Eliesha

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Clustered pearls of wisdom® … …with interactive quizzes

Micro-Toolkits supporting 16 Categories of Learning

Clustered **pearls of wisdom**® with the option of multiple choice interactive quizzes to assess knowledge.

e.micro-toolkits

All staff, specifically managers and leaders, continuously need to enhance their professional knowledge, skills and abilities. This will enable them to deliver improvements in quality, performance, service and customer experience, as well as increase competitiveness. In the challenging workplace of the 21st century, managers and leaders need learning agility, supported by well-designed, short and easily-accessible learning products.

Eliesha has e-learning solutions which are fit for the purpose of professional development and workplace needs. Professionals are busy people, who require their development interventions to be flexible, easily accessible, available 24/7, rapidly acquired, and quickly applied in the workplace.

We have designed micro-toolkits that effectively deliver online learning solutions supporting the 70:20:10 learning paradigm. Our approach clusters **pearls of wisdom**®, from our unique and innovative product series, into a comprehensive and flexible range of over 75 micro-toolkits. Accessed and delivered online, supported by assessments to test knowledge and embed learning, the videos help people to acquire and use relevant knowledge 'just in time' - as and when needed rather than 'just in case' learning. They deliver valuable hours of professional development, in 16 key skill areas such as Performance Management, Project Management, Coaching, Developing Self, Customer Service, Excelling at Change.

Information on our full range of e-eliesha and face-to-face products, including qualifications accredited by a range of professional and academic bodies, is available on our website www.eliesha.com

Contents

1 Micro-Toolkits supporting:
Trust, Ethics, Authentic and Ethical Leadership

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

1.1 Intra-Personal Leadership

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P191 **The Illusion of Objectivity**	• Describe the illusion of objectivity • Explain ways to deal with your biases	Explores what Yale psychologist David Armor calls "the illusion of objectivity", the notion that we are free of the very biases we're so quick to recognise in others.
P185 **Five Temptations of a Leader**	• State the five temptations of a leader according to Lencioni • Explain how these temptations impact on the organisation	Looks at the temptations facing organisational leaders and explains how these temptations lead to complications that impact on the business.
P186 **Dealing with the Five Temptations of a Leader**	• State the five temptations of a leader according to Lencioni • Describe strategies to overcome the temptations	Lists the five temptations of a leader and discusses strategies, ideas and behaviours to deal with these temptations and boost your chances of success as a leader.
P155 **The Power of Values**	• Explain how values determine behaviour and behaviour determines performance • Identify the workplace values of your organisation	Provides an insight into the power of values; the fundamental nature and role of values in our lives and in the workplace; how values play a powerful part and impact on our performance and the results we get.

1.2 Leadership Skills

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P173 **Authentic Leadership – An Introduction**	• State the elements of 'building the case for your leadership' • Explain 'the four essential practices of leadership'	Introduces Goffee and Jones' recipe for Authentic Leadership under the context of 'Why should anyone be led by you?'
P174 **Balancing Authenticity and Skill**	• Distinguish between the four leadership styles	Looks at Professor Goffee's view on the combination of high and low 'Authenticity' and 'Skill' and the four leadership types that describe - are you 'Effective'?
P196 **Leadership - Myth of the Complete Leader**	• Explain why the idea of the complete leader is a myth • Describe the approach of the 'Incomplete Leader'	Explores the myth of the complete leader - the flawless human being at the top who's got it all figured out. It introduces why Deborah Ancona suggests that we are better off aiming for the 'Incomplete Leader'.
P190 **Seven Keys to Leadership**	• List the seven key skills of a successful leader • Explain the difference between personal leadership and leadership from the heart	Discusses how a new age of leadership requires leaders to be different to be able to cope with new challenges. It describes Burt Nanus' seven key skills of leaders, and asks you to match up against these skills and identify areas for development.

1.3 Ethics and Leadership

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P187 **Ethical Leadership – Kasthuri Henry**	• Outline the six elements of Kasthuri Henry's Comprehensive Ethical Leadership Model • Explain the meaning of ethical leadership	Introduces Kasthuri Henry's Ethical Leadership Model and describes each of the six elements, and encourages thought on your development as an ethical leader.
P200 **Ethics - Roadblocks to Ethical Decisions**	• State the five roadblocks to ethical leadership • Explain how understanding the 5 roadblocks can support you making ethical decisions	Discusses the importance of ethics in the workplace, and introduces Kasthuri Henry's 5 roadblocks that get in the way. By avoiding these moral pitfalls, leaders can make better, more ethical decisions
P198 **Paine's Manager Compass**	• Describe why ethics needs to be part of your everyday decision making at work • List the four parts of Paine's compass	Introduces Paine's Ethical Compass; identifies reasons why we all should be factoring ethical considerations into every organisational decision, and then provides information and advice to help you use Paine's Ethical Compass to make better decisions.
P141 **Good Decision Making**	• List three decision making conditions that influence your decisions • Describe each decision making condition	Looks at the challenge of making good decisions and introduces you to three key decision making conditions that we all face in trying to make a good decision.

1.4 Trust and Leadership

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P158 **Taking Responsibility**	• Describe some benefits of taking responsibility and owning your mistakes • Identify the impact of blaming others for your mistakes	Gives you an insight into why taking responsibility is an important part of being an effective leader, and that accepting responsibility is a learned behaviour we can all practice and develop. There are some tips on how to create a positive environment at work in which people take responsibility for their actions and progress.
P188 **Trust - 13 Trust Building Behaviours**	• Explain the role of the 13 behaviours within the 5 waves of trust • List and summarise the 13 behaviours	Takes a look Stephen M R Covey's research on Trust, highlighting the behaviours you need to exhibit to gain trust. These 13 behaviours, when applied, are the way to behave yourself into trusted relationships.
P192 **Trust - Five Waves of Trust**	• State the five waves of trust • Explain the nature of trust and the 'ripple effect'	Looks at Stephen Covey's '5 Waves of Trust'. It takes you through each wave and demonstrates the interdependent nature of trust and how it flows from the inside out creating the 'ripple effect'.
P189 **Trust – The Four Cores of Credibility**	• State the four cores of credibility • Explain how the four cores of credibility build trust and lead to success	Takes a look at Stephen Covey's four cores of credibility: integrity; intent; capabilities and results. It describes each of the four cores and explains why the first three elements need to be in place to achieve the fourth core of 'results'.

Micro-Toolkits supporting:
Understanding and Excelling at Change

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

2.1 Delivering Change

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P165 **Unfreeze for Change**	• Describe the three steps of the "Unfreeze, Change, Freeze" model • Use the model to make change happen	Takes you through the steps of Kurt Lewin's Unfreeze, Change, Freeze model; explains how the model is an analogy dealing with changing a block of ice, and how this analogy can be applied to organisational change.
P195 **Change - Executing Change**	• State the four steps to effectively delivering change • Explain why step four is the most important, and often the least well delivered	Looks at the importance of executing change - the best strategies in the world mean absolutely nothing until actioned. Daryl Conner explores the errors that leaders make throughout the process to highlight the pitfalls to avoid.
P201 **McKinsey Seven S Model**	• State the seven S's of the model • Explain how the Seven S Model affects organisational performance	Introduces the Seven S model from Tom Peters. Each 'S' represents an important aspect of the business and shows how they interact with each other. During projects and change, deal with each of the seven S's, or accept the consequences.
P255 **Kotter's 8 Step Change Model**	• Identify the eight stages of the model • Describe how to deal with change effectively	Takes you through Kotter's '8 Step Change Model'. It describes actions at each stage and how applying the model can make the change happen in reality.

2.2 Managing Reactions to Change

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P153 **Compliance vs Commitment**	• State the differences between Compliance and Commitment • Explain the impact of choosing either option when implementing change	Looks at the choice between gaining compliance and gaining commitment, and the impact of choosing each on the performance and effectiveness of the change.
P197 **Change - Overcoming Resistance**	• State the four key categories of resistance • Explain approaches to overcome the resistance so commonly faced during change	Suggests that although change is all around us and we are becoming more used to change in our work life, still resistance to change is common. It looks at the reasons for resistance and discusses what a manager can do to overcome them.
P256 **Kubler Ross Change Curve Explained**	• State the various stages along the change curve • Redefine negative emotions as part of the overall change process	Takes a first look at the Kubler-Ross Change Curve and explores the effect of change on performance as we process our emotions to that change.
P257 **Kubler Ross Change Curve – Manager's Guide**	• Describe the benefits of this curve to a manager • State how to use the knowledge of where people are on the curve to more quickly move them through it	Part 2 of the look at the Kubler Ross Change Curve looks at the practical application of the curve for the manager. It discusses the managers role in supporting others through the stages until the change is embraced

2.3 Change Cycles

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P159 **The Change House**	• Name the areas of the change house • Relate the language used to the appropriate room	Introduces a fresh way to look at the journey we take through Changing situations. Learn about the different rooms we visit in the Change House.
P194 **Change - Conner's Change Cycle**	• State the six stages of Conner's Change Cycle • Describe the manager's role in guiding people through change	Looks at the six stages of Daryl Conner's Change Cycle, illustrating the reality of managing through perpetual change. It puts forward a challenge to the belief that a leader's role is to help people be comfortable with the change.
P144 **Plan Do Check Act**	• Explain the four stages of the PDCA cycle • Demonstrate how to apply the cycle to problem solving and managing change	Discusses each stage of the PDCA cycle and how the cycle provides a simple but effective approach for problem solving and managing change. It encourages you to explore the advantages of using this approach and gives you examples.
P193 **Change - Eight Stages of Commitment**	• State the 8 stages to embedded change • Describe the negative alternatives at each stage	Introduces Daryl Conner's model which describes the journey through change, and the pitfalls to avoid along the way. Daryl describes the importance of continued momentum if delivering change.

2.4 Decision Making for Change

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P168 **Fishbone Diagram**	• Outline the benefits of the Fishbone Diagram • Breakdown problems by identifying the causes of problems • Produce a Fishbone Diagram	Illustrates the technique of creating a fishbone diagram to map and then understand the relationship between causes and the effects of problems. After introducing the technique, you are taken through the process of creating your own diagram.
P202 **PESTLE Analysis**	• Explain the importance of the PESTLE analysis • List and explain the 6 elements of the PESTLE acronym	Examines how the classic PEST analysis has developed and extended to PESTLE, and highlights the importance of a PESTLE analysis ahead of project implementation.
P140 **Cost Benefit Analysis**	• State the advantages of using a Cost Benefit Analysis • Describe the four stages of creating a CBA	Discusses the importance of Cost Benefit Analysis to financial decision making, and talks through the four key steps in creating your own CBA.
P167 **Force Field Analysis**	• Identify two types of force that influence change • List the steps in using the tool to determine if a proposed change is viable.	A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.

3

Micro-Toolkits supporting:
Developing Self

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

3.1 How you Learn and Improve

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P244 **Don't just Self Assess**	• Explain the importance of self-assessment • Describe the benefits of seeking feedback when assessing personal capabilities	Looks at the benefits of not just sticking with your own self-assessment when it comes to personality profiles and questionnaires. Use the opportunity to understand how others perceive you to develop the right things.
P247 **Honey & Mumford Learning Styles**	• State the four learning styles defined by Honey and Mumford • Explain the value of knowing your own learning style	Different people prefer to learn in different ways. Honey and Mumford captured these preferences as four different learning styles and this pearl of wisdom® introduces the four different learning styles and their characteristics – can you recognise you own learning preference?
P258 **Identifying Areas to Improve**	• List the three choices you face in identifying areas to improve • Describe the self-assessment tool called 'Success, learn & change'	Three different approaches to identifying personal and professional areas to improve and it challenges you to reflect on your current approach to building your own personal development plan.
P259 **Kolb Learning Cycle**	• Identify different learning styles and how each fits in Kolb's learning cycle • Recognise your own learning style and the learning styles of other team members	Contrasts Honey and Mumford's four learning styles and examines the ways we prefer to learn. It provides examples of how to delegate tasks to develop or strengthen weaker learning style preferences.

3.2 Developing Emotional Intelligence

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P161 **Introduction to Emotional Intelligence**	• Recognise why emotions play an important part in both work and life situations • Describe the meaning of self-awareness	Introduces Daniel Goleman's emotional intelligence theory and how we have the ability to control our emotions and work them to our advantage. It gives examples of how we might react in certain situations and how we can practice and improve control of our emotions.
P246 **Understanding Empathy**	• Explain the difference between empathy and sympathy • Explain how empathy develops trust and strong relationships	Looks at how empathy can help you improve the way you work with others, and encourages you to think about how you see and experience things from the other person's point of view. It shares Covey's ideas on how to improve your ability to work well with others to develop trust and build strong relationships in the workplace.
P250 **The EI Journey**	• Describe the four box emotional intelligence model • State the value of emotional intelligence	Introduces the emotional intelligence four box model and takes you on a journey through the four stages of the model to illustrate the case for developing emotional intelligence.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P249 **Resilience**	• State the seven learnable skills of resilience • Describe the importance of developing these skills	Introduces research showing that there are some elements amongst the things that make us resilient that are learnable skills. By being clear on the seven skills and creating a development strategy against them, we can each increase our levels of personal resilience.

3.3 Developing Management Skills

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P151 **Feeding back with a BIFF**	• List what B.I.F.F. stands for • Recognise the importance of taking care when giving feedback • Plan how to give feedback to someone using the Biff Model	Introduces you to the BIFF model of feedback and explains the components of BIFF as well as giving you some tips on how to use the model effectively and feel more confident in giving feedback to others.
P139 **Asking Good Questions**	• Name different types of questions that you can use • Plan how to select and use different types of questions to get the information you need	Looks at the importance of being skilled at questioning so that you get the information you need in a way that is useful, and introduces you to different styles of questions.
P254 **Barriers to Effective Communication**	• Define barriers to Communication • Describe how to overcome these barriers	Examines common barriers to communication, their causes, and what can be done to resolve them.
P251 **Prioritising Tasks**	• Differentiate between Important and Urgent • Describe the effect of 'urgentitis'	Considers the dynamics of the urgency and importance of a task. So often we get distracted by the urgency of a task without checking to see whether it's important enough to warrant our time. It will enable you to manage your 'urgentitis'.

3.4 Developing Yourself

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P156 **Continuing Professional Development**	• Define the benefits of CPD to the organisation and the individual	Looks at how Continuous Professional Development is a requirement in some professions and desirable in most and the benefits of CPD to the individual and the organisation.
P243 **Goals and Objectives**	• State the difference between goals and objectives • Describe the purpose of goals and objectives	Describes the difference between goals and objectives and why goals without objectives can never be achieved. It concludes with a short word association game to check your understanding of the differences.
P242 **Hobb-jective**	• Explain the difference between hobb-jectives and work related objectives • Apply SMART to hobb-jectives	Introduces the concept of hobb-jectives and demonstrates how you can apply SMART to develop an objective for your hobby or pastime. It starts with a short quiz and provides an example of a SMART hobb-jective.
P252 **Opportunities and Ways to Learn**	• Identify different ways of learning • Recognise the need to match learning method to learning style	Looks at the different ways of learning and encourages you to think beyond the traditional methods. It highlights the importance of understanding different learning styles and matching learning opportunities to your own and others preferred styles.

3.5 Learning to Lead

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P169 **Getting Leadership Right**	• Describe the challenge of 'being a flexible leader' • Examine your current style of leadership • List some ways to expand the ways in which you can be flexible in your leadership style	Describes the challenge facing all leaders today - How does a modern leader be flexible - and gives you some ideas on how you might develop your flexibility in getting your leadership right.
P174 **Balancing Authenticity and Skill**	• Distinguish between the four leadership styles	Looks at Professor Goffee's view on the combination of high and low 'Authenticity' and 'Skill' and the four leadership types that describe - are you 'Effective'?
P196 **Leadership - Myth of the Complete Leader**	• Explain why the idea of the complete leader is a myth • Describe the approach of the 'Incomplete Leader'	Explores the myth of the complete leader - the flawless human being at the top who's got it all figured out. It introduces why Deborah Ancona suggests that we are better off aiming for the 'Incomplete Leader'.
P189 **Trust – The Four Cores of Credibility**	• State the four cores of credibility • Explain how the four cores of credibility build trust and lead to success	Takes a look at Stephen Covey's four cores of credibility: integrity; intent; capabilities and results. It describes each of the four cores and explains why the first three elements need to be in place to achieve the fourth core of 'results'.

3.6 Management Responsibilities

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P142 **Effective Action Planning**	• Identify the stages of a good action plan • Prepare an effective action plan with clear deliverables and deadlines	Takes you through the steps of effective action planning from identifying your goal and purpose through to implementing and follow-up of the plan.
P158 **Taking Responsibility**	• Describe some benefits of taking responsibility and owning your mistakes • Identify the impact of blaming others for your mistakes	Gives you an insight into why taking responsibility is an important part of being an effective leader, and that accepting responsibility is a learned behaviour we can all practice and develop. There are some tips on how to create a positive environment at work in which people take responsibility for their actions and progress.
P248 **Blake and Mouton Management**	• Describe the four sectors of the grid when examining task vs people orientation • Consider which best describes your own style	Looks at the Blake and Mouton grid which considers the dynamics between Task and Person orientation. The five differing Management styles are discussed here.
P260 **Fayol's 14 Principles of Management**	• List the six primary functions & responsibilities of management • List Fayol's 14 principles of management	Introduces the primary functions, responsibilities and principles of management, identified by Henry Fayol - one of the pioneering management thinkers of the 20th century - and explores whether his ideas about management are still relevant today.

3.7 The Trusted Manager

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P164 **Developing your Influencing Skills**	• State the nine influencing strategies • Explain the importance of adapting your influencing style in different situations	Gives an introduction to the nine influencing strategies and explains why you need to adapt and modify your influencing style to meet the needs of different people and situations.
P157 **Management Styles**	• Explain why managers need to use a range of management styles • List Hay Group's six different management styles	Explores why managers need to adopt different management styles to ensure they are doing the right things, at the right time, in the right circumstances with the right people. It provides a brief introduction to the Hay Group's six management styles.
P188 **Trust - 13 Trust Building Behaviours**	• Explain the role of the 13 behaviours within the 5 waves of trust • List and summarise the 13 behaviours	Takes a look Stephen M R Covey's research on Trust, highlighting the behaviours you need to exhibit to gain trust. These 13 behaviours, when applied, are the way to behave yourself into trusted relationships.
P192 **Trust – Five Waves of Trust**	• State the five waves of trust • Explain the nature of trust and the 'ripple effect'	Looks at Stephen Covey's '5 Waves of Trust'. It takes you through each wave and demonstrates the interdependent nature of trust and how it flows from the inside out creating the 'ripple effect'.

3.8 Developing Leadership Skills

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P150 **Conflict - Thomas and Kilmann**	• Describe the five conflict resolution styles • State when to use each of the conflict handling styles	Introduces Thomas and Kilmann's five conflict resolution styles. It describes how two dimensions of behaviour: assertiveness and cooperativeness, frame five different modes for responding to conflict situations.
P177 **BOOSTing your Feedback**	• List what B.O.O.S.T. stands for • Recognise the value of planning when intending to give feedback • Plan how to give feedback to someone using the BOOST checklist	Introduces you to BOOST; a framework for planning how to give effective feedback and avoid the common pitfalls associated with giving negative feedback to someone.
P154 **Benefits of Delegation**	• State why delegation is a key skill of an effective manager • Describe the benefits of good delegation for the individual, the manager and the organisation	Looks at the benefits and advantages of good delegation for the delegator, the delegate, the team and the organisation. It explains how developing the delegate and freeing up time for the manager can increase motivation, and how this leads to improved efficiency and effectiveness of the organisation.
P245 **Johari's Window**	• Describe the four quadrants of the Johari Window model • Demonstrate how the model relates to giving and receiving feedback	An insight into Joseph Luft and Harry Ingham's Johari Window model. It takes you through each of the four quadrants of the 'window', and examines levels of openness and how this relates to giving and receiving feedback.

4 Micro-Toolkits supporting:
Performance Management

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4.1 Objective Setting

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P239 **SMART Objectives**	• Explain the meaning of SMART objectives • State the value of using SMART objectives	Gives you a sound appreciation of the value of using SMART objectives and gets you to think about the consequences if you don't set out performance expectations clearly. It provides you with pointers on how to write effective SMART objectives that will enable you to measure achievement against expectations.
P243 **Goals and Objectives**	• State the difference between goals and objectives • Describe the purpose of goals and objectives	Describes the difference between goals and objectives and why goals without objectives can never be achieved. It concludes with a short word association game to check your understanding of the differences.
P242 **Hobb-jective**	• Explain the difference between hobb-jectives and work related objectives • Apply SMART to hobb-jectives	Introduces the concept of hobb-jectives and demonstrates how you can apply SMART to develop an objective for your hobby or pastime. It starts with a short quiz and provides an example of a SMART hobb-jective.
P240 **Management Speak and Weasel Words**	• Explain the meaning of 'management speak' • Describe what is meant by 'weasel words' and why they devalue what we say	Introduces you to the concept of management speak and the dangers of 'weasel words'. It discusses weasel words in relation to setting objectives and explains how they devalue and confuse meaning and understanding.

4.2 Personal Development at Work

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P258 **Identifying Areas to Improve**	• List the three choices you face in identifying areas to improve • Describe the self-assessment tool called 'Success, learn & change'	Three different approaches to identifying personal and professional areas to improve and it challenges you to reflect on your current approach to building your own personal development plan.
P156 **Continuing Professional Development**	• Define the benefits of CPD to the organisation and the individual	Looks at how Continuous Professional Development is a requirement in some professions and desirable in most and the benefits of CPD to the individual and the organisation.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P259 **Kolb Learning Cycle**	• Identify different learning styles and how each fits in Kolb learning cycle • Recognise your own learning style and the learning styles of other team members	Contrasts Honey and Mumford's four learning styles and examines the ways we prefer to learn. It provides examples of how to delegate tasks to develop or strengthen weaker learning style preferences.
P252 **Opportunities and Ways to Learn**	• Identify different ways of learning • Recognise the need to match learning method to learning style	Looks at the different ways of learning and encourages you to think beyond the traditional methods. It highlights the importance of understanding different learning styles and matching learning opportunities to your own and others preferred styles.

4.3 Feedback Skills

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P151 **Feeding back with a BIFF**	• List what B.I.F.F. stands for • Recognise the importance of taking care when giving feedback • Plan how to give feedback to someone using the Biff Model	Introduces you to the BIFF model of feedback and explains the components of BIFF as well as giving you some tips on how to use the model effectively and feel more confident in giving feedback to others.
P177 **BOOSTing your Feedback**	• List what B.O.O.S.T. stands for • Recognise the value of planning when intending to give feedback • Plan how to give feedback to someone using the BOOST checklist	Introduces you to BOOST; a framework for planning how to give effective feedback and avoid the common pitfalls associated with giving negative feedback to someone.
P241 **Giving Constructive Feedback**	• Describe why giving feedback is important • Recognise differences between motivational and developmental feedback • Plan to give feedback	Focuses firstly on the reasons why we all want and need good feedback, and then provides information and advice to help you plan giving motivational or developmental feedback to others.
P244 **Don't just Self Assess**	• Explain the importance of self-assessment • Describe the benefits of seeking feedback when assessing personal capabilities	Looks at the benefits of not just sticking with your own self-assessment when it comes to personality profiles and questionnaires. Use the opportunity to understand how others perceive you to develop the right things.

4.4 Dealing with Challenges

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P207 **Seven Principles of Fierce Conversations**	• Name Susan Scott's Seven Principles of Fierce Conversations • Describe how silence can be used in conversations	Introduces the concept of Fierce Conversations and how the use of silence can help us to get in touch with what we really want to say.

P217 **Conflict - Causes, Symptoms and Cures**	• Identify eight reasons for conflict in the workplace • Describe the signs and symptoms of conflict • Describe the 'Interest-Based Relational Approach' to conflict resolution	Looks at the causes for conflict in the workplace and describes the signs and symptoms that occur. Introduces the 'Interest-Based Relational Approach' to conflict resolution.
P150 **Conflict - Thomas and Kilmann**	• Describe the five conflict resolution styles • State when to use each of the conflict handling styles	Introduces Thomas and Kilmann's five conflict resolution styles. It describes how two dimensions of behaviour: assertiveness and cooperativeness, frame five different modes for responding to conflict situations.
P158 **Taking Responsibility**	• Describe some benefits of taking responsibility and owning your mistakes • Identify the impact of blaming others for your mistakes	Gives you an insight into why taking responsibility is an important part of being an effective leader, and that accepting responsibility is a learned behaviour we can all practice and develop. There are some tips on how to create a positive environment at work in which people take responsibility for their actions and progress.

4.5 Keeping Up Performance

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P251 **Prioritising Tasks**	• Differentiate between Important and Urgent • Describe the effect of 'urgentitis'	Considers the dynamics of the urgency and importance of a task. So often we get distracted by the urgency of a task without checking to see whether it's important enough to warrant our time. It will enable you to manage your 'urgentitis'.
P253 **Herzberg's Two Factor Theory**	• Describe the meaning of hygiene and motivating factors • Identify which of Herzberg's factors are the motivating factors and which are hygiene factors	Discusses Herzberg's 'Two Factor Theory' and what the model means for a manager. It gives examples of hygiene and motivating factors, and explains why the manager should focus on the six motivational factors to support growth and achievement of individuals.
P205 **ASK ABE for Performance**	• State what the ASK ABE acronym represents • Explain why these elements are important to personal development planning	Introduces Ian Favell's ASK-ABE model that focuses on areas of life that might be worth developing. The acronym guides us to consider both 'task' and 'personal' areas to give a balance of organisational and personal development.
P204 **Key Performance Indicators**	• State what key performance indicators are • Explain the importance of good KPI's to the performance of your organisation	How Key Performance Indicators (KPI's) are the drivers and measures for much of our business, so it's important to get them right. It introduces their value and considers the behaviours that KPIs generate.

4.6 Appraisals

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P210 **Appraisal - Manager's Guide**	• State the value of an effective appraisal meeting • Plan to ensure effective performance of this key management responsibility	Considers the appraisal meeting from the perspective of the manager. Encourages a positive view of process and underlines the value to all of getting appraisals right. A number of tips are provided as a checklist for appraisal preparation.
P209 **Appraisal - The Appraisee's Guide**	• State the purpose of an appraisal • Plan to get the most out of your own appraisal meeting	Looks at the appraisal meeting from the view of the appraisee. Encourages a positive outlook on the appraisal process and provides a number of tips for getting the best out of yourself and your review meeting.
P208 **Difficult Conversations**	• Prepare a structure in order to assess your current situation and provide a methodical approach in dealing with difficult conversations	Demonstrates a structure in which we can assess the real reasons why we need to hold difficult conversations. It enables us to reflect on our personal thoughts and biases, providing real objectivity and a balanced viewpoint prior to having a difficult conversation.
P212 **Evaluating Employee Performance**	• State the role of performance standards and goals in the evaluation process • Incorporate the tips provided into your planning for employee evaluation	Opens with a discussion on the importance of ongoing feedback to the evaluation process. Setting performances standards and goals as part of the system to measure performance, and tips in delivering the evaluation process itself.

4.7 Appraising Performance

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P218 **Informal and Formal Approaches to Performance Improvement**	• Describe the informal performance management approach • Explain the purpose of an informal performance management meeting • Understand when to engage the formal process	Describes how informal performance management could be an effective way of dealing with low performance without the necessity of resorting to a formal process.
P216 **Discipline and the Manager's Role**	• Explain the difference between misconduct and gross misconduct • Explain the difference between performance and relationship issues • Explain the importance of keeping records during the discipline process	Describes the manager's role in dealing with disciplinary issues. Defines misconduct and gross misconduct, and performance and relationship issues.
P215 **Grievance and the Manager's Role**	• Understand the responsibility of the manager in handling a grievance • Understand the importance of the grievance interview • Explain the importance of keeping records during the grievance process	Describes the key responsibility for a manager in the grievance procedure and the importance of the effective handling of the grievance interview. Including hints and tips before during and after the interview.

| P211 **Support Methods for Performance Improvement** | • Explain the importance of looking wider than just training courses when considering learning options
• State the importance of learning styles when choosing a support method for improvement | Encourages a change of mind-set when considering development options. Looks at the factors to consider when choosing a support method for improvement. As well as the value of training courses, a number of varied other support options are suggested. |

5 Micro-Toolkits supporting:
Coaching and Mentoring

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

5.1 The GROW Model Suite

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P179 **Coaching with GROW**	• Explain why coaching is gaining such popularity in business • Describe how coaching fits in with other people-centred interventions • Explain the ask/tell continuum	Gives you an insight into why coaching is gaining popularity in the business world and helping organisations to be more effective and efficient. It describes the 'ask/tell' continuum and how this links to the directive and non-directive coaching approach and introduces the popular GROW coaching model.
P180 **GROW - G**	• Describe the 'Goal' stage of the GROW model • identify appropriate questions to ask at the 'G' stage of the coaching process	Focuses on the 'goal' stage of the GROW model and explains the importance of defining a clear goal at the start of the coaching process. It gives examples of the types of questions the coach will ask to encourage the coachee to define their goal in preparation for the coaching journey.
P181 **GROW - R**	• Describe the 'Reality' stage of the GROW model • Identify appropriate questions to ask at the 'R' stage of the coaching process	Focuses on the 'reality' stage of the GROW model and how to examine the reality of the situation in relation to the goal agreed at the 'G' stage of the model. It gives examples of the types of questions the coach will ask to encourage self-analysis by the coachee, and highlights the gap between the desired state (the goal) and the current situation (the reality).
P182 **GROW - O**	• Describe the 'Options' stage of the GROW model • Identify appropriate questions to ask at the 'O' stage of the coaching process	Focuses on the 'options' stage of the GROW model to widen existing thinking of the coachee and encourage new possibilities for progress. It gives examples of the types of questions the coach will ask to encourage confidence building and prompt new thinking of ideas and options.
P183 **GROW - W**	• Describe the 'Will' stage of the GROW model • Identify appropriate questions to ask at the 'W' stage of the coaching programme	Focuses on the last stage of the GROW model, the 'will' stage. It explains how at this stage of the coaching process the coachee needs to commit to a plan of action, and gives examples of questions the coach will ask to ensure commitment to the agreed plan and establish further support.
P184 **TGROW Model**	• Explain how T-GROW adds an extra dimension to the GROW coaching model • Identify appropriate questions to ask at the 'T' stage of the model leading into GROW	Explains the extra layer of structure that 'T' adds to the T-GROW coaching model. It demonstrates how starting the conversation with the Topic helps to differentiate the bigger picture from the specific goals at the 'G' stage of the model.

5.2 Understanding Coaching

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P213 **What is Coaching?**	• Define what coaching is • Identify the unique features coaching • List some types of coaching • Explain a non-directive approach and its benefits	Explains the unique features of coaching, including what coaching can be used for. Explores the concept of a non-directive approach, and the impact it can have.
P214 **Mentoring – Definition and Role of the Mentor**	• Define what mentoring is • Explain the difference between coaching and mentoring practice • Identify the different requirements of a coach and mentor • Consider whether to use mentoring and coaching based on the desired outcomes	Explains the unique features of mentoring, and what it can be used for. Explores the similarities and differences between coaching and mentoring, and coaches and mentors.
P220 **The Role of the Coach**	• Identify the different roles a coach may play • Explain the four coaching roles identified by Witherspoon and White • Consider the usefulness of having a clear role to adopt in the coaching process	Explores the different roles that the coach can take on during the coaching process. Uses the four roles identified by Witherspoon and White's to consider how the coach can best meet the development needs of their coachees.
P221 **The Case for Coaching**	• Identify the current appetite for coaching • Explain the link between coaching and staff engagement • Consider the benefits of team or group coaching • Explain how coaching can support change projects and bring about cultural change	Examines the benefits of coaching for individuals, teams and organisations. Considers how coaching can engage and development staff, as well as supporting cultural change.

5.3 Coaching Skills

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P246 **Understanding Empathy**	• Describe the difference between empathy and sympathy • State how empathy develops trust and strong relationships	Looks at how empathy can help you improve the way you work with others, and encourages you to think about how you see and experience things from the other person's point of view. It shares Covey's ideas on how to improve your ability to work well with others to develop trust and build strong relationships in the workplace.
P161 **Introduction to Emotional Intelligence**	• Recognise why emotions play an important part in both work and life situations • Describe the meaning of self-awareness	Introduces Daniel Goleman's emotional intelligence theory and how we have the ability to control our emotions and work them to our advantage. It gives examples of how we might react in certain situations and how we can practice and improve control of our emotions.

P139 **Asking Good Questions**	• Name different types of questions that you can use • Plan how to select and use different types of questions to get the information you need	Looks at the importance of being skilled at questioning so that you get the information you need in a way that is useful, and introduces you to different styles of questions.
P273 **The What and Why of Metacommunications**	• Understand what is meant by the term meta-communications • Consider some examples of 'double talk' or 'reading between the lines' • Identify the characteristics of meta-communications • Understand why meta-communications are important	Explores what meta-communications are, and why it is important to be aware of them when you communicate with others.

5.4 Coaching for Managers

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P222 **Get Set to Coach and Mentor**	• Identify what needs to be managed and considered before coaching and mentoring begins • Consider how to manage expectations and ethical issues, such as confidentiality and power • Understand the EMCC's code of conduct and its relevance to you	Explores the effective set up of coaching and mentoring relationships. Considers contracts, expectations, ethics and confidentiality and the importance of managing these areas.
P297 **Coaching Supervision**	• Define what is meant by supervision • Describe the purpose and benefits of supervision • State the features of good practice supervision • Identify what areas are explored in supervision	Explores the important role that supervision plays in the coaching profession.
P298 **Line Managers as Coaches**	• Describe the role that the line manager can play in coaching their team members • Identify the advantages and disadvantages of using the line manager as coach • Recognise factors such as cost, trust, objectivity, power, skills and motivation when deciding whether to use line managers as coaches	Explores the role of the line manager in coaching. Considers the advantages and disadvantages to providing coaching through the line manager, and raises some important considerations.
P250 **The EI Journey**	• Describe the four box emotional intelligence model • State the value of emotional intelligence	Introduces the emotional intelligence four box model and takes you on a journey through the four stages of the model to illustrate the case for developing emotional intelligence.

5.5 Further Coaching Skills

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P278 **Focus, Openness and Energy Coaching Model**	• Define what is meant by focus, openness and energy • State the impact that focus, openness and energy have on sessions and relationships • Identify some simple strategies for improving your focus, openness and energy	Explores how focus, openness and energy impact on coaching and mentoring.
P280 **Step up with STEPPA**	• Identify the component parts of the acronym STEPPA • State what is covered at each stage of the STEPPA model • Describe when to choose the STEPPA model • Use the STEPPA model in your coaching practice	Examines an alternative model of coaching - the STEPPA coaching model.
P279 **Mindset of a Coach**	• Identify the responsibilities of the coach • Define what an effective mindset is • Describe the challenges a coach faces when mentally preparing to coach • State how you can adopt an effective mindset	Explores how the mindset and beliefs of the coach affect coaching and how a coach can equip themselves with an effective coaching mindset.
P277 **Levels of Listening**	• Understand how listening occurs at four different levels • Identify the characteristics of listening at each level • Identify the features of effective active and deep listening to aid skills development	Explores how we can improve our listening skills by being aware of our focus and effort at four simple levels.

5.6 Personal and Organisational Change

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P225 **Transformational Coaching**	• Explain what transformational coaching is and when it could be used • Explain the importance of values and beliefs in transformational change, using Dilt's logical levels model • Identify the features of transformational dialogue • Identify Mezirow's phases of transformation	Explores what transformational coaching is and what areas it might cover. Considers the nature of personal change and what is required for transformation.

P223 **Self-Limiting Beliefs**	• Describe what self limiting beliefs are and how they are formed • Identify and listen out for some common self limiting beliefs • State when and why it is important to work with self limiting beliefs	Explores the negative impact of self limiting beliefs
P224 **Developing Coaching Cultures**	• Define what a coaching culture is • Describe the six critical success factors to inform a coaching strategy • Identify the best approach developing a coaching in your organisation	Explores how organisations can begin to create coaching cultures.
P308 **Mentoring to Grow Organisational Knowledge**	• Define what is meant by the knowledge economy and knowledge and information management • Explain why knowledge is valuable to organisations • Distinguish between tacit and explicit knowledge • Identify how mentoring can grow and create organisational knowledge	Explores how mentoring can unlock tacit knowledge and add value to organisations.

6 Micro-Toolkits supporting:
Motivation

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6.1 Motivation Skills and Tools

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P154 **Benefits of Delegation**	• state why delegation is a key skill of an effective manager • describe the benefits of good delegation for the individual, the manager and the organisation	Looks at the benefits and advantages of good delegation for the delegator, the delegate, the team and the organisation. It explains how developing the delegate and freeing up time for the manager can increase motivation, and how this leads to improved efficiency and effectiveness of the organisation.
P265 **The Engaging Manager**	• explain what is meant by an 'engaging manager' • identify the behaviours and impact of an engaging manager	Discusses the behaviours and attributes of the engaging manager and demonstrates how engaged employees display discretionary effort and work with colleagues to improve performance.

P241 **Giving Constructive Feedback**	• Describe why giving feedback is important • Recognise differences between motivational and developmental feedback • Plan to give feedback	Focuses firstly on the reasons why we all want and need good feedback, and then provides information and advice to help you plan giving motivational or developmental feedback to others.
P167 **Force Field Analysis**	• Identify two types of force that influence change • List the steps in using the tool to determine if a proposed change is viable.	A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.

6.2 The Manager and Motivation

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P170 **McGregor's Theory X and Theory Y**	• Outline the different styles of Theory X and Theory Y managers • Describe the behaviours of each style	Introduces the theory of two different management styles - Theory X and Theory Y. Helps you understand each style - and when each is most appropriately adopted in the workplace.
P281 **The Psychological Contract**	• State what the psychological contract is • What effect the psychological contract has on both employer and employee • Describe the importance of maintaining a positive psychological contract	This video looks at the concept of the psychological contract – the unwritten 'deal' between the employer and employee. It consider what happens when that deal gets broken, and the business and personal benefits of having a positive psychological contract in place
P282 **Motivation and Management Systems – Rensis Likert**	• State the four systems proposed by Likert's research • Identify which of the four systems is the optimum for best organisational results, and why	Rensis Likert studies the effect on human behaviour of organisational management systems. He identified four systems and detailed the effects each had on behaviour throughout the organisation and results. This video introduces you to Likert's thinking and reveals which of the four systems it is that organisations should strive to attain.
P283 **Eight Careers Anchors – Edgar Schein**	• State what the 8 Career anchors are • Begin to identify which are your primary career anchors and what that can mean to your career choices	This video introduces Schein's idea of Career anchors. He identified 8 career drivers, each with elements that 'you would not give up'. Do you recognise your career anchors from this video?

6.3 Motivation Classics

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P267 **Maslow's Hierarchy of Needs**	• Recognise where people are in the hierarchy of motivational needs • Describe each level of the hierarchy	Introduces Maslow's Hierarchy of Needs (expressed as a 'pyramid'), and helps you understand what motivates people - from physiological needs at the bottom level of the 'pyramid' through to the top level of self-actualisation.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P253 **Herzberg's Two Factor Theory**	• Describe the meaning of hygiene and motivating factors • Identify which of Herzberg's factors are the motivating factors and which are hygiene factors	Discusses Herzberg's 'Two Factor Theory' and what the model means for a manager. It gives examples of hygiene and motivating factors, and explains why the manager should focus on the six motivational factors to support growth and achievement of individuals.
P284 **The Hawthorne Experiments**	• List the experiments carried out and their results on the employees • State the impact of the Hawthorne Experiments on our understanding of employee motivation	Elton Mayo and his research team in the 1920's carried out experiments with employees to see the impact on productivity of changes to various working conditions. The results changed the prevailing views on employee motivation and revealed the 'Observer effect'. This video introduces the experiments and the lessons discovered.
P285 **Vroom's Expectancy Theory**	• State the three components of Vroom's Theory • Describe how these three components influence individuals' motivational force	Victor Vroom's Expectancy Theory of Motivation is a classic view on what motivates an individual in pursuit of rewards. His formula for Motivational Force provides insight into what drives individuals' behaviour and can help Managers to more effectively motivate their staff.

6.4 Situational Motivation

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P171 **Motivation Directions**	• Describe the two motivational directions • Recognise the motivational direction of yourself and others	Introduces Steve Andreas and Charles Faulkner's motivational direction theory. It discusses 'away from' and 'towards' motivational preferences of people and how to recognise and manage the different motivational needs.
P286 **McClelland – Needs-Based Motivation Theory**	• State the three types of motivation identified by McClelland • Describe effective approaches to motivation and feedback for each type	Introduces the classic motivational theory from David McClelland and considers the implications for the way we motivate the three differing types of needs.
P287 **Erikson's Life Stages Theory**	• Name the stages identified by Erikson's theory • Describe the different motivators inherent at each stage	This video introduces Eric Erikson's Life Stage Theory and examines the role each plays in our development. Healthy development in each stage results in healthy personality and successful relationships.
P288 **Immaturity Maturity Theory – Chris Argyris**	• State the seven dimensions of the Immaturity to Maturity model • Describe the importance of development of maturity both personally and at work	With his Immaturity to Maturity Theory Chris Argyris took the view that human personality develops not in stages, but along a continuum, just as a human being develops along a continuum from infant to an adult. This video introduces the model and discusses the role work has to the development to maturity

7 Micro-Toolkits supporting: **Effective Communication**

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7.1 Management Communications

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P271 **Importance of Good Communication**	• Explain why good communication is important to the business • Describe the five key aspects of effective management communication	Focuses on why communication is so important in business - how effective communication defines performance standards; sets expectations clearly; improves relationships; motivates staff and makes change happen.
P262 **Mission Statements and their Value**	• Define what a mission statement is • Explain how a mission statement can benefit an organisation and its managers • Consider how a manager can use the mission statement to motivate their team	Explains what a mission statement is and gives you an insight into how mission statements can be used to set direction, focus on what matters, and respond to change. Explores how the mission statement can provide a sense of purpose and how that can inspire motivation.
P164 **Developing your Influencing Skills**	• State the nine influencing strategies • Explain the importance of adapting your influencing style in different situations	Gives an introduction to the nine influencing strategies and explains why you need to adapt and modify your influencing style to meet the needs of different people and situations.
P151 **Feeding back with a BIFF**	• List what B.I.F.F. stands for • Recognise the importance of taking care when giving feedback • Plan how to give feedback to someone using the Biff Model	Introduces you to the BIFF model of feedback and explains the components of BIFF as well as giving you some tips on how to use the model effectively and feel more confident in giving feedback to others.

7.2 Understanding Communication

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P139 **Asking Good Questions**	• Name different types of questions that you can use • Plan how to select and use different types of questions to get the information you need	Looks at the importance of being skilled at questioning so that you get the information you need in a way that is useful, and introduces you to different styles of questions.
P254 **Barriers to Effective Communication**	• Define barriers to Communication • Describe how to overcome these barriers	Examines common barriers to communication, their causes, and what can be done to resolve them.

P263 **Two Way Communication**	• Describe the stages of effective communication • Recognise the importance of using the right communication method	Takes you through the stages of Shannon and Weaver's 'Model of Communication' and highlights the importance of each stage of the model from 'internal processing' through to 'feedback'. Following this model will ensure effective two way communication.
P149 **Using Data and Information**	• Describe the difference between data and information • Explain the relationship between data and information	Introduces you to the DIKW model - clarifying the difference between data and information, and providing an example of how data links to information, leading to knowledge and wisdom.

7.3 Communication Techniques

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P177 **BOOSTing your Feedback**	• List what B.O.O.S.T. stands for • Recognise the value of planning when intending to give feedback • Plan how to give feedback to someone using the BOOST checklist	Introduces you to BOOST; a framework for planning how to give effective feedback and avoid the common pitfalls associated with giving negative feedback to someone.
P145 **Presenting Data to your Audience**	• Describe key questions you need to ask yourself when planning to present data to your audience • Recognise the importance of identifying your audience and picking the right ways to communicate with them	Suggests questions to pose and factors to consider in improving the way you think about and present data to your audience. Make the impact you want and get your messages across well.
P162 **de Bono's Six Thinking Hats®**	• List the functions of each of the six coloured hats • Recognise how to use Six Thinking Hats® to run successful meetings	Takes you through Edward de Bono's Six Thinking Hats® thinking method, and describes how you can use this method to run effective meetings that make best use of everyone's knowledge, experience and intelligence to keep your meetings focused on key objectives.
P207 **Seven Principles of Fierce Conversations**	• Name Susan Scott's Seven Principles of Fierce Conversations • Describe how silence can be used in conversations	Introduces the concept of Fierce Conversations and how the use of silence can help us to get in touch with what we really want to say.

7.4 Improving Communications

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P240 **Management Speak and Weasel Words**	• Explain the meaning of 'management speak' • Describe what is meant by 'weasel words' and why they devalue what we say	Introduces you to the concept of management speak and the dangers of 'weasel words'. It discusses weasel words in relation to setting objectives and explains how they devalue and confuse meaning and understanding.

P208 **Difficult Conversations**	• Prepare a structure in order to assess your current situation and provide a methodical approach in dealing with difficult conversations	Demonstrates a structure in which we can assess the real reasons why we need to hold difficult conversations. It enables us to reflect on our personal thoughts and biases, providing real objectivity and a balanced viewpoint prior to having a difficult conversation.
P245 **Johari's Window**	• Describe the four quadrants of the Johari Window model • Demonstrate how the model relates to giving and receiving feedback	An insight into Joseph Luft and Harry Ingham's Johari Window model. It takes you through each of the four quadrants of the 'window', and examines levels of openness and how this relates to giving and receiving feedback.
P246 **Understanding Empathy**	• Explain the difference between empathy and sympathy • Explain how empathy develops trust and strong relationships	Looks at how empathy can help you improve the way you work with others, and encourages you to think about how you see and experience things from the other person's point of view. It shares Covey's ideas on how to improve your ability to work well with others to develop trust and build strong relationships in the workplace.

7.5 Feedback Communication

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P274 **Objective versus Subjective Feedback**	• Identify the characteristics of different types of feedback • Compare objective and subjective feedback • Use a continuum to consider which feedback type to use in which situation	Explores different types of feedback and how they can be used to improve management and performance.
P275 **The Golden Rules of Giving Feedback**	• Understand why feedback can be sensitive and difficult • Follow three simple rules to get a more positive response to developmental feedback • Consider the importance of praise in giving balanced feedback	Explores how we can improve our skills of giving feedback to get a positive response from others.
P300 **Focus Groups Pros and Cons**	• State what a focus group is • List the pros and cons of focus groups	Focus groups are a popular way of getting feedback from stakeholders. This video covers the situations where you might want to use a focus group and covers focus group positives and negatives to ensure you get the results you need.
P241 **Giving Constructive Feedback**	• Describe why giving feedback is important • Recognise differences between motivational and developmental feedback • Plan to give feedback	Focuses firstly on the reasons why we all want and need good feedback, and then provides information and advice to help you plan giving motivational or developmental feedback to others.

7.6 Listening & Presenting

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P273 **The What and Why of Metacommunications**	• Understand what is meant by the term metacommunications • Consider some examples of 'double talk' or 'reading between the lines' • Identify the characteristics of metacommunications • Understand why metacommunications are important	Explores what metacommunications are, and why it is important to be aware of them when you communicate with others.
P276 **Ten Tips for Better Listening**	• Understand why our listening skills can often be ineffective • Identify ten practical ways in which you can improve your listening • Use the ten suggestions as a tool to assess your own listening skills	Explores ten practical suggestions that help you become a more effective listener and enhance your communication skills.
P277 **Levels of Listening**	• Understand how listening occurs at four different levels • Identify the characteristics of listening at each level • Identify the features of effective active and deep listening to aid skills development	Explores how we can improve our listening skills by being aware of our focus and effort at four simple levels.
P299 **Effective Presentations**	• State the six clusters of effective presentations • List Adair's 'six principles of effective speaking'	Looks at techniques from John Adair to help ensure your next presentation is effective. He highlights six clusters that shape an effective presentation and the video also covers the six principles of effective speaking to make sure that your presentation not only looks good, but that you deliver it well.

8 Micro-Toolkits supporting:
Team Building

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8.1 Building a Team

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P206 **Belbin Team Roles – An Introduction**	• Describe the importance of the right blend of team roles • State the 9 Belbin Team Roles	Introduces the work of Dr Belbin on the dynamics within effective teams. This classic research debunks the myth that the cleverest minds on the subject together make the best teams. Learn the behaviours that make a great team.

P302 **Tuckman – Stages of Group Development**	• State the levels of performance identified by Tuckman • Describe the performance characteristics of teams in each of the levels	Introduces the classic study on Team Performance levels from Bruce Tuckman. His well-known model explains the team dynamics between the four (and later 5) identified stages of team development. The video also discusses the role of the leader at each level and in supporting the team through the levels.
P303 **Dunbar's Number**	• State Dunbar's Number • Explain the significance of the number of team size	Professor Dunbar's research into the human capacity to build and maintain relationships has revealed a number that repeats across human life and throughout history. This video explores the rationale behind the number and examines its potential impact on team size.
P304 **Fisher Decision Emergence**	• State the names and order of the four steps to Decision Emergence • Describe the team behaviours at each level	Introduces B. Aubrey Fisher's Decision Emergence Theory, which considers the dynamics a team goes through from its initial formation to being able to support each other in making team decisions.

8.2 Team Motivation

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P253 **Herzberg's Two Factor Theory**	• Describe the meaning of hygiene and motivating factors • Identify which of Herzberg's factors are the motivating factors and which are hygiene factors	Discusses Herzberg's 'Two Factor Theory' and what the model means for a manager. It gives examples of hygiene and motivating factors, and explains why the manager should focus on the six motivational factors to support growth and achievement of individuals.
P305 **Social Identity Theory**	• List the stages associated with Social Identity Theory • State what is meant by in-groups and out-groups	Introduces Tajfel and Turner's Theory of Social Identify. It explains the natural human trait of grouping things together to explain how we all look to identify with different groups, and our desire for that group to be compared favourably with others groups.
P170 **McGregor's Theory X and Theory Y**	• Outline the different styles of Theory X and Theory Y managers • Describe the behaviours of each style	Introduces the theory of two different management styles - Theory X and Theory Y. Helps you understand each style - and when each is most appropriately adopted in the workplace.
P178 **Tannenbaum & Schmidt's Leadership Continuum**	• Describe the leadership continuum • Identify when to use different leadership styles	Explains Tannenbaum and Schmidt's 'leadership continuum' and how the degree of authority displayed by the leader impacts on the area of freedom experienced by subordinates. There are examples of how using the wrong and right styles, and levels of authority, affect performance and the morale of staff.

8.3 Team Communication

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P162 de Bono's Six Thinking Hats®	• List the functions of each of the six coloured hats • Recognise how to use Six Thinking Hats® to run successful meetings	Takes you through Edward de Bono's Six Thinking Hats® thinking method, and describes how you can use this method to run effective meetings that make best use of everyone's knowledge, experience and intelligence to keep your meetings focused on key objectives.
P158 Taking Responsibility	• Describe some benefits of taking responsibility and owning your mistakes • Identify the impact of blaming others for your mistakes	Gives you an insight into why taking responsibility is an important part of being an effective leader, and that accepting responsibility is a learned behaviour we can all practice and develop. There are some tips on how to create a positive environment at work in which people take responsibility for their actions and progress.
P197 Change - Overcoming Resistance	• State the four key categories of resistance • Explain approaches to overcome the resistance so commonly faced during change	Suggests that although change is all around us and we are becoming more used to change in our work life, still resistance to change is common. It looks at the reasons for resistance and discusses what a manager can do to overcome them.
P150 Conflict - Thomas and Kilmann	• Describe the five conflict resolution styles • State when to use each of the conflict handling styles	Introduces Thomas and Kilmann's five conflict resolution styles. It describes how two dimensions of behaviour: assertiveness and cooperativeness, frame five different modes for responding to conflict situations.

8.4 Managing Teams

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P265 The Engaging Manager	• Explain what is meant by an 'engaging manager' • Identify the behaviours and impact of an engaging manager	Discusses the behaviours and attributes of the engaging manager and demonstrates how engaged employees display discretionary effort and work with colleagues to improve performance.
P264 Action Centred Leadership	• Name the three elements of the ACL model • Explain the importance of balancing all three	Introduces a classic model from John Adair, Action Centred Leadership. It looks at the importance of balancing the needs of the Team, Task and Individual.
P268 Situational Leadership	• Describe the different leadership styles • Recognise when to adapt your style to the needs of people and different situations	Introduces you to the Situational Leadership model by Paul Hersey and Ken Blanchard. It explains the progression curve from high direction through to low direction and provides you with a practical example of adopting the most appropriate style.
P154 Benefits of Delegation	• State why delegation is a key skill of an effective manager • Describe the benefits of good delegation for the individual, the manager and the organisation	Looks at the benefits and advantages of good delegation for the delegator, the delegate, the team and the organisation. It explains how developing the delegate and freeing up time for the manager can increase motivation, and how this leads to improved efficiency and effectiveness of the organisation.

9 Micro-Toolkits supporting:
Strategy & Organisation

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

9.1 Ethical, Organisational Leadership

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P172 **Leadership Management Debate**	• Describe the key distinctions between leadership and management behaviours • Identify the complementary strengths of managers and leaders	The key distinctions and complementary strengths of leadership and management behaviours and skills. Summarises why both management and leadership are needed to make teams and organisations successful.
P152 **Political Awareness**	• State what is meant by 'politics in the workplace' • Describe how 'negative workplace politics' impact on staff and the organisation	Gives you an insight into the importance of managing workplace politics to effectively manage relationships. It asks you a number of questions to assess your political intelligence.
P187 **Ethical Leadership – Kasthuri Henry**	• Outline the six elements of Kasthuri Henry's Comprehensive Ethical Leadership Model • Explain the meaning of ethical leadership	Introduces Kasthuri Henry's Ethical Leadership Model and describes each of the six elements, and encourages thought on your development as an ethical leader.
P198 **Paine's Manager Compass**	• Describe why ethics needs to be part of your everyday decision making at work • List the four parts of Paine's compass	Introduces Paine's Ethical Compass; identifies reasons why we all should be factoring ethical considerations into every organisational decision, and then provides information and advice to help you use Paine's Ethical Compass to make better decisions.

9.2 Organisational Values

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P262 **Mission Statements and their Value**	• Define what a mission statement is • Explain how a mission statement can benefit an organisation and its managers • Consider how a manager can use the mission statement to motivate their team	Explains what a mission statement is and gives you an insight into how mission statements can be used to set direction, focus on what matters, and respond to change. Explores how the mission statement can provide a sense of purpose and how that can inspire motivation.
P269 **Organisational Structures**	• Describe various different organisation structures • Recognise the structure of your own organisation	Explains the variety and differences in organisational structures and how the right structure will maximise the efficiency and success of the organisation.

P155 **The Power of Values**	• Explain how values determine behaviour and behaviour determines performance • Identify the workplace values of your organisation	Provides an insight into the power of values; the fundamental nature and role of values in our lives and in the workplace; how values play a powerful part and impact on our performance and the results we get.
P160 **Your Development - Organisational Objectives**	• Explain how an organisational learning culture has a positive impact on the individual	Highlights the case for creating an environment of learning within an organisation. It identifies a number of benefits of learning for the individual and the organisation, and explains how learning is a necessary process for improved business performance and developing people to their full potential.

9.3 Delivering Organisational Change

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P195 **Change - Executing Change**	• State the four steps to effectively delivering change • Explain why step four is the most important, and often the least well delivered	Looks at the importance of executing change - the best strategies in the world mean absolutely nothing until actioned. Daryl Conner explores the errors that leaders make throughout the process to highlight the pitfalls to avoid.
P255 **Kotter's 8 Step Change Model**	• Identify the eight stages of the model • Describe how to deal with change effectively	Takes you through Kotter's '8 Step Change Model'. It describes actions at each stage and how applying the model can make the change happen in reality.
P193 **Change - Eight Stages of Commitment**	• State the 8 stages to embedded change • Describe the negative alternatives at each stage	Introduces Daryl Conner's model which describes the journey through change, and the pitfalls to avoid along the way. Daryl describes the importance of continued momentum if delivering change.
P201 **McKinsey Seven S Model**	• State the seven S's of the model • Explain how the Seven S Model affects organisational performance	Introduces the Seven S model from Tom Peters. Each 'S' represents an important aspect of the business and shows how they interact with each other. During projects and change, deal with each of the seven S's, or accept the consequences.

9.4 The Organisational Environment

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P203 **Stakeholders - Analysing Power and Interest**	• State the value of the Stakeholder grid • Create a stakeholder grid for your own work situation or project	Explores how, by considering the power that stakeholders have over your project, and the interest they might have in your work, you can see who will influence the success of your efforts. It introduces the concept and the process of the stakeholder Power/Interest Grid to enable you to map the influence of your own stakeholders.

P147 **SWOT Analysis**	• Define the acronym S, W, O and T • State the benefits of a SWOT analysis when planning for the future	Describes the popular SWOT analysis approach to looking at the readiness for the future, whether at a personal, team or organisational level. It covers how SWOT can help you consider both internal and external factors that might affect, or cause change.
P202 **PESTLE Analysis**	• Explain the importance of the PESTLE analysis • List and explain the 6 elements of the PESTLE acronym	Examines how the classic PEST analysis has developed and extended to PESTLE, and highlights the importance of a PESTLE analysis ahead of project implementation.
P204 **Key Performance Indicators**	• State what key performance indicators are • Explain the importance of good KPI's to the performance of your organisation	How Key Performance Indicators (KPI's) are the drivers and measures for much of our business, so it's important to get them right. It introduces their value and considers the behaviours that KPIs generate.

10 Micro-Toolkits supporting:
Leadership and Management Styles

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

10.1 The Right Start to Leadership & Management

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P172 **Leadership Management Debate**	• Describe the key distinctions between leadership and management behaviours • Identify the complementary strengths of managers and leaders	The key distinctions and complementary strengths of leadership and management behaviours and skills. Summarises why both management and leadership are needed to make teams and organisations successful.
P157 **Management Styles**	• Explain why managers need to use a range of management styles • List Hay Group's six different management styles	Explores why managers need to adopt different management styles to ensure they are doing the right things, at the right time, in the right circumstances with the right people. It provides a brief introduction to the Hay Group's six management styles.
P265 **The Engaging Manager**	• Explain what is meant by an 'engaging manager' • Identify the behaviours and impact of an engaging manager	Discusses the behaviours and attributes of the engaging manager and demonstrates how engaged employees display discretionary effort and work with colleagues to improve performance.
P164 **Developing your Influencing Skills**	• State the nine influencing strategies • Explain the importance of adapting your influencing style in different situations	Gives an introduction to the nine influencing strategies and explains why you need to adapt and modify your influencing style to meet the needs of different people and situations.

10.2 Classic Management Thinking

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P268 **Situational Leadership**	• Describe the different leadership styles • Recognise when to adapt your style to the needs of people and different situations	Introduces you to the Situational Leadership model by Paul Hersey and Ken Blanchard. It explains the progression curve from high direction through to low direction and provides you with a practical example of adopting the most appropriate style.
P260 **Fayol's 14 Principles of Management**	• List the six primary functions & responsibilities of management • List Fayol's 14 principles of management	Introduces the primary functions, responsibilities and principles of management, identified by Henry Fayol - one of the pioneering management thinkers of the 20th century - and explores whether his ideas about management are still relevant today.
P264 **Action Centred Leadership**	• Name the three elements of the ACL model • Explain the importance of balancing all three	Introduces a classic model from John Adair, Action Centred Leadership. It looks at the importance of balancing the needs of the Team, Task and Individual.
P178 **Tannenbaum and Schmidt's Leadership Continuum**	• Describe the leadership continuum • Identify when to use different leadership styles	Explains Tannenbaum and Schmidt's 'leadership continuum' and how the degree of authority displayed by the leader impacts on the area of freedom experienced by subordinates. There are examples of how using the wrong and right styles, and levels of authority, affect performance and the morale of staff

10.3 Avoiding Leadership Pitfalls

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P196 **Leadership - Myth of the Complete Leader**	• Explain why the idea of the complete leader is a myth • Describe the approach of the 'Incomplete Leader'	Explores the myth of the complete leader - the flawless human being at the top who's got it all figured out. It introduces why Deborah Ancona suggests that we are better off aiming for the 'Incomplete Leader'.
P185 **Five Temptations of a Leader**	• State the five temptations of a leader according to Lencioni • Explain how these temptations impact on the organisation	Looks at the temptations facing organisational leaders and explains how these temptations lead to complications that impact on the business.
P186 **Dealing with the 5 Temptations of a Leader**	• State the five temptations of a leader according to Lencioni • Describe strategies to overcome the temptations	Lists the five temptations of a leader and discusses strategies, ideas and behaviours to deal with these temptations and boost your chances of success as a leader.
P200 **Ethics - Roadblocks to Ethical Decisions**	• State the five roadblocks to ethical leadership • Explain how understanding the 5 roadblocks can support you making ethical decisions	Discusses the importance of ethics in the workplace, and introduces Kasthuri Henry's 5 roadblocks that get in the way. By avoiding these moral pitfalls, leaders can make better, more ethical decisions

10.4 Authenticity and Ethics in Leadership

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P173 **Authentic Leadership – An Introduction**	• State the elements of 'building the case for your leadership' • Explain 'the four essential practices of leadership'	Introduces Goffee and Jones' recipe for Authentic Leadership under the context of 'Why should anyone be led by you?'
P174 **Balancing Authenticity and Skill**	• Distinguish between the four leadership styles	Looks at Professor Goffee's view on the combination of high and low 'Authenticity' and 'Skill' and the four leadership types that describe - are you 'Effective'?
P190 **Seven Keys to Leadership**	• List the seven key skills of a successful leader • Explain the difference between personal leadership and leadership from the heart	Discusses how a new age of leadership requires leaders to be different to be able to cope with new challenges. It describes Burt Nanus' seven key skills of leaders, and asks you to match up against these skills and identify areas for development.
P187 **Ethical Leadership – Kasthuri Henry**	• Outline the six elements of Kasthuri Henry's Comprehensive Ethical Leadership Model • Explain the meaning of ethical leadership	Introduces Kasthuri Henry's Ethical Leadership Model and describes each of the six elements, and encourages thought on your development as an ethical leader.

10.5 Leadership: Deciding Your Approach

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P170 **McGregor's Theory X and Theory Y**	• Outline the different styles of Theory X and Theory Y managers • Describe the behaviours of each style	Introduces the theory of two different management styles - Theory X and Theory Y. Helps you understand each style - and when each is most appropriately adopted in the workplace.
P250 **The EI Journey**	• Describe the four box emotional intelligence model • State the value of emotional intelligence	Introduces the emotional intelligence four box model and takes you on a journey through the four stages of the model to illustrate the case for developing emotional intelligence.
P248 **Blake and Mouton Management**	• Describe the four sectors of the grid when examining task vs people orientation • Consider which best describes your own style	Looks at the Blake and Mouton grid which considers the dynamics between Task and Person orientation. The five differing Management styles are discussed here.
P169 **Getting Leadership Right**	• Describe the challenge of 'being a flexible leader' • Examine your current style of leadership • List some ways to expand the ways in which you can be flexible in your leadership style	Describes the challenge facing all leaders today - How does a modern leader be flexible - and gives you some ideas on how you might develop your flexibility in getting your leadership right.

11

Micro-Toolkits supporting:
Project Management

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

11.1 The Project Environment

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P226 **What is a Project?**	• Provide a definition of the word project • Identify the key features of projects • Explain how projects differ from business as usual • Distinguish between projects and programmes	Explores what is meant by a 'project'
P227 **Project Environment**	• Define what is meant by the project environment • Identify the different factors that are considered within a project environment • Explain how these factors impact on a project and the way it is managed • Explain the importance of understanding and managing the project environment	Explores what a project environment is and why it is important.
P228 **Project Management Methodologies**	• Define what a project management methodology is • Explain the benefits of using project management methodologies • Compare and contrast traditional and modern methods • Consider which methodologies may work for your project and your organisation	Explores the what and why of project management methodologies.
P229 **The Project Executive**	• Explain the role of the project executive • Explain who could fulfil the role of the project executive • Identify the key responsibilities of the project executive • Consider the behaviours and skills required to be an effective project executive	Explores the roles and responsibilities of the Project Executive.

11.2 The Project Lifecycle

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P230 **The Project Lifecycle**	• Identify the different stages of the project lifecycle • Explain the key activities and responsibilities at each stage • Identify some of the pitfalls of not progressing through each stage • Consider the impact of the project lifecycle on resourcing	Explores what happens at each stage of the project lifecycle.
P231 **The Project Manager**	• Explain the role of the project manager • Identify the key responsibilities of the project manager • Identify the work outputs of the project manager • Consider the skillset of an effective project manager	Explores the roles and responsibilities of the Project Manager.
P232 **Project Start-up and Control**	• Identify the processes that take place in advance of implementation • Define a project brief, project mandate and project initiation document • Identify what project controls are considered at the start up stage • Explain the consequences of inadequate planning on project implementation and project outcomes	Explores the initiation of a project and the processes for a controlled project start up.
P233 **Controlled Project Closure**	• Identify the reasons why a project may come to a close • Use a checklist to prepare the project for closure • Explain how to manage project handover so that the project benefits are realised • Consider the value of project evaluation and lessons learnt	Explores the final stage of the project and how it should be managed.

11.3 The Business Case

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P234 **Creating the Business Case**	• Explain the importance of a Business Case • Determine the components that make up the Business Case • Consider how to compare the status quo with the future created by the project • Identify methods to show expected results	Explores the purpose and components of the Business Case.
P235 **Options Appraisals**	• Explain the benefits of appraising options • Use and eight step approach to undertake an options appraisal • Explain the importance of clear objectives and evidence as part of the options appraisal process • Identify different ways to appraise options	Explores an eight step approach to appraising project options.
P236 **Budgeting Methods**	• Define the features of incremental and zero based budgeting • Compare and contrast incremental and zero based budgeting • Explain the advantages and disadvantages of incremental and zero based budgeting	Explores two different approaches to budgeting.
P140 **Cost Benefit Analysis**	• State the advantages of using a Cost Benefit Analysis • Describe the four stages of creating a CBA	Discusses the importance of Cost Benefit Analysis to financial decision making, and talks through the four key steps in creating your own CBA.

11.4 Managing Stakeholders and Communications

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P238 **Project Stakeholder –** **Internal and External**	• Define internal and external stakeholders and provide examples of each • Identify the different perspectives of a range of stakeholders and consider how this impacts on your project • Consider how best to work with a range of stakeholders and meet their needs • Give examples of interdependency between the project manager and stakeholders	Explores the internal and external stakeholders and their relationship with the project.

P203 **Stakeholders - Analysing Power and Interest**	• State the value of the Stakeholder grid • Create a stakeholder grid for your own work situation or project	Explores how, by considering the power that stakeholders have over your project, and the interest they might have in your work, you can see who will influence the success of your efforts. It introduces the concept and the process of the stakeholder Power/Interest Grid to enable you to map the influence of your own stakeholders.
P289 **Managing Project Communications**	• Explain why effective communication is a key project management skill • Consider ways to tailor the message for impact • Identify reporting systems that add clarity to project communications • Determine the role of the communication plan in project management	Explores how the project manager can communicate effectively within the project environment.
P146 **Stakeholders – Role and Importance to your Audience**	• List different types of stakeholders • Outline why you need to spend time on effectively managing stakeholders	Takes a fresh look at stakeholders and the valuable part they play in the life of an organisation. It shares some ideas about knowing your stakeholders and being aware of their interests and expectations as well as their power and influence over business decisions you make.

11.5 Project Planning Tools

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P290 **Critical Path Analysis**	• Explain what critical path analysis is used for • Distinguish between sequential and parallel activities • Consider the most effective scheduling of sequential and parallel activities • Explain how to use circle and arrow diagrams to schedule activity and show the critical path • Identify some ways of shortening the critical path so that projects can be delivered in shorter timescales	Explores how to use the critical path analysis method to plan project activities.
P143 **Gantt Charts**	• Describe how Gantt charts capture the relationships between activities and timescales in projects • Identify the steps to build a Gantt chart • Explain what a critical path is on a Gantt chart	Gantt charts; a visual representation of a project schedule. It explains how to go about constructing a Gantt chart to produce a critical path.

P291 **Work Breakdown Structures**	• Explain the benefits of producing a work breakdown structure • Construct a simple work breakdown structure • Determine the level of granularity required • Use a work breakdown structure to help assign work and budgets	Explores what a work breakdown structure is, and how it can assist project management.
P168 **Fishbone Diagram**	• Outline the benefits of the Fishbone Diagram • Breakdown problems by identifying the causes of problems • Produce a Fishbone Diagram	Illustrates the technique of creating a fishbone diagram to map and then understand the relationship between causes and the effects of problems. After introducing the technique, you are taken through the process of creating your own diagram.

11.6 Controlling Projects

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P293 **Managing Project Risk**	• Explain the benefits of managing project risks • Identify circumstances in which increases • Use an 5 step process to manage project risks • Identify standard responses to risk	Explores the how and why of managing project risks.
P294 **Configuration and Change Control**	• Explain why configuration and change control processes are vital to project success • Identify basic configuration management processes • Describe what is included in a configuration management strategy • Consider the consequences of failing to control changes within a project	Explores the what and why of configuration and change control
P295 **Project Quality**	• Define what quality is in a project management context • Distinguish between quality assurance and quality control • Explain the pre-requisites and the benefits of quality assurance • Consider how to undertake quality control	Explores how quality can be managed in a project.
P233 **Controlled Project Closure**	• Identify the reasons why a project may come to a close • Use a checklist to prepare the project for closure • Explain how to manage project handover so that the project benefits are realised • Consider the value of project evaluation and lessons learnt	Explores the final stage of the project and how it should be managed.

11.7 Making Project Decisions

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P198 **Paine's Manager Compass**	• Describe why ethics needs to be part of your everyday decision making at work • List the four parts of Paine's compass	Introduces Paine's Ethical Compass; identifies reasons why we all should be factoring ethical considerations into every organisational decision, and then provides information and advice to help you use Paine's Ethical Compass to make better decisions.
P261 **Tapping into Innovation**	• State the importance of tapping into employee creativity • Explain the two approaches discussed for awakening dormant creativity within your people	Looks at the requirement to do 'more with less' in these times of change and scarce resource - which necessitates the need to find new ways of doing things. It looks at the challenges of tapping into the creativity that research shows we all used to have, and reawakening that in our people.
P141 **Good Decision Making**	• List three decision making conditions that influence your decisions • Describe each decision making condition	Looks at the challenge of making good decisions and introduces you to three key decision making conditions that we all face in trying to make a good decision.
P167 **Force Field Analysis**	• Identify two types of force that influence change • List the steps in using the tool to determine if a proposed change is viable.	A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.

11.8 Projects and Change

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P201 **McKinsey Seven S Model**	• State the seven S's of the model • Explain how the Seven S Model affects organisational performance	Introduces the Seven S model from Tom Peters. Each 'S' represents an important aspect of the business and shows how they interact with each other. During projects and change, deal with each of the seven S's, or accept the consequences.
P202 **PESTLE Analysis**	• Explain the importance of the PESTLE analysis • List and explain the 6 elements of the PESTLE acronym	Examines how the classic PEST analysis has developed and extended to PESTLE, and highlights the importance of a PESTLE analysis ahead of project implementation.
P140 **Cost Benefit Analysis**	• State the advantages of using a Cost Benefit Analysis • Describe the four stages of creating a CBA	Discusses the importance of Cost Benefit Analysis to financial decision making, and talks through the four key steps in creating your own CBA.
P167 **Force Field Analysis**	• Identify two types of force that influence change • List the steps in using the tool to determine if a proposed change is viable.	A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.

12 Micro-Toolkits supporting:
Critical Thinking, Problem Solving & Decision Making

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12.1 De Bono – Breadth of Thinking (CoRT Suite)

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P148 **Thoughts on Thinking**	• Explain what CoRT thinking means • Apply the PMI thinking tool	Introduces the first lesson in CoRT thinking - the PMI tool: Plus, Minus, Interesting. It describes how using PMI enlarges the view of a situation and how, without it, emotional reaction to an idea narrows the way we look at it.
P309 **Other People's Views (OPV)**	• Broaden your critical thinking ability • State the importance, and technique, of considering other people's views	OPV is one of Edward DeBono's CoRT Thinking tools. This video is one of a short series of videos designed to introduce some of DeBono's critical thinking techniques to improve your analytical and decision making skills.
P310 **Consequences and Sequels (C&S)**	• Broaden your critical thinking ability • State the importance, and technique, of considering the consequences and sequels of your decision	C&S is one of Edward DeBono's CoRT Thinking tools. This video is one of a short series of videos designed to introduce some of DeBono's critical thinking techniques to improve your analytical and decision making skills.
P311 **Alternatives, Possibilities and Choices (APC)**	• Broaden your critical thinking ability • State the importance, and technique, of considering alternatives, possibilities and choices during your analysis	APC is one of Edward DeBono's CoRT Thinking tools. This video is one of a short series of videos designed to introduce some of DeBono's critical thinking techniques to improve your analytical and decision making skills.
P312 **Factors and Priorities (CAF & FIP)**	• Broaden your critical thinking ability • State the importance, and technique, of considering all factors, and the first important factors when reaching a decision	CAF & FIP are two of Edward DeBono's CoRT Thinking tools. This video is one of a short series of videos designed to introduce some of DeBono's critical thinking techniques to improve your analytical and decision making skills.

12.2 Critical Thinking

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P313 **8 Roadblocks to Critical Thinking**	• State the 8 roadblocks and their impact • Develop approaches to avoiding these pitfalls	This video (along with a MAGIC CAT) introduces 8 barriers to effective critical thinking. Being aware of these pitfalls encourages us to avoid them and so improve our analysing and decision-making skills.

P314 **Root Cause Analysis – 5 Why's?**	• State what is meant by the term root cause analysis • Demonstrate the use of the 5 Why's technique	This video looks at route cause analysis and its importance to accurate analysis and decision making. The '5 Why's' technique is a simple but effective way of getting to the root of your problem to solve the cause, not the symptom.
P315 **8 Reasoning Errors in Critical Thinking**	• State what the 8 Common reasoning errors are • Listen out for these errors in your own, and others' arguments	This video introduces 8 reasoning errors – techniques that are used to conclude or persuade that demonstrate a lack of critical thinking or reduce the decision making ability. By avoiding such pitfalls we can develop our critical thinking skill.
P316 **Becoming a Critical Thinker**	• State the characteristics of a critical thinker • Describe what stage you are at in the development of your own critical thinking ability	This video looks at what critical thinking is, and why developing critical thinking skills is so important. It highlights the traits of a critical thinker and describes the stages from 'unreflective thinker' to 'Master thinker'

12.3 Decision Making

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P317 **Methodical v Intuitive Decision Making**	• Describe the conventional wisdom of the methodical approach to decision making • Articulate the counter argument that supports intuitive decision making	This video looks at the methodical approach to decision making, that will be familiar to most. But whilst 'gathering all the data' and' taking time over decisions' has its place, author Malcolm Gladwell states the conditions where it's often instant, gut-instincts that serve us best…
P141 **Good Decision Making**	• List three decision making conditions that influence your decisions • Describe each decision making condition	Looks at the challenge of making good decisions and introduces you to three key decision making conditions that we all face in trying to make a good decision.
P168 **Fishbone Diagram**	• Outline the benefits of the Fishbone Diagram • Describe how to breakdown problems by identifying their causes • Reproduce a Fishbone Diagram	Illustrates the technique of creating a fishbone diagram to map and then understand the relationship between causes and the effects of problems. After introducing the technique, you are taken through the process of creating your own diagram.
P149 **Using Data and Information**	• Describe the difference between data and information • Describe the relationship between data and information	Introduces you to the DIKW model - clarifying the difference between data and information, and providing an example of how data links to information, leading to knowledge and wisdom.

12.4 Ideas into Action

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P321 **Paired Comparisons for Decision Making**	• Describe the technique of paired comparisons • Complete a paired comparisons analysis	Sometimes you need to identify more than just the 'favourite' idea or option. When it's important to be able to rank alternatives from most to least favourite, paired comparisons is the technique you need…

P322 **Dot Voting/Multi Voting for Decision Making**	• Describe and demonstrate the dot-voting technique • Describe and demonstrate the multi-voting technique	This video introduces two techniques for gathering opinions and rating options and alternatives. Useful for collating the opinions of groups of people, these techniques keep everyone involved in the decision making process.
P323 **Criteria-Based Harvesting of Ideas**	• Describe the process of Criteria-Based Harvesting of Ideas • Demonstrate the use of this technique in decision-making	Criteria-Based Harvesting of Ideas is a technique to deploy having generated a number of ideas and alternatives. This process provides an objective way of rating the value of new ideas against the requirements.
P324 **Innovation – Enhancement Checklist**	• Describe what the enhancement checklist is • Demonstrate the use of the checklist in action	It's rare for an idea to appear perfect and fully-formed. The reality is good ideas are mostly a combination of a number of ideas, or some other development of the original spark. The enhancement checklist is the process of forming the final idea from the initial raw materials.

12.5 Shaping your Decisions

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P165 **Unfreeze For Change**	• Describe the three steps of the "Unfreeze, Change, Freeze" model • State how to use the model to make change happen	Takes you through the steps of Kurt Lewin's Unfreeze, Change, Freeze model; explains how the model is an analogy dealing with changing a block of ice, and how this analogy can be applied to organisational change.
P318 **Innovation – The Ideas Pipeline**	• Describe the purpose of the ideas pipeline • Describe and define the 'gates' along the pipeline	Generating ideas is an important part of innovation, but a process is required to move from ideas on a page to something new in the real world. The ideas pipeline describes a process that can funnel ideas through to development and delivery.
P319 **Innovation – Hamel's Ideas Funnel**	• Describe the purpose of the ideas funnel • State the importance of having a lot of ideas.	Gary Hamel says 'to have a great idea you need to have a lot of ideas'. This video introduces his thinking on the necessity of generating ideas for organisation longevity.
P167 **Force Field Analysis**	• Identify two types of force that influence change • List the steps in using the tool to determine if a proposed change is viable.	A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.

13 Micro-Toolkits supporting:
Creative Thinking, Creativity & Innovation

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13.1 Brainstorming Suite

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P325 **Brainstorming**	• State the process of effective brainstorming • Avoid the pitfalls of 'social loafing'	Surely you didn't get where you are today without ever brainstorming? But there are ways to make the process more effective, and ways to avoid the process of 'social loafing' during brainstorming sessions…
P163 **Inverse Brainstorming**	• Explain how inverse brainstorming works • Use inverse brainstorming to encourage creative thinking	Introduces the concept of inverse brainstorming and gives you examples of how to use the technique to think about issues from a different angle.
P166 **Creating Affinity Diagrams**	• Outline the benefits of an Affinity Diagram • Produce an Affinity Diagram	Illustrates the technique of creating Affinity Diagrams. After introducing the benefits, you are taken through the process of creating your own.
P168 **Fishbone Diagram**	• Outline the benefits of the Fishbone Diagram • Breakdown problems by identifying the causes of problems • Produce a Fishbone Diagram	Illustrates the technique of creating a fishbone diagram to map and then understand the relationship between causes and the effects of problems. After introducing the technique, you are taken through the process of creating your own diagram.

13.2 Generating Ideas

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P326 **Priming the Mind for Creativity**	• Describe two different 'Priming' techniques • Demonstrate the use of priming in creative thinking	Research has shown a number of ways that the mind can be readied for enhanced creating thinking. This video introduces two quick-and-easy techniques to get the best of creative thinking time.
P261 **Tapping into Innovation**	• State the importance of tapping into employee creativity • Explain the two approaches discussed for awakening dormant creativity within your people	Looks at the requirement to do 'more with less' in these times of change and scarce resource - which necessitates the need to find new ways of doing things. It looks at the challenges of tapping into the creativity that research shows we all used to have, and reawakening that in our people.
P327 **Divergent and Convergent Thinking**	• Define the terms divergent and convergent thinking • Describe the appropriate times to use each different type of thinking	This video looks at the concepts of both convergent and divergent thinking. Both types of thinking can be valuable when deployed at the right time for the right reason. Knowing the right time to use each is the key…

P319 **Innovation – Hamel's Ideas Funnel**	• Describe the purpose of the ideas funnel • State the importance of having a lot of ideas.	Gary Hamel says 'to have a great idea you need to have a lot of ideas'. This video introduces his thinking on the necessity of generating ideas for organisation longevity.

13.3 Thinking Techniques

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P162 **de Bono's Six Thinking Hats®**	• List the functions of each of the six coloured hats • Recognise how to use Six Thinking Hats® to run successful meetings	Takes you through Edward de Bono's Six Thinking Hats® thinking method, and describes how you can use this method to run effective meetings that make best use of everyone's knowledge, experience and intelligence to keep your meetings focused on key objectives.
P328 **Lateral Thinking for Creativity**	• Define what lateral thinking is • Describe the process of the lateral thinking technique	Edward DeBono is one of the foremost thinkers on thinking and he developed this technique of approaching a problem from a fresh perspective. Discover this simple but amazing technique for refreshing your thinking.
P311 **Alternatives, Possibilities and Choices (APC)**	• Broaden your critical thinking ability • State the importance, and technique, of considering alternatives, possibilities and choices during your analysis	APC is one of Edward DeBono's CoRT Thinking tools. This video is one of a short series of videos designed to introduce some of DeBono's critical thinking techniques to improve your analytical and decision making skills.
P312 **Factors and Priorities (CAF & FIP)**	• Broaden your critical thinking ability • State the importance, and technique, of considering all factors, and the first important factors when reaching a decision	CAF & FIP are two of Edward DeBono's CoRT Thinking tools. This video is one of a short series of videos designed to introduce some of DeBono's critical thinking techniques to improve your analytical and decision making skills.

13.4 Managing Ideas and Innovation

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P329 **Challenges to Creativity – Ken Robinson**	• Describe some of the challenges to creative thinking that we face • Apply Sir Ken Robinson's ideas to your own leadership style	Through his books and TED talks, Educationalist Sir Ken Robinson has made a powerful argument for the importance of creativity in education. We were all creative as children, and this video encourages managers to tap into this dormant creativity now we're adults.
P330 **Top Ten Tips for the Innovative Leader**	• Describe the top ten tips • Discuss how to you would apply these techniques to enhance workplace innovation	Much about whether an organisation is innovative - or not - is down to the way people are managed. These top tips will help any manager to enhance the working environment and encourage creativity and innovation.
P331 **Supporting Ideas and Innovation**	• Describe why it's important to be supportive of new ideas • Apply techniques that welcome ideas and suggestions from others in a supportive manner	It's surprisingly easy to squash an idea – and the enthusiasm of the person suggesting it – to the extent that creativity quickly dries up. For a manager wanting to grow a creative environment, knowing how to support ideas and innovation is a key skill. This video is here to help.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P320 **Mind Maps**	• State what Mind Maps are, and their purpose • Create your own Map using the Mind Mapping rules	Tony Buzan created the concept of Mind Maps – a creative and organic way of decision making, note taking and much else. This video introduces the main Mind Map technique and encourages you to try this ground-breaking system for yourself.
P249 **Resilience**	• State the seven learnable skills of resilience • Describe the importance of developing these skills	Introduces research showing that there are some elements amongst the things that make us resilient that are learnable skills. By being clear on the seven skills and creating a development strategy against them, we can each increase our levels of personal resilience.
P267 **Maslow's Hierarchy of Needs**	• Recognise where people are in the hierarchy of motivational needs • Describe each level of the hierarchy	Introduces Maslow's Hierarchy of Needs (expressed as a 'pyramid'), and helps you understand what motivates people - from physiological needs at the bottom level of the 'pyramid' through to the top level of self-actualisation.

14 Micro-Toolkits supporting:
Health and Wellbeing

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

14.1 Stress and Mindfulness

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P353 **Mindfulness - an Introduction**	• State what mindfulness is • Describe the purpose of mindfulness practice • Explain the benefits of following a mindfulness programme	Introduces mindfulness – an opportunity to step back and reset in a fast paced, full on world, and the benefits of doing so.
P354 **Mindfulness in Practice**	• Explain the focus of mindfulness • Practice the basic mindfulness technique	Sets the context for mindfulness and explains how to prepare for and practice the basic mindfulness technique, inviting you to try mindfulness for yourself.
P223 **Self-Limiting Beliefs**	• Describe what self limiting beliefs are and how they are formed • Identify and listen out for some common self limiting beliefs • State when and why it is important to work with self limiting beliefs	Explores the negative impact of self limiting beliefs.
P176 **The Human Function Curve**	• State the four types of stress defined by Hans Selye • Describe the difference between pressure and stress	Looks at the different types of stress and the impact that too much pressure has on performance. The human function curve shows that a certain amount of pressure results in better performance…to a point.

14.2 Positive Thinking

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P345 **Increasing your Happiness**	• Describe the new thinking behind how happiness and success are related • State the degree to which outside influence affects our happiness • Explain how E+R=O helps us reframe how we can influence our own outcomes	Examines the relationship between success and happiness and the view that the happier we are – now – the more likely we are to get the success we're working towards.
P348 **Sense Checking your Negative Thoughts**	• Describe how we are affected by negative thoughts • Explain how you can take a negative thought to court	Explores how we rarely sense-check negative thoughts – we just accept them as true, and examines how, by taking that negative thought 'to court', we can diminish its power to influence us.
P346 **Identifying your Strengths**	• Describe how strengths and weaknesses might be redefined • Explore your weekly tasks to uncover your strengths	Discusses an enlightening view on the differences between our strengths and what we are good at – which might not be the same thing.
P347 **10 Habits of Positive People**	• List the 10 habits exhibited by positive people • Compare yourself to the list, and consider adopting some new habits	Looks at how positive people are positive because of their approach to life, and what it is that they do, so the rest of us can develop these habits too.
P171 **Motivation Directions**	• Describe the two motivational directions • Recognise the motivational direction of yourself and others	Introduces Steve Andreas and Charles Faulkner's motivational direction theory. It discusses 'away from' and 'towards' motivational preferences of people and how to recognise and manage the different motivational needs.

14.3 Understanding Yourself and Others

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P161 **Introduction To Emotional Intelligence**	• Recognise why emotions play an important part in both work and life situations • Describe the meaning of self-awareness	Introduces Daniel Goleman's emotional intelligence theory and how we have the ability to control our emotions and work them to our advantage. It gives examples of how we might react in certain situations and how we can practice and improve control of our emotions.
P250 **The EI Journey**	• Describe the four box emotional intelligence model • State the value of emotional intelligence	Introduces the emotional intelligence four box model and takes you on a journey through the four stages of the model to illustrate the case for developing emotional intelligence.
P246 **Understanding Empathy**	• Describe the difference between empathy and sympathy • State how empathy develops trust and strong relationships	Looks at how empathy can help you improve the way you work with others, and encourages you to think about how you see and experience things from the other person's point of view. It shares Covey's ideas on how to improve your ability to work well with others to develop trust and build strong relationships in the workplace.

P249 **Resilience**	• State the seven learnable skills of resilience • Describe the importance of developing these skills	Introduces research showing that there are some elements amongst the things that make us resilient that are learnable skills. By being clear on the seven skills and creating a development strategy against them, we can each increase our levels of personal resilience.
P267 **Maslow's Hierarchy of Needs**	• Recognise where people are in the hierarchy of motivational needs • Describe each level of the hierarchy	Introduces Maslow's Hierarchy of Needs (expressed as a 'pyramid'), and helps you understand what motivates people - from physiological needs at the bottom level of the 'pyramid' through to the top level of self-actualisation.

15 Micro-Toolkits supporting:
Equality, Diversity and Inclusion

You can choose one or more micro-toolkits from this Category or mix and match with micro-toolkits from the other 15 Categories. Each micro-toolkit contains between 4-6 pearls of wisdom. By watching the **pearls of wisdom**® and successfully completing the multiple choice quizzes associated with them you will achieve 4 hours of professional development each time you complete a micro-toolkit.

15.1 Achieving Inclusivity

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P341 **Unconscious Bias**	• Describe what Unconscious Bias is • Describe why we have it • Know when we use it • Put the learning into practice	Introduces Unconscious Bias and explains how this can affect the outcome of your decisions and have consequences for you and members of your team.
P342 **Managing Difference**	• Identify the steps to managing difference • Know what makes diverse teams work • State the benefits of managing difference	Helps managers understand the steps to managing difference effectively to get the best out of a diverse team.
P343 **Challenging Exclusion**	• Identify the signs and behaviours of exclusion • Think of the right actions to take • State the benefits of challenging exclusion	Explains why challenging exclusion is essential for the health and welfare of the individual and the team. Outlines signs and behaviours a Manager should look out for and the actions to take.
P351 **Consequences of Exclusion**	• Describe why we exclude • Explain the different biases we have • State the consequences of social exclusion	Helps you understand the different biases that we all have, the behaviours we can exhibit and the consequences of exclusion.
P191 **The Illusion of Objectivity**	• Describe the illusion of objectivity • Describe ways to deal with your biases	Explores what Yale psychologist David Armor calls "the illusion of objectivity", the notion that we are free of the very biases we're so quick to recognise in others.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P305 **Social Identity Theory**	• List the stages associated with Social Identity Theory • State what is meant by in-groups and out-groups	Introduces Tajfel and Turner's Theory of Social Identify. It explains the natural human trait of grouping things together to explain how we all look to identify with different groups, and our desire for that group to be compared favourably with others groups.

15.2 What is Equality?

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P349 **Equality Act - The Nine Protected Characteristics**	• Identify what the 9 protected characteristics are • State the potential outcomes when managing diversity • State the need for diversity and inclusion	Looks at the 9 protected characteristics, the different approaches to management of diversity and inclusion and the potential outcomes of each.
P350 **Stereotyping and Making Assumptions**	• Describe what stereotyping is • State why we do it • Explain the consequences of stereotyping and making assumptions	Highlights that stereotyping and making assumptions is something that we often do. Explains how decision-making based on stereotypes or on what we think could have consequences for you and your team members.
P344 **Equality Impact Assessments**	• Describe what Equality Impact Assessments are • State why they are required • Identify when to do one • Apply the different stages of an assessment	Looks at what Equality Impact Assessments are, how they can encourage openness and transparency within a business and offers suggestions as to when you should carry one out.
P352 **What Does Equality and Diversity Mean**	• Describe the difference between Equality and Diversity • Gain more knowledge of inequality • Describe that we are all different	Explains the difference between Equality and Diversity and the benefits of understanding and applying this.
P307 **Two Views on Disability**	• State the names of, and the differences between the two models • Describe how both models affect our thinking on disability	The medical model of disability is the traditional view and one that current Acts are based. But there is a move to a new way at looking at disability and this new approach is described and evaluated in this video. What's your view on disability?

| P246
Understanding Empathy | • Describe the difference between empathy and sympathy
• State how empathy develops trust and strong relationships | Looks at how empathy can help you improve the way you work with others, and encourages you to think about how you see and experience things from the other person's point of view. It shares Covey's ideas on how to improve your ability to work well with others to develop trust and build strong relationships in the workplace. |

15.3 Making a Difference

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P355￼ **Value of Diverse Teams**	• Describe the benefits of Diversity • Apply techniques to manage Diversity	Explains how diverse teams can bring added value to the business, and explores the different ways we can manage diversity and the consequences of each of them.
P356￼ **Challenging Inappropriate Behaviours Part 1**	• Prepare for a challenge • Describe what you will need to know to hold a conversation • Describe what inappropriate behaviour is	Outlines the steps to prepare for and carry out a constructive conversation to deal with inappropriate behaviour and get the message across that doing nothing is not an option.
P357￼ **Challenging Inappropriate Behaviours Part 2**	• Explain what you need to say when having a conversation around inappropriate behaviour • Describe what behaviours you should demonstrate when challenging inappropriate behaviour	Outlines the steps to take to run a conversation around inappropriate behaviour – what to prepare, when to have it and what to listen for.
P358￼ **The Cost of Bullying**	• Describe what bullying looks and sounds like • Explain the cost to the victim • State the cost to the business	Demonstrates what bullying is and the effect it can have on the individual and the business.
P287￼ **Erikson's Life Stage Theory**	• Name the stages identified by Erikson's theory • Describe the different motivators inherent at each stage	This video introduces Eric Erikson's Life Stage Theory and examines the role each plays in our development. Healthy development in each stage results in healthy personality and successful relationships.
P309￼ **Other People's Views (OPV)**	• Broaden your critical thinking ability • State the importance, and technique, of considering other people's views	OPV is one of Edward DeBono's CoRT Thinking tools. This video is one of a short series of videos designed to introduce some of DeBono's critical thinking techniques to improve your analytical and decision making skills.

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16.1 Customer Engagement

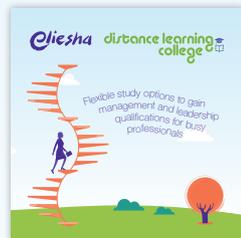| pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P359 Moments of Truth	• Describe what customer service 'moments of truth' are • Assess your own team's/organisation's moment of truth	There's a lot that goes into providing your products or services to your customers. And that's NOT their concern. Their concern is only the moments of truth – where your business directly connects to their world. What impression do you create during those moments?
P360 What Customers Want	• Explain the basics of meeting customer needs • Ensure you have the right customer service elements in focus	At a human level, 'Customers' – whoever they are, and in whatever industry – essentially want the same thing. You, when you are a customer yourself, know this, and yet so often we can overlook these essentials. This video explores the behaviours that all customers expect. Is your organisation delivering them?
P361 Dealing with Difficult Customers	• State what factors might define a customer as 'difficult' • Explain the dos and don'ts of dealing with challenging customer situations	Explores how to positively resolve difficult situations. "The Customer is always right". Right? Well, not always, but the customer is always the customer, and while they're your customer you need strategies to deal with whatever challenges they bring.
P362 Loyalty Ladder	• State the 'top rung' of the loyalty ladder • Explain why a 'happy' or 'satisfied' customer is no longer enough	Looks at the different levels of engagement customer can have with an organisation, and why some organisations set their sights too low. What is the peak of customer loyalty, and how do we get them (and keep them) there?
P150 Conflict – Thomas & Kilmann	• Describe the five conflict resolution styles • State when to use each of the conflict handling styles	Introduces Thomas and Kilmann's five conflict resolution styles. It describes how two dimensions of behaviour: assertiveness and cooperativeness, frame five different modes for responding to conflict situations
P208 Difficult Conversations	• Outline a structure in order to assess your current situation and provide a methodical approach in dealing with difficult conversations	Demonstrates a structure in which we can assess the real reasons why we need to hold difficult conversations. It enables us to reflect on our personal thoughts and biases, providing real objectivity and a balanced viewpoint prior to having a difficult conversation.

16.2 Listening and Speaking to Customers

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P363 **Speaking to Customers**	• Explain the importance of tone and inflection when talking to customers • Describe the right mind-set to have when speaking to customers	Highlights how we are ambassadors for our organisation and each conversation we have with a customer leaves an impression. Customers have expectations of how they might be spoken to, and we need to understand those expectations, and meet them.
P276 **Ten Tips for Better Listening**	• Describe why our listening skills can often be ineffective • Identify ten practical ways in which you can improve your listening • Recognise how to use the ten suggestions as a tool to assess your own listening skills	Explores ten practical suggestions that help you become a more effective listener and enhance your communication skills.
P277 **Levels of Listening**	• Describe how listening occurs at four different levels • Identify the characteristics of listening at each level • Identify the features of effective active and deep listening to aid skills development	Explores how we can improve our listening skills by being aware of our focus and effort at four simple levels.
P364 **Lousy Listeners**	• State 8 habits of lousy listeners • Assess your own listening bad habits • Explain the impact of bad listening habits	Outlines how listening is a key skill in business, yet so many of us have bad listening habits. If we were aware of the impact these habits have on others, we would definitely want to improve them.
P263 **Two Way Communication**	• Describe the stages of effective communication • Recognise the importance of using the right communication method	Takes you through the stages of Shannon and Weaver's 'Model of Communication' and highlights the importance of each stage of the model from 'internal processing' through to 'feedback'. Following this model will ensure effective two way communication.

16.3 Improving Customer Relationships

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
P254 **Barriers to Effective Communication**	• Define barriers to Communication • Describe how to overcome these barriers	Examines common barriers to communication, their causes, and what can be done to resolve them.

P139 **Asking Good Questions**	• Name different types of questions that you can use • Select and use different types of questions to get the information you need	Looks at the importance of being skilled at questioning so that you get the information you need in a way that is useful, and introduces you to different styles of questions.
P168 **Fishbone Diagram**	• Outline the benefits of the Fishbone Diagram • Describe how to breakdown problems by identifying their causes • Reproduce a Fishbone Diagram	Illustrates the technique of creating a fishbone diagram to map and then understand the relationship between causes and the effects of problems. After introducing the technique, you are taken through the process of creating your own diagram.
P163 **Inverse Brainstorming**	• State how inverse brainstorming works • Recognise how inverse brainstorming encourages creative thinking	Introduces the concept of inverse brainstorming and gives you examples of how to use the technique to think about issues from a different angle.
P271 **Importance of Good Communication**	• Describe why good communication is important to the business • Describe the five key aspects of effective management communication	Focuses on why communication is so important in business - how effective communication defines performance standards; sets expectations clearly; improves relationships; motivates staff and makes change happen.

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Contact us

Newcastle Office

Tony Cunningham
e: tony.cunningham@eliesha.com

Paul Armitage
e: paul.armitage@eliesha.com

Dawn Wylie
e: dawn.wylie@eliesha.com

Eliesha Training, Newcastle House, Albany Court, Newcastle Business Park, Newcastle upon Tyne NE4 7YB

t: +44 191 282 2800

Cardiff Office

Andy Burton
e: andy.burton@elieshawales.com

Mary Rogers
e: mary.rogers@elieshawales.com

Eliesha Cymru, Brunel House, 2 Fitzalan Rd, Cardiff CF24 0EB

t: +44 29 2066 3890

www.eliesha.com