |
| Group size              | up to 25   |
| Content                 | <ul style="list-style-type: none"> <li>• Why businesses need finance, how it is used and obtained</li> <li>• How to read profit statements and balance sheets</li> <li>• What capital employed, profit and return on investment mean and what affects them</li> <li>• How to calculate and interpret financial ratios for assessing profitability, solvency and use of assets</li> <li>• How to read an Annual Report</li> <li>• Different costing methods and when each should be used</li> <li>• How to prepare and use budgets, budgetary controls and the use of computer spreadsheets to explore 'what if?' scenarios</li> <li>• How to use management information to make better quality decisions</li> <li>• How to assess the lifetime benefits of a new investment</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Gaining useful tools and techniques that don't need accounting training</li> <li>• Taking the mystique out of the accounts</li> <li>• Learning how to really use financial information</li> </ul>   |

|               |  |
|---------------|--|
| <b>Course</b> | <b>Project Management</b>  |
| 2 days        | <i>The skills and techniques of bringing in projects on time and on budget</i>   |
| Aimed at      | <i>All staff who need to run projects or use project management techniques as part of their role</i>   |
| Group size    | up to 20   |
| Content       | <ul style="list-style-type: none"> <li>• Concepts and approaches in project management</li> <li>• The skills and qualities of successful project managers</li> <li>• Techniques for planning and organising</li> <li>• How manage time and resources</li> <li>• Identifying and assessing risk and contingency planning</li> <li>• Tasks, dependencies and scheduling</li> <li>• Use of Gantt and PERT charts</li> <li>• Use of computers in project management</li> <li>• Feasibility studies and project appraisal</li> <li>• Managing project meetings</li> <li>• Building project teams</li> <li>• Negotiating contracts and working relationships</li> <li>• Project reporting and documentation</li> </ul> |

|                         |  |
|-------------------------|--|
| <b>Course</b>           | <b>Project Management</b>  |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Discovering tools and techniques to control time and meet deadlines</li> <li>• Identifying the critical tasks</li> <li>• Learning how to build and lead effective project teams</li> </ul>  |
| <b>Course</b>           | <b>Leading Change</b>  |
| 2 days                  | <i>Understanding and implementing organisational change</i>  |
| Aimed at                | <i>Senior managers, including HR specialists who need to prepare for change projects</i>   |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Assessing influences for change</li> <li>• The critical success factors in achieving change</li> <li>• Current position and future goals - getting from here to there</li> <li>• Force Field Analysis</li> <li>• Barriers to change and how to overcome resistance</li> <li>• A team approach to change</li> <li>• Managing people through change</li> <li>• The importance of communication and involvement</li> <li>• Developing a change culture</li> <li>• Controlling change projects</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understand and use a defined process for achieving sustainable change</li> <li>• Identify and understand common obstacles to change and how to overcome them</li> <li>• Relate issues of culture, personality and communication as critical success factors in change</li> </ul>  |

## **SALES AND SALES MANAGEMENT COURSES**

|               |  |
|---------------|--|
| <b>Course</b> | <b>The TACK PRO-PAYBACK Sales Training Course</b>                |
| 3 days        | <i>One of the world's most effective selling skills courses</i>  |
| Aimed at      | <i>All sales personnel, both newly appointed and experienced</i> |
| Group size    | up to 20   |

|                         |   |
|-------------------------|---|
| Course                  | <b>The TACK PRO-PAYBACK Sales Training Course</b>   |
| Content                 | <ul style="list-style-type: none"> <li>• Professional selling today - the skills and qualities you need</li> <li>• The PRO-PAYBACK sales model</li> <li>• Selling by objectives - the essential planning process for maximising effectiveness</li> <li>• How to make appointments and obtain interviews</li> <li>• How to gain and fully retain attention</li> <li>• Questioning and listening skills to probe and identify real needs</li> <li>• Offer Analysis - the vital discipline which assembles the features of your offer, converts them into benefits and relates them personally to each customer</li> <li>• How to make customers want to buy from you</li> <li>• How to answer objections</li> <li>• How and when to close a sale</li> <li>• How to build good client relationships</li> <li>• Customers' likes and dislikes, and how to adapt your sales technique to each situation</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Practical worksheets you develop for immediate use in the field</li> <li>• Offer Analysis to convert features to benefits to motivational 'You Appeal'</li> <li>• The in-depth presentation planning form</li> </ul>   |

|                         |  |
|-------------------------|--|
| Course                  | <b>Solution Based Selling</b>  |
| 3 days                  | <i>The specific skill set needed in the B2B sales process</i>  |
| Aimed at                | <i>Those responsible for selling technical and professional services to corporate clients</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Using the 'FIND' model to research and investigate client needs</li> <li>• Segmenting your markets and territories</li> <li>• Qualifying and targeting prospects</li> <li>• Using Offer Analysis to present the features of your offer as benefits to the client</li> <li>• Building confidence in handling the financial aspects of the deal</li> <li>• Writing winning proposals</li> <li>• Putting together a persuasive presentation - verbally and visually</li> <li>• Handling questions and overcoming objectives</li> <li>• Negotiating the contract</li> <li>• Managing customer relationships and service delivery</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• The very wide skill set needed to sell professional and technical services and win complex contracts.</li> </ul>  |

|            |   |
|------------|---|
| Course     | <b>Selling through Distributors</b>                               |
| 3 days     | <i>Managing products through a distribution channel</i>           |
| Aimed at   | <i>Sales teams who manage sales through distribution networks</i> |
| Group size | up to 20  |

|                         |  |
|-------------------------|--|
| Course                  | <b>Selling through Distributors</b>  |
| Content                 | <ul style="list-style-type: none"> <li>• The special roles and responsibilities of distributor sales personnel</li> <li>• The principles and practices of distribution marketing</li> <li>• The roles of the distributor and principal and their relationships</li> <li>• How to motivate others to achieve targeted results</li> <li>• How to train distributors and their staff</li> <li>• Producing, monitoring and evaluating business plans</li> <li>• The financial operation of distributor businesses</li> <li>• Criteria for selecting and appointing distributors</li> <li>• How to negotiate to mutual advantage</li> <li>• How to handle field visits</li> <li>• Distributor development strategies</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• A course that explains the 'how' of the subject and not just the 'what'.</li> <li>• How to combine the roles of sales executive, trainer, PR agent and business advisor in order to guide and motivate people who are independent from your own organisation.</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Managing Channel Partners</b>  |
| 3 days                  | <i>How to motivate your distributor channels to promote your company profitably while building their own businesses</i>   |
| Aimed at                | <i>Those responsible for channel management marketing</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Identify and recruit the right channel partners</li> <li>• Interview techniques to explore potential channels and avoid unsuitable partners</li> <li>• Produce and present business plans that win commitment from your channels</li> <li>• Understand the importance of Key Performance Indicators in channel management and how to use them to monitor activity and targets</li> <li>• Finding the right Marketing Mix to promote your business profitably and achieve your joint objectives</li> <li>• How to be a flexible and effective channel manager; adapting your management style to different channels and partners</li> <li>• How to motivate your distributors for a win/win outcome</li> <li>• How to implement distributor training programmes that 'stick'</li> <li>• The principles of Partnership Selling using joint calls as coaching opportunities</li> <li>• Act as a 'business adviser' to your channel partner</li> </ul> |
| Highlights and outcomes | Getting key insights into relevant marketing and financial techniques which will help you advise your partners  |

|          |   |
|----------|---|
| Course   | <b>Key Account Development</b>  |
| 3 days   | <i>For those selling capital equipment or dealing with large on-going assignments</i> |
| Aimed at | <i>Account managers and others responsible for selling into large accounts</i>        |

|                         |  |
|-------------------------|--|
| Course                  | <b>Key Account Development</b>   |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Identifying and defining major or key accounts and evaluating their potential</li> <li>• Key account positioning and prioritisation</li> <li>• The psychology and politics of organisations and how to allow for them</li> <li>• The principles of 'Client Centred Selling' - seeing through your customer's eyes</li> <li>• Developing your strategy, tactics and timing</li> <li>• How to identify key people and build lasting personal relationships</li> <li>• How to analyse the motivations and priorities of key individuals</li> <li>• Evaluating your competitive position with actual and potential accounts</li> <li>• How to handle different personality types</li> <li>• How to establish 'business partnerships'</li> <li>• The ploys and tactics of professional buyers</li> <li>• Negotiating to preserve profit and maintain goodwill</li> <li>• Changing the emphasis of your selling as the account and relationships mature</li> <li>• How to use the 'Warrior' Account Development System - a comprehensive blueprint for winning more key account business</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Actually working on participants' most valuable accounts during the course.</li> <li>• Understanding who's who in the hierarchy and how to get alongside the right people.</li> <li>• Combating competitor activity and maximising profit margins.</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Relationship Management</b>  |
| 1 day                   | <i>How to retain more clients and win more of their business</i>  |
| Aimed at                | <i>Employees responsible for creating and sustaining one-to-one relationships with clients and customers</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• How to maximise your strengths and overcome your weaknesses by developing your own personal action and development plan.</li> <li>• How to adapt your interpersonal style and use the most appropriate selling behaviour for each customer's needs.</li> <li>• How to analyse your customers' behaviour and motivations and understand the balance of emotion and logic.</li> <li>• How to use and understand non-verbal communication.</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Seeing yourself as your customers see you, helping you to evolve from salesperson to account manager.</li> <li>• TACK's powerful conversational questioning model which gets to the heart of your customers' unidentified and identified needs.</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Negotiating Skills</b>   |
| 3 days                  | <i>The essential skills of winning the deal</i>   |
| Aimed at                | <i>All those who need to conduct negotiations of all kinds</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• The different phases of the negotiation process</li> <li>• Preparing for negotiation</li> <li>• Understanding variables, limits and positions</li> <li>• Available strategies, styles and tactics and when and how to use them</li> <li>• How to use concessions</li> <li>• Financial aspects of negotiations</li> <li>• How to analyse power positions</li> <li>• Negotiating behaviours and non-verbal cues</li> <li>• Handling conflict and deadlock</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Practical case studies which strongly reinforce all the learning principles.</li> <li>• Resisting pressure and protecting the bottom line.</li> <li>• Adopting the right strategy and tactics.</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Sales Management Essentials</b>  |
| 3 days                  | <i>The key skills for managing, motivating and leading a sales force</i>  |
| Aimed at                | <i>All sales managers and those about to be promoted to such positions</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• The key relationships in the job and mutual expectations and demands</li> <li>• The range of skills and knowledge needed</li> <li>• Different styles of management and their pros and cons</li> <li>• Planned Business Development - a systematic approach to analysing the total market and increasing your share</li> <li>• How to select high potential sales people</li> <li>• How to motivate your sales team for maximum performance</li> <li>• How to train and coach your people for greater productivity</li> <li>• How to conduct field visits, training and counselling sessions</li> <li>• How to organise and run effective motivational sales meetings</li> <li>• How to improve results by understanding the financial aspects of sales management</li> <li>• How to improve your own self- management and achieve more in less time</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Using the TACK 'Warrior' sales planning tool for immediate results.</li> <li>• Develop a team of high performers.</li> <li>• Motivate the team while pulling in results.</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Introduction to Marketing</b>  |
| 3 days                  | <i>What it's really about, with all the latest digital updates</i>  |
| Aimed at                | <i>New entrants into marketing roles as well as those who need a general awareness of what marketing is all about</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• What marketing really is in practice - concepts, definitions and techniques</li> <li>• The Marketing Mix and the other factors to allow for</li> <li>• Marketing research and segmentation - how it is done and what it can achieve</li> <li>• Product planning and development - different strategies and the importance of product life cycles</li> <li>• How to set prices - objectives and methods</li> <li>• Marketing communication - media and methods</li> <li>• Advertising, public relations, sales promotions, merchandising, direct mail, and telesales</li> <li>• Digital marketing - the Internet and social networks</li> <li>• How to select the right distribution channels</li> <li>• Marketing management</li> <li>• Implementing a marketing strategy</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understanding a diverse market place</li> <li>• Getting the right 'marketing mix' and using available channels</li> <li>• Making appropriate use of new technology</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Caring for the Customer</b>  |
| 2 days                  | <i>The fundamentals of great customer service</i>   |
| Aimed at                | <i>All front line and back office support staff</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• The importance of the customer in the business</li> <li>• What customers like and dislike - and what they have a right to expect</li> <li>• What customer care means in practice and how to develop the right attitude</li> <li>• Communication skills in questioning, listening and giving information</li> <li>• How to handle difficult customers and complaints</li> <li>• Effective use of the telephone and e-mail in customer service</li> <li>• Practical problem solving</li> <li>• Achieving a customer orientation in yourself</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• The motivational effect on the participants and their customers</li> <li>• Learning how to control one's emotions in tricky situations</li> <li>• Gaining competitive advantage through customer service.</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Telephone Etiquette and Image Building</b>   |
| 2 days                  | <i>Coaching and guidance for effective use of the voice in building customer relations on the telephone</i>   |
| Aimed at                | <i>Everyone who deals with customers and business partners on the phone.</i>  |
| Group size              | up to 15  |
| Content                 | <ul style="list-style-type: none"> <li>• How to gain and maintain your caller's interest and attention</li> <li>• The words, phrases and intonation that creates a great impression</li> <li>• How to handle difficult callers</li> <li>• How to overcome the barriers to communication on the phone</li> <li>• Preparing and structuring your calls</li> <li>• Organising yourself and your call schedule</li> <li>• Questioning and listening techniques</li> <li>• How to use your voice to communicate clearly and pleasantly</li> <li>• Taking messages accurately</li> <li>• How to give information and gain commitment</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Using the telephone to project a professional image.</li> <li>• Developing a communication style that helps develop the business.</li> <li>• Hearing my voice how my customers hear it.</li> </ul>   |



## PERSONAL EFFECTIVENESS COURSES

| Course                  | <b>Making your Time Count</b>   |
|-------------------------|---|
| 2 days                  | <i>Personal productivity and effectiveness for all.</i>   |
| Aimed at                | <i>Everyone in the organisation who needs to be more effective and productive</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• The TACK Time Management Programme - principles, practices and techniques</li> <li>• How to identify your key goals and critical activities</li> <li>• How to spend your time doing the right things</li> <li>• Using task lists to plan and prioritise</li> <li>• How to manage new technology and communication</li> <li>• How to plan busy days using a Daily Action Plan</li> <li>• How to survive interruptions and work under pressure</li> <li>• How to say 'No' and get away with it</li> <li>• How to run effective meetings</li> <li>• How to delegate effectively</li> <li>• The importance of investing time now to save time in the future</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Practical tools that work</li> <li>• Being able to balance work and personal life</li> <li>• Feeling that you're achieving what really matters</li> </ul>  |

| Course                  | <b>Team Building Workshop</b>  |
|-------------------------|--|
| 2 days                  | <i>How to work together and produce amazing results</i>  |
| Aimed at                | <i>All team leaders and members who wish to build a high performing team</i>   |
| Group size              | up to 40   |
| Content                 | <ul style="list-style-type: none"> <li>• What makes an effective team</li> <li>• How competition and cooperation influence results</li> <li>• Personality factors and their impact on teamwork and the roles people take</li> <li>• Belbin's Team Role Profile analysis</li> <li>• The team leader's role</li> <li>• How to select team members</li> <li>• How to develop team spirit and motivate members</li> <li>• Achieving consensus</li> <li>• Communication in teams</li> <li>• Team approaches to problem solving</li> <li>• Experiential team activities</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• The sense of camaraderie and enthusiasm</li> <li>• Practical tips that help understand people's behaviour</li> <li>• Understanding my own strengths and weaknesses</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Developing Your Interpersonal Skills</b>   |
| 2 days                  | <i>Emotional Intelligence and how to use it</i>   |
| Aimed at                | <i>Everyone who is aware how EI can transform their life and their relationships in and out of work</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Apply the components of emotional intelligence to increase your business and personal success</li> <li>• Understand your behavioural style and adapt it to get the best from every situation</li> <li>• Build rapport with different types of personalities</li> <li>• Generate cooperation through the use of ethical influencing techniques</li> <li>• Negotiate effectively to achieve your objectives while maintaining strong relationships</li> <li>• Deal with conflict situations assertively</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Learning how interpersonal skills are just as important as technical skills in achieving success</li> <li>• Learning how to achieve your objectives while retaining positive working relationships</li> </ul>  |

|                         |  |
|-------------------------|--|
| Course                  | <b>Assertiveness and Self Confidence</b>   |
| 2 days                  | <i>The tools and techniques to become more assertive and confident.</i>  |
| Aimed at                | <i>All those, typically more junior, employees who need to make an impact and become more pro-active</i>   |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Projecting a powerful first impression</li> <li>• The characteristics of successful executives</li> <li>• Emotional Intelligence</li> <li>• Confidence and self-image</li> <li>• The psychology of success</li> <li>• Assertiveness role plays</li> <li>• Techniques of persuasion and negotiation</li> <li>• Corporate politics and how to manage your boss</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Handle situations and people with appropriate assertiveness and confidence</li> <li>• Manage the negative emotions that undermine confidence</li> <li>• Improved cooperation from others to raise work performance</li> <li>• Use of personal behaviour to influence the behaviour of others</li> </ul>   |

|                         |  |
|-------------------------|--|
| Course                  | <b>Coping with Stress</b>  |
| 1 day                   | <i>Where stress comes from and how to deal with it</i>   |
| Aimed at                | <i>All those in high pressure jobs as well as those responsible for them</i>   |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• The main sources of stress</li> <li>• Impacts of stress in your workplace, your family and yourself</li> <li>• Coping strategies</li> <li>• Managing stress in others</li> </ul>            |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understanding what 'stress' actually is</li> <li>• Recognise the signs of pressure in themselves</li> <li>• Cope with and manage their work pressure using a range of techniques</li> </ul> |

|                         |   |
|-------------------------|---|
| Course                  | <b>Business Presentation Skills</b>   |
| 3 days                  | <i>How to give great speeches and presentations</i>   |
| Aimed at                | <i>Everyone who needs to create impact through talks and presentations</i>  |
| Group size              | no more than 12   |
| Content                 | <ul style="list-style-type: none"> <li>• How to structure a presentation which persuades and motivates the audience</li> <li>• What material to include to hold interest and attention</li> <li>• How to open and close with maximum impact</li> <li>• How to use confidence cards</li> <li>• How to use presentation equipment and visual aids including PowerPoint</li> <li>• Stage managing the presentation</li> <li>• How to use your voice to its full potential through breathing and voice control</li> <li>• Techniques for overcoming nerves and mannerisms</li> <li>• Handling questions and group discussions</li> <li>• Dressing and personal presentation to project the right image</li> <li>• How others see and hear you - on video</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• The sheer practicality of the course.</li> <li>• Overcoming nerves and getting my message across.</li> <li>• Seeing and hearing myself on video.</li> <li>• Enormously confidence building, helps the career along too.</li> </ul>   |

|                         |  |
|-------------------------|--|
| Course                  | <b>Business Writing</b>  |
| 3 days                  | <i>Skills and techniques for achieving clarity, speed and image</i>  |
| Aimed at                | <i>Everyone who needs to write reports and proposals as part of their work</i>   |
| Group size              | up to 15   |
| Content                 | <ul style="list-style-type: none"> <li>• Six principles of clear writing</li> <li>• The use of familiar words to aid understanding</li> <li>• How to avoid long and complicated sentences</li> <li>• Changing preconceived attitudes</li> <li>• All about tone, style and jargon</li> <li>• Practical tips on structuring documents using the Inverted Pyramid technique</li> <li>• The importance of outlining</li> <li>• Formats for documents</li> <li>• Layout and use of graphics</li> <li>• Beating reporting deadlines</li> <li>• Editing and reviewing</li> <li>• Use of computer technology in document production</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Unlearning what we 'learned' at school</li> <li>• The Six Principles that are so easy to understand and apply</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Effective Communication</b>  |
| 2 days                  | <i>A comprehensive review of organisational communication of all sorts</i>  |
| Aimed at                | <i>Everyone in the organisation who needs to maintain active communication both internally and externally</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Common barriers to communication and how to overcome them</li> <li>• Message design to aid understanding</li> <li>• Questioning techniques</li> <li>• Active listening</li> <li>• Giving and taking criticism in a non-defensive and non-offensive manner</li> <li>• Non-verbal communication</li> <li>• Principles of clear business writing</li> <li>• Assertiveness and personality - how non-assertive behaviour affects communication</li> <li>• Tips and techniques for effective communication on the telephone</li> <li>• Information and communication technology - mobile phones, e-mail and internet</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Recognising the impact of interpersonal styles in communicating.</li> <li>• Understanding the best strategies for different circumstances.</li> <li>• Overcoming passivity and adopting an assertive approach to information flow.</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Training the Trainer</b>   |
| 3 days                  | <i>Essential skills for managers, trainers and professional adult educators.</i>  |
| Group size              | no more than 12   |
| Content                 | <ul style="list-style-type: none"> <li>• How people learn - an introduction to adult education</li> <li>• Barriers to learning and how to overcome them</li> <li>• Training methods</li> <li>• Accelerated learning techniques</li> <li>• Structuring a training programme</li> <li>• Learning objectives and lesson plans</li> <li>• Delivery techniques</li> <li>• Visual aids and equipment</li> <li>• Handling questions and difficult situations</li> <li>• Some modern approaches to training - coaching and mentoring, e-learning, learning centres</li> <li>• Evaluation of training ROI</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Increased awareness of the techniques of whole brain learning to impart knowledge and skills.</li> <li>• Enhanced skills of training delivery including the use of visual aids and equipment.</li> <li>• Opportunity for improvement through practice.</li> </ul>  |

## LEARNING ACADEMY MODULES

|                         |   |
|-------------------------|---|
| Course                  | <b>Advanced Negotiating Strategies</b>  |
| 2 days                  | <i>How the 'B2B Street Fighter' faces up to the challenges of professional buyers.</i>  |
| Aimed at                | <i>Senior managers and sales personnel responsible for bringing in profitable deals</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Why negotiating demands strategy and not just tactics</li> <li>• The Process - Strategy - Psychology model</li> <li>• What professional buyers and procurement officers are trained to do</li> <li>• Using trades and variables to repackage your offer and divert the price tactic</li> <li>• How to promote value rather than defend price</li> <li>• The concept of Multiple Equivalent Offers</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• A powerful armoury against buyers' tactics and games</li> <li>• Confidence to divert the hoary old "I can get the same thing cheaper elsewhere"</li> <li>• Ability sell on value instead of price</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Advanced Presentation and Influencing Skills</b>   |
| 2 days                  | <i>How to put across a persuasive proposition with panache and flair</i>  |
| Aimed at                | <i>Those wishing to enhance their presentation and speaking skills to a higher level</i>  |
| Group size              | Maximum 12  |
| Content                 | <p>Through a substantial amount of practice, using a variety of tools and techniques, participants gain the confidence to:</p> <ul style="list-style-type: none"> <li>• prepare and plan a presentation</li> <li>• create the conditions for success</li> <li>• use their voice effectively and choose the right words</li> <li>• project powerfully through appearance and body language</li> <li>• motivate the audience to action</li> <li>• deliver a presentation which is powerful, convincing, inspiring and memorable.</li> </ul> |
| Highlights and outcomes | <p>By the end of the course, the participants will be able to:</p> <ul style="list-style-type: none"> <li>• project themselves with confidence and authority</li> <li>• deliver clear goal-focused presentations with key messages that stick</li> <li>• inject creativity and 'YOU Appeal' into presentations</li> <li>• ensure that their presentations inspire and energise the audience, holding their attention from start to finish</li> <li>• share their passion and make it contagious</li> </ul>                                |

|                         |   |
|-------------------------|---|
| Course                  | <b>Building Personal Influence</b>  |
| 2 days                  | <i>How to 'market yourself' and build rapport and influence with colleagues at all levels.</i>  |
| Aimed at                | <i>All employees who need to build confidence and capability in making themselves felt</i>  |
| Group size              | up to 20  |
| Content                 | <p>This course is about knowing who you are and what you want, and working with others to achieve your goals while bringing maximum benefit to the organisation. The course focuses on:</p> <ul style="list-style-type: none"> <li>• understanding influence and authority in business and how to use them positively</li> <li>• your own interpersonal style and how you are perceived</li> <li>• what 'personal brand image' you want and what you need to do to achieve it</li> <li>• understanding the opinions and motivations of other people</li> <li>• how to influence other people and obtain agreement</li> <li>• how and when to apply assertiveness techniques</li> <li>• how to encourage personal feedback and react to it</li> <li>• how to manage emotions (your own and other people's)</li> <li>• negative behaviours to avoid</li> <li>• producing and implementing your own Personal Development Plan</li> </ul> |
| Highlights and outcomes | <p>By the end of the course, the participants will be able to:</p> <ul style="list-style-type: none"> <li>• build relationships with key people and create impact and the right impression</li> <li>• understand how other people see them and make the best use of their strengths</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Change Management</b>  |
| 2 days                  | <i>How to implement successful change</i>   |
| Aimed at                | <i>All those involved in planning and implementing change</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• The need for change</li> <li>• Change drivers</li> <li>• Critical Success Factors in change</li> <li>• The context of change</li> <li>• Obstacles to sustainable change</li> <li>• Cultural issues</li> <li>• A model for achieving organisational change</li> <li>• Change levers</li> <li>• Developing a change vision</li> <li>• Communication during change</li> <li>• Leading change and sustaining momentum</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Practical models and tools to analysis and lead change</li> <li>• Understanding the importance of communication in change</li> <li>• Bringing on board multiple stakeholders</li> <li>• Getting people to move</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Conflict Management</b>  |
| 1 day                   | <i>Understand the root causes of conflict and gain the skill to manage it constructively.</i>   |
| Aimed at                | <i>Team leaders and members who need to avoid or overcome destructive tensions</i>  |
| Group size              | up to 20  |
| Content                 | <p>This course shows participants how to:</p> <ul style="list-style-type: none"> <li>• analyse a conflict situation and identify the root causes</li> <li>• appreciate the various forces at work and the points of view of all parties</li> <li>• identify the Interpersonal Styles of the people involved and use the best approach with each of them</li> <li>• minimise the impact of emotions and enable rational discussion</li> <li>• apply good questioning and listening skills</li> <li>• use a systematic conflict resolution process to achieve an acceptable decision</li> <li>• manage relationships effectively despite differences</li> </ul> |
| Highlights and outcomes | <p>By the end of the course, the participants should be able to:</p> <ul style="list-style-type: none"> <li>• pre-empt or avoid conflict where possible</li> <li>• resolve conflict positively when it arises</li> <li>• maintain personal relationships while solving problems</li> <li>• understand the difference between compromise and consensus</li> <li>• appreciate that conflict can produce positive outcomes</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Culture and Diversity</b>  |
| 2 days                  | <i>Gain synergies and eliminate conflict by understanding and harnessing differences</i>  |
| Aimed at                | <i>Everyone in culturally diverse organisations, especially where tensions currently exist</i>  |
| Group size              | up to 15  |
| Content                 | <ul style="list-style-type: none"> <li>• How and why cultures emerge</li> <li>• Cultural conditioning and stereotypes</li> <li>• The impact of cultures on business and personal life</li> <li>• How beliefs and values affect behaviour and job performance</li> <li>• The key dimensions of national and corporate cultures</li> <li>• Profiling your own and others' cultures</li> <li>• Morality and ethics</li> <li>• Cross cultural communication</li> <li>• Strategies for handling cross cultural conflict</li> <li>• Managing culturally diverse teams</li> <li>• How to bridge the culture gap</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understanding why people act like they do</li> <li>• Recognising and overcoming preconceptions</li> <li>• Bridging the differences and building successful teams</li> </ul>  |



|                         |   |
|-------------------------|---|
| Course                  | <b>Develop a Shared Vision and Aligned Plans</b>  |
| 2 days                  | <i>Win support and success by inspiring commitment from the whole team.</i>   |
| Aimed at                | <i>Middle and senior managers who wish to act as inspirational leaders</i>  |
| Group size              | up to 20  |
| Content                 | <p>This course focuses on the following key topics:</p> <ul style="list-style-type: none"> <li>• describing a compelling image of what the future might look like</li> <li>• showing others how their long-term interests can be realised by buying into in a common vision</li> <li>• how to paint the 'big picture' of what the team aspires to accomplish</li> <li>• speaking with genuine conviction about the higher meaning and purpose of our work</li> <li>• publicly recognising people who exemplify commitment to shared values</li> <li>• how to create engagement and commitment by sharing plans that are cascaded from strategic objectives</li> <li>• how to align corporate goals with team and individual goals</li> <li>• enlisting the help of the whole team to create a common purpose and direction</li> </ul> |
| Highlights and outcomes | <p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• design a collaborative Master Plan that is aligned to strategic goals as well as individual and team objectives</li> <li>• implement a 'vision toolkit' to cascade to the whole team</li> <li>• motivate the team to work together to implement the team's vision</li> <li>• inspire others to have a common purpose and direction</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Develop your People</b>  |
| 2 days                  | <i>How to take ownership of performance by developing the competencies of your people</i>   |
| Aimed at                | <i>Team leaders and managers for who talent development is part of their role and values</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• How to conduct regular performance development conversations</li> <li>• The manager's Development Planning toolkit</li> <li>• How to facilitate Personal Application Plans to foster greater levels of individual growth</li> <li>• How to motivate people to take ownership their 'vocational development'</li> <li>• Giving high-value structured development feedback</li> <li>• Developmental coaching 'in the moment'</li> <li>• The 70/20/10 development plan – applying the learning on the job, learning in the classroom and learning from other sources</li> </ul> |
| Highlights and outcomes | <p>By the end of the course, the participants will be able to:</p> <ul style="list-style-type: none"> <li>• understand the value of regular, effective and structured development conversations</li> <li>• investigate the scope and range of development options available</li> <li>• own and manage their own development plan</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Emotionally Intelligent Leadership</b>   |
| 2 days                  | <i>How to learn to become a 'born leader'</i>   |
| Aimed at                | <i>All middle and senior managers who wish to develop their trait-based influencing skills</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Develop the skills of an emotionally intelligent leader</li> <li>• Learn to see your role in building intangible assets</li> <li>• Build the ability to engage teams through trust and empathy</li> <li>• Build better relationships through skills of coaching, feedback, managing conflict</li> <li>• Enhance productivity by inspiring people</li> <li>• Self-awareness, self-management</li> <li>• Building social awareness</li> <li>• Understand and apply different leadership styles to achieve desired results</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Greater awareness of personal style and its impact on relationships</li> <li>• Better working relationships at all levels</li> <li>• Greater confidence in getting results through people</li> </ul>   |

|                         |  |
|-------------------------|--|
| Course                  | <b>Everyday Coaching</b>   |
| 2 days                  | <i>Build performance progressively and professionally by adopting coaching as an everyday style of working.</i>  |
| Aimed at                | <i>All those needing to learn and practice the basic skills of workplace coaching</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• The objectives and benefits of the Everyday Coaching model</li> <li>• The role and skills of the everyday coach</li> <li>• The GROW process</li> <li>• Observation and feedback skills</li> <li>• Motivating people to develop through regular and supportive coaching</li> </ul>                                   |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understand one's current coaching ability and how to improve it</li> <li>• Apply the Everyday Coaching Model effectively to maximise people's performance</li> <li>• Build a Coach network and benefit from giving and receiving one to one coaching</li> <li>• Using Coaching as a key management style</li> </ul> |

|                         |   |
|-------------------------|---|
| Course                  | <b>Facilitation Skills</b>  |
| 2 days                  | <i>Professional skills for facilitators</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Purpose of facilitation</li> <li>• Designing an effective intervention</li> <li>• Group process</li> <li>• Communication</li> <li>• Handling group interaction</li> <li>• Managing conflict</li> <li>• Personal presence</li> <li>• Skills practice and feedback</li> <li>• Maintaining session output and energy</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• The range of facilitation techniques and tools to maximise session output and maintain energy</li> <li>• How to create meaningful outcomes</li> <li>• Developing structured session facilitation plans</li> </ul>  |

|                         |  |
|-------------------------|--|
| Course                  | <b>Empower and Hold Accountable</b>  |
| 1 day                   | <i>The art of effective delegation.</i>  |
| Aimed at                | <i>Team leaders who wish to learn this valuable skill set</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• The ingredients of successful performance</li> <li>• A formula to understand how to develop your team members' ability and commitment</li> <li>• How to be an empowering leader for different types of people</li> <li>• How to assess everyone's potential to take more responsibility</li> <li>• The delegation process - how to communicate the task, explain criteria and authority limits, and agree deadlines</li> <li>• What to delegate (and what not to), giving people tasks which suit them and which generate best results</li> <li>• How to follow up and support different people for best results</li> <li>• When you should and should not intervene</li> <li>• What to do when the results are good</li> <li>• What to do when the results are not good</li> <li>• How to motivate your team members to want more responsibility and accountability</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Fully understanding the concept of empowerment in practice</li> <li>• How to delegate successfully - the right tasks to the right people</li> <li>• Motivating team members to take responsibility and full accountability for results</li> <li>• Enable the empowerment process to be exciting and effective</li> </ul>  |

|                         |  |
|-------------------------|--|
| Course                  | <b>Giving and Receiving Feedback</b>   |
| 2 days                  | <i>The skills of promoting performance improvement through self-awareness</i>  |
| Aimed at                | <i>All employees in organisations seeking to build a culture of openness and mutual support</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• The value of feedback</li> <li>• Why we avoid giving feedback</li> <li>• The core skills</li> <li>• Dos and Don'ts of giving feedback</li> <li>• Managing personal emotions resulting from feedback</li> </ul>  |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Provide and receive constructive, observation-based feedback while considering the emotional response.</li> <li>• How to manage the personal emotions resulting from feedback.</li> <li>• The motivational impact of giving regular positive feedback.</li> </ul> |

|                         |   |
|-------------------------|---|
| Course                  | <b>Handling Workplace Pressure</b>  |
| 2 days                  | <i>The causes and consequences of stress and how to develop coping strategies for yourself and others.</i>  |
| Aimed at                | <i>Leaders and members of teams working under high pressure</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Understanding how ongoing pressure can cause 'stress'</li> <li>• Understanding what 'stress' actually is</li> <li>• Recognising the signs of stress in yourself</li> <li>• Identifying the causes</li> <li>• Managing your wellbeing</li> <li>• Some techniques for managing the immediate symptoms of stress</li> <li>• Use a range of techniques to help increase your resilience when dealing with stress inducing situations in the workplace</li> <li>• Coping with and managing your work pressures</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Greater control over the impacts of common stressors</li> <li>• Ability to respond intelligently</li> <li>• Better work-life balance</li> </ul>  |

| Course                  | <b>High Performing Teams</b>   |
|-------------------------|--|
| 2 days                  | <i>Active team development as a management tool to achieve high impact collaborative working.</i>  |
| Aimed at                | <i>Team leaders, senior managers and HR professionals</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• What makes an effective team - and what makes it High Performing</li> <li>• Setting the team's direction</li> <li>• Creating flexibility</li> <li>• Bringing out the best in individuals and the team as a whole</li> <li>• Effective team leadership</li> <li>• Respect and visibility</li> <li>• Creating a team ethos</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• A better understanding of their team's strengths and weaknesses</li> <li>• A better understanding of leadership within the team</li> <li>• A toolkit to increase the team's effectiveness</li> </ul>  |

| Course                  | <b>Managing Virtual Teams</b>  |
|-------------------------|--|
| 2 days                  | <i>How to successfully manage a team that is geographically dispersed with hardly any face-to-face contact.</i>  |
| Aimed at                | <i>Team leaders and managers responsible for people working in remote locations</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Definition of a team and underlying conditions to make a dispersed team work</li> <li>• Roles and responsibilities of a remote manager</li> <li>• Setting goals and ensuring performance from a distance</li> <li>• Effective communication with remote teams using pod casts, webinars and conference calls</li> <li>• The remote manager's personal influence leadership and motivation of remote teams</li> <li>• Communication for the remote manager</li> <li>• Cross-cultural issues</li> <li>• Designing a team charter and operating guidelines for a remote teamworking environment</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understand the unique challenges and opportunities of remote teams</li> <li>• Leverage technology to overcome interaction challenges in remote teams</li> <li>• Create and maintain motivation and team spirit within remote working environments</li> </ul>  |

|                         |  |
|-------------------------|--|
| Course                  | <b>Managerial Dialogue</b>   |
| I day                   | <i>Giving and receiving feedback as part of an informal daily dialogue between you and your team members.</i>  |
| Aimed at                | <i>Managers at all levels who need an injection of skills in managing one-to-one performance</i>   |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Why constructive feedback helps everyone</li> <li>• The obstacles to feedback - emotional and rational</li> <li>• The role and value of feedback between managers and team members</li> <li>• How to give motivational feedback in the spirit of mutual benefit</li> <li>• How to receive feedback positively</li> <li>• How to adjust your technique to different people</li> <li>• How to make feedback dialogue a day to day management tool</li> <li>• How to follow up feedback discussions and when to put it in writing</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Identify obstacles to feedback in both giving and receiving</li> <li>• Develop a sincere and constructive approach</li> <li>• Understand the role of emotions and motivating and demotivating factors</li> <li>• Personal action plan for gaining skill in using feedback</li> </ul>  |

|                         |  |
|-------------------------|--|
| Course                  | <b>Managing Meetings for Results</b>   |
| I day                   | <i>An essential skill for every newly promoted team leader and every middle manager.</i>   |
| Aimed at                | <i>All those who want to make their meeting more productive and less time wasting</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• How to plan a meeting and prepare a 'results focused' agenda</li> <li>• What order to handle items, who to invite, how long to meet?</li> <li>• How to deliver 'information only' items succinctly</li> <li>• How to set a clear objective, discuss an issue and make objective consensus-driven decisions</li> <li>• Controlling and encouraging different types of people to achieve balanced discussion</li> <li>• How to generate creative thinking</li> <li>• Minimising emotion, personal politics and hidden agendas</li> <li>• Controlling time and maintaining motivation</li> <li>• How to create a good meeting summary or minutes which focus on outputs</li> <li>• How to follow up a meeting</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Prepare and plan a meeting using an efficient agenda</li> <li>• Control time and manage participation</li> <li>• Ensure that good collaborative decisions are made</li> <li>• Allocate responsibilities for action and follow up</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Mentoring Skills</b>   |
| 2 days                  | <i>What mentoring is and how to do it</i>   |
| Aimed at                | <i>Senior managers and technical/professional specialists in organisations which to adopt mentoring as a motivational approach to employee development and retention</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• What is mentoring?</li> <li>• Phases and functions in the mentoring Journey</li> <li>• Challenges and expectations</li> <li>• The mentor's job</li> <li>• Skills for mentoring</li> <li>• Planning your mentoring development</li> <li>• Types of mentoring assistance</li> <li>• Mentoring styles and methods</li> <li>• Cross cultural mentoring</li> <li>• Developing your mentoring relationships</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Knowing how to increase the confidence, self-sufficiency and career success of others.</li> <li>• Enhancing job satisfaction of self and others.</li> <li>• Personal strategies to develop my role as a mentor and the tools and techniques to build effective mentoring relationships.</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Personal Insight and Development</b>   |
| 2 days                  | <i>Take responsibility for your own development and performance</i>   |
| Aimed at                | <i>All employees who need to build their skills and manage their career.</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Where you are now compared with the competencies and capabilities required to achieve your career goals.</li> <li>• Identifying your own Interpersonal Style and its characteristics and impact</li> <li>• How your colleagues perceive you</li> <li>• Your greatest strengths and how to make best use of them</li> <li>• The key competencies you need to meet your own personal goals</li> <li>• What barriers are there?</li> <li>• Which key skills do you need to learn?</li> <li>• What qualities would you like to develop?</li> <li>• Your own motivation and how to harness it</li> <li>• How to create a Personal Development Action Plan and how to make that plan happen in practice</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understand your own strengths and areas for change</li> <li>• Appreciate how you appear to others</li> <li>• Plan for career development</li> <li>• Analyse people (self and others) in a way which promotes confidence and cooperation</li> </ul>   |

|                         |  |
|-------------------------|--|
| Course                  | <b>Personal Productivity</b>   |
| 2 days                  | <i>Develop personal effectiveness through better organisation of your daily tasks to achieve long-term goals.</i>  |
| Aimed at                | <i>Everyone needing to strengthen their ability to make best use of time</i>   |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Brain theories and perceptions of time</li> <li>• How to change personal attitude and habits</li> <li>• Setting goals and priorities</li> <li>• Defining key areas and tasks - what to do and when to do it</li> <li>• Time planning (including the 'elephant technique' and avoiding procrastination)</li> <li>• Planning your day</li> <li>• Personal organisation</li> <li>• Coping with interruptions</li> <li>• Task allocation</li> <li>• Managing e-mails</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Define personal goals and set priorities</li> <li>• Pay more attention to long-term goals and less to daily demands</li> <li>• Manage and organise self, team and workload more effectively</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Problem Solving and Decision Making</b>  |
| 2 days                  | <i>A structured approach to making better decisions</i>   |
| Aimed at                | <i>Newly appointed employees who need a formal structure for approaching problems</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Effective thinking styles</li> <li>• Stakeholder analysis</li> <li>• The decision making process</li> <li>• Case study analysis</li> <li>• Identifying factors and generating options</li> <li>• Assessing risks and overcoming barriers</li> <li>• Presenting solutions and bringing people on board</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• An understanding that there is a useable process</li> <li>• Balancing logical and creative thinking styles</li> </ul>  |



|                         |   |
|-------------------------|---|
| Course                  | <b>Recruit and Retain the Best</b>  |
| 2 days                  | <i>How to maximise your success rate and minimise employee turnover</i>   |
| Aimed at                | <i>Senior managers and HR professionals involved in recruitment and associated policies</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Create a job-linked competency specification</li> <li>• Produce a profile of the qualities of suitable candidates</li> <li>• Understand the relevance of skills, experience and personal characteristics</li> <li>• Define the role clearly</li> <li>• Screen candidates and produce a short list</li> <li>• Plan and prepare for the interview</li> <li>• Ask the right questions, probe answers, listen carefully and make notes</li> <li>• Evaluate the information and compare candidates</li> <li>• Identify a person's key motivational drivers and match them against the benefits and requirements of the role</li> <li>• Make the final decision and the job offer</li> <li>• identify and develop potential</li> <li>• Retain your top performers</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Create a clear specification of the role, the competencies, and the qualities of a suitable candidate</li> <li>• Evaluate CVs and shortlist applicants</li> <li>• Plan, prepare for and conduct a professional selection interview</li> <li>• Motivate good people to accept the role, develop their potential and manage them to stay and continue to perform well</li> </ul>   |

|                         |   |
|-------------------------|---|
| Course                  | <b>Setting SMART Objectives</b>   |
| 1 day                   | <i>The motivational and developmental tool which builds confidence and performance.</i>   |
| Aimed at                | <i>All employees, to help make the performance management system work</i>   |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• The 'performance cascade' - linking overall business goals to personal work plans</li> <li>• Setting performance objectives</li> <li>• Using the SMART format</li> <li>• Ensuring alignment with job descriptions, projects, assignments and personal growth</li> <li>• Linking objectives and motivational drivers</li> <li>• Follow up</li> <li>• Making sure objectives "come alive" during the year</li> <li>• Conducting the year end performance review</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Implement a performance management cycle efficiently</li> <li>• Write relevant objectives in a SMART format</li> <li>• Communicate objectives related to performance, behaviour and development</li> <li>• Conduct an objectives-based performance review</li> </ul>   |

## KOTTER INSTITUTE PROGRAMME

|                         |   |
|-------------------------|---|
| Course                  | <b>My Iceberg is Melting</b>  |
| 2 days                  | <i>An inspirational approach to change leadership based on global best practice.</i>  |
| Aimed at                | <i>Teams involved in mapping out and implementing change</i>  |
| Group size              | up to 20  |
| Content                 | The course is based around John Kotter's 8-step model: <ul style="list-style-type: none"><li>• create a sense of urgency</li><li>• pull together the guiding team</li><li>• develop the change vision and strategy</li><li>• communicate for understanding and buy-in</li><li>• empower others to act</li><li>• produce short term wins</li><li>• don't let up</li><li>• create a new culture</li></ul> |
| Highlights and outcomes | <ul style="list-style-type: none"><li>• A proven model for change</li><li>• Greater confidence in its application in achieving successful and sustainable organisational change.</li></ul>  |

## NEW COURSES

| Course                  | <b>Cross Cultural Leadership</b>   |
|-------------------------|--|
| 2 days                  | <i>Understanding how culture impacts strategy, innovation, change and leadership</i>   |
| Aimed at                | <i>Managers at all levels in cross-boundary organisations</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Dimensions of national and corporate cultures and how one affects the other</li> <li>• Measuring culture</li> <li>• Types of cultures</li> <li>• Culture, attitudes and behaviour</li> <li>• Matching leadership style with culture</li> <li>• The impact of culture on mergers</li> <li>• How to change corporate culture</li> <li>• How to adapt to national cultures</li> <li>• Diversity and the multi-cultural organisation</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Getting to grips with intangibles</li> <li>• The overriding importance of culture on attitudes and performance</li> <li>• Tools and techniques for assessing and changing culture</li> </ul>  |

| Course                  | <b>Environmentally Responsible Leadership</b>  |
|-------------------------|--|
| 1 day                   | <i>Taking ownership of environmental sustainability.</i>   |
| Aimed at                | <i>Senior management teams in organisations wishing to strengthen their green credentials</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Why environmental sustainability is important</li> <li>• The state of environmental sustainability globally</li> <li>• External pressures from competitors, NGOs, governments, investors and consumers</li> <li>• Changing participants' and their team members' practices to more environmentally sustainable ones</li> <li>• Creativity and innovation as key drivers for environmental sustainability improvements</li> <li>• Communicating meaningful and accurate information to stakeholders</li> <li>• Tools to support environmental sustainability across the value chain</li> <li>• Communicating and cascading the key messages of environmental sustainability to employees</li> <li>• Creating a robust personal action and commitment plan for application back in the workplace</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Increased knowledge of environmental sustainability issues and best practices</li> <li>• Understanding diverse stakeholder expectations</li> <li>• How to formulate and implement relevant policies and action</li> </ul>   |

|                         |  |
|-------------------------|--|
| Course                  | <b>Leading with Integrity</b>  |
| 2 days                  | <i>Develop your own personal leadership model tailored to the demands of the situation</i>   |
| Aimed at                | <i>Senior managers in all kind of organisation who wish to explore and develop high impact leadership skills</i>   |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• How the increasing pace and pressure of change affects people and organisations</li> <li>• Implications of increasing complexity in business management</li> <li>• Traditional and emerging models of leadership - transformational, servant, boundary-spanning and more</li> <li>• Analyzing your personal leadership style</li> <li>• Determining the leadership needs of the team, the department, the unit or the organisation</li> <li>• Participative leadership and the learning organization</li> <li>• How to develop as a flexible and multi-faceted leader</li> <li>• An update on approaches for leading innovation and change</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Adapting one's own style to the demands of the situation and the team</li> <li>• Learning that there is no 'one right way' to lead and how to adopt the model that works for you</li> <li>• Developing authenticity</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Communicating across Generations</b>   |
| 1 day                   | <i>Building competence and confidence in managing across Generations X,Y and 'Zoomers'</i>  |
| Aimed at                | <i>Team leaders, managers and employees in organisations where there are generational 'issues'</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Why this is an issue</li> <li>• Technology then and now</li> <li>• Who are they? What are they?</li> <li>• Characteristics, values and typical behaviours</li> <li>• Types of communication that work or don't work</li> <li>• Hiring, motivating and managing X and Y</li> <li>• Things you can do</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Understanding, communicating and leading across the generations</li> <li>• Greater inclusiveness for all demographics</li> </ul>   |

|                         |  |
|-------------------------|--|
| Course                  | <b>Creating a Safety and Health Culture</b>  |
| 1 day                   | <i>A practical workshop to promote safety leadership with conviction and passion</i>   |
| Aimed at                | <i>Middle and top managers in organisations wishing to embed safety into their culture</i>   |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• Sharing personal experiences</li> <li>• Challenges and dilemmas</li> <li>• Policies, procedures and practices</li> <li>• Identifying potential hazards</li> <li>• Communicating and reinforcing S&amp;H behaviours</li> <li>• Shifting attitudes, shaping new behaviours</li> </ul>                                   |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Embracing Safety &amp; Health as a lifestyle rather than a work priority</li> <li>• The importance of personal ownership and engagement</li> <li>• Communicating Safety &amp; Health in an inspiring, engaging and motivating way</li> <li>• Commitment to concrete Safety &amp; Health leadership actions</li> </ul> |

|                         |  |
|-------------------------|--|
| Course                  | <b>Strategic Thinking</b>  |
| 2 days                  | <i>The cognitive skills necessary to devise 'out-of-the-box' strategies and solutions.</i>   |
| Aimed at                | <i>Senior managers and others who provide input into the strategy process</i>  |
| Group size              | up to 20   |
| Content                 | <ul style="list-style-type: none"> <li>• What makes 'strategic thinking' different from 'strategic planning'</li> <li>• Why conventional planning systems don't always work and how to support them with less structured approaches</li> <li>• How 'mental models' influence our thinking ability and how to reframe them</li> <li>• The concepts of destiny, discovery and learning</li> <li>• Tools and techniques</li> <li>• Story telling and scenarios</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• The pragmatic view that strategy is a cycle of trial, assessment, learning and persistence</li> <li>• How to link the minutiae of daily life to the 'big picture'</li> </ul>  |

|                         |   |
|-------------------------|---|
| Course                  | <b>Creativity and Innovation</b>  |
| 1 day                   | <i>The essential skill set for navigating a complex future</i>  |
| Aimed at                | <i>Everyone who needs to develop the ability to contribute to innovation</i>  |
| Group size              | up to 20  |
| Content                 | <ul style="list-style-type: none"> <li>• Why we can't navigate a complex future by looking backwards</li> <li>• Why we need radical new ways of thinking</li> <li>• Why IQ and EQ are not enough</li> <li>• The concepts of imagination, creativity and innovation</li> <li>• The trouble with education</li> <li>• Why everyone can think creatively - and why it matters</li> <li>• Finding your passion - being 'in your element'</li> <li>• Tools and techniques</li> <li>• Sources, types and models of innovation</li> <li>• Mechanisms to promote innovation</li> <li>• Cognitive models - how to 'delete the old apps' and download new ones</li> <li>• Biases and heuristics in decision making</li> <li>• Connecting education, business and culture - importing know-how across domains</li> </ul> |
| Highlights and outcomes | <ul style="list-style-type: none"> <li>• Breaking out of our educational and cultural conditioning</li> <li>• Everyone has the capability to be creative!</li> </ul>  |