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of wisdom



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# Trust, Ethics, Authentic and Ethical Leadership

Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
<b>P173</b> <b>Authentic Leadership – An Introduction</b>	<ul style="list-style-type: none"> <li>State the elements of 'building the case for your leadership'</li> <li>State 'the four essential practices of leadership'</li> </ul>	Introduces Goffee and Jones' recipe for Authentic Leadership under the context of 'Why should anyone be led by you?'
<b>P174</b> <b>Balancing Authenticity and Skill</b>	<ul style="list-style-type: none"> <li>Describe the four leadership styles</li> </ul>	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'?
<b>P186</b> <b>Dealing with the Five Temptations of a Leader</b>	<ul style="list-style-type: none"> <li>State the five temptations of a leader according to Lencioni</li> <li>Describe strategies to overcome the temptations</li> </ul>	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.
<b>P187</b> <b>Ethical Leadership - Kasthuri Henry</b>	<ul style="list-style-type: none"> <li>Outline the six elements of Kasthuri Henry's Comprehensive Ethical Leadership Model</li> <li>State the meaning of ethical leadership</li> </ul>	Introduces Kasthuri Henry's Ethical Leadership Model and describes each of the six elements, and encourages thought on your development as an ethical leader.
<b>P200</b> <b>Ethics – Roadblocks To Ethical Decisions</b>	<ul style="list-style-type: none"> <li>State the five roadblocks to ethical leadership</li> <li>Describe how understanding the 5 roadblocks can support you making ethical decisions</li> </ul>	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.
<b>P185</b> <b>Five Temptations of a Leader</b>	<ul style="list-style-type: none"> <li>State the five temptations of a leader according to Lencioni</li> <li>Describe how these temptations impact on the organisation</li> </ul>	Looks at the temptations facing organisational leaders and explains how these temptations lead to complications that impact on the business.
<b>P141</b> <b>Good Decision Making</b>	<ul style="list-style-type: none"> <li>List three decision making conditions that influence your decisions</li> <li>Describe each decision making condition</li> </ul>	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.
<b>P196</b> <b>Leadership - Myth of the Complete Leader</b>	<ul style="list-style-type: none"> <li>Describe why the idea of the complete leader is a myth</li> <li>Describe the approach of the 'Incomplete Leader'</li> </ul>	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'.

<b>P198</b> <b>Paine's Manager Compass</b>	<ul style="list-style-type: none"> <li>Describe why ethics needs to be part of your everyday decision making at work</li> <li>List the four parts of Paine's compass</li> </ul>	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.
<b>P190</b> <b>Seven Keys To Leadership</b>	<ul style="list-style-type: none"> <li>List the seven key skills of a successful leader</li> <li>State the difference between personal leadership and leadership from the heart</li> </ul>	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.
<b>P158</b> <b>Taking Responsibility</b>	<ul style="list-style-type: none"> <li>Describe some benefits of taking responsibility and owning your mistakes</li> <li>Identify the impact of blaming others for your mistakes</li> </ul>	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.
<b>P191</b> <b>The Illusion of Objectivity</b>	<ul style="list-style-type: none"> <li>Describe the illusion of objectivity</li> <li>Describe ways to deal with your biases</li> </ul>	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.
<b>P155</b> <b>The Power of Values</b>	<ul style="list-style-type: none"> <li>Describe how values determine behaviour and behaviour determines performance</li> <li>Identify the workplace values of your organisation</li> </ul>	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.
<b>P188</b> <b>Trust - 13 Trust Building Behaviours</b>	<ul style="list-style-type: none"> <li>Describe the role of the 13 behaviours within the 5 waves of trust</li> <li>List and summarise the 13 behaviours</li> </ul>	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.
<b>P192</b> <b>Trust - Five Waves of Trust</b>	<ul style="list-style-type: none"> <li>State the five waves of trust</li> <li>Describe the nature of trust and the 'ripple effect'</li> </ul>	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'.
<b>P189</b> <b>Trust – The Four Cores of Credibility</b>	<ul style="list-style-type: none"> <li>State the four cores of credibility</li> <li>Describe how the four cores of credibility build trust and lead to success</li> </ul>	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'.
<b>P199</b> <b>Values - Based Leadership</b>	<ul style="list-style-type: none"> <li>State the seven levels of consciousness in Barrett's model</li> <li>State the famous motivational model that maps to Barrett's Seven Levels</li> </ul>	Explores Richard Barrett's Seven Levels of Consciousness which give a fresh perspective on motivation and the drivers behind your own decision-making. It introduces a framework that shows the path to authentic leadership.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
<b>P248</b> <b>Blake and Mouton Management</b>	<ul style="list-style-type: none"> <li>Describe the four sectors of the grid when examining task vs people orientation</li> <li>Recognise which best describes your own style</li> </ul>	Looks at the Blake and Mouton grid which considers the dynamics between Task and Person orientation. The five differing Management styles are discussed here.
<b>P194</b> <b>Change - Conner's Change Cycle</b>	<ul style="list-style-type: none"> <li>State the six stages of Conner's Change Cycle</li> <li>Describe the manager's role in guiding people through change</li> </ul>	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.
<b>P193</b> <b>Change - Eight Stages of Commitment</b>	<ul style="list-style-type: none"> <li>State the 8 stages to embedded change</li> <li>Describe the negative alternatives at each stage</li> </ul>	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.
<b>P195</b> <b>Change - Executing Change</b>	<ul style="list-style-type: none"> <li>State the four steps to effectively delivering change</li> <li>Describe why step four is the most important, and often the least well delivered</li> </ul>	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.
<b>P197</b> <b>Change - Overcoming Resistance</b>	<ul style="list-style-type: none"> <li>State the four key categories of resistance</li> <li>Describe approaches to overcome the resistance so commonly faced during change</li> </ul>	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.
<b>P153</b> <b>Compliance vs. Commitment</b>	<ul style="list-style-type: none"> <li>State the differences between Compliance and Commitment</li> <li>Explain the impact of choosing either option when implementing change</li> </ul>	Looks at the choice between gaining compliance and gaining commitment, and the impact of choosing each on the performance and effectiveness of the change.
<b>P140</b> <b>Cost Benefit Analysis</b>	<ul style="list-style-type: none"> <li>State the advantages of using a Cost Benefit Analysis</li> <li>Describe the four stages of creating a CBA</li> </ul>	Discusses the importance of Cost Benefit Analysis to financial decision making, and talks through the four key steps in creating your own CBA.

<b>P168</b> <b>Fishbone Diagram</b>	<ul style="list-style-type: none"> <li>Outline the benefits of the Fishbone Diagram</li> <li>Describe how to breakdown problems by identifying their causes</li> <li>Reproduce a Fishbone Diagram</li> </ul>	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.
<b>P167</b> <b>Force Field Analysis</b>	<ul style="list-style-type: none"> <li>Identify two types of force that influence change</li> <li>List the steps in using the tool to determine if a proposed change is viable.</li> </ul>	A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.
<b>P255</b> <b>Kotter's 8 Step Change Model</b>	<ul style="list-style-type: none"> <li>Identify the eight stages of the model</li> <li>Describe how to deal with change effectively</li> </ul>	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.
<b>P256</b> <b>Kubler Ross Change Curve Explained</b>	<ul style="list-style-type: none"> <li>State the various stages along the change curve</li> <li>Redefine negative emotions as part of the overall change process</li> </ul>	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.
<b>P257</b> <b>Kubler Ross Change Curve – Manager's Guide</b>	<ul style="list-style-type: none"> <li>Describe the benefits of this curve to a manager</li> <li>State how to use the knowledge of where people are on the curve to more quickly move them through it</li> </ul>	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.
<b>P201</b> <b>McKinsey Seven S Model</b>	<ul style="list-style-type: none"> <li>State the seven S's of the model</li> <li>Describe how the Seven S Model affects organisational performance</li> </ul>	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.
<b>P202</b> <b>PESTLE Analysis</b>	<ul style="list-style-type: none"> <li>State the importance of the PESTLE analysis</li> <li>List the 6 elements of the PESTLE acronym</li> </ul>	Examines how the classic PEST analysis has developed and extended to PESTLE, and highlights the importance of a PESTLE analysis ahead of project implementation.
<b>P144</b> <b>Plan Do Check Act</b>	<ul style="list-style-type: none"> <li>Name the four stages of the PDCA cycle</li> <li>Describe how to apply the cycle to problem solving and managing change</li> </ul>	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.
<b>P261</b> <b>Tapping into Innovation</b>	<ul style="list-style-type: none"> <li>State the importance of tapping into employee creativity</li> <li>Describe the two approaches discussed for awakening dormant creativity within your people</li> </ul>	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.

<b>P159</b> <b>The Change House</b>	<ul style="list-style-type: none"> <li>Name the areas of the change house</li> <li>Relate the language used to the appropriate room</li> </ul>	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.
<b>P165</b> <b>Unfreeze For Change</b>	<ul style="list-style-type: none"> <li>Describe the three steps of the “Unfreeze, Change, Freeze” model</li> <li>State how to use the model to make change happen</li> </ul>	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.

# 3

## Developing Self

Eliesha’s pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

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<b>P338</b> <b>AID and PEG</b>	<ul style="list-style-type: none"> <li>Define the components of these two feedback models</li> <li>Identify appropriate situations to use each model</li> </ul>	Introduces two feedback models: AID (Action Impact Do) and PEG (Performance Expectations Gap). These can be useful to you in preparing for your feedback conversations.
<b>P337</b> <b>Application of Mind Maps</b>	<ul style="list-style-type: none"> <li>List the applications of mind mapping</li> <li>State the benefits of mind mapping</li> </ul>	Explores the six common areas where mind maps have proven to be particularly useful. And encourages you to think of personal opportunities to use mind maps.
<b>P139</b> <b>Asking Good Questions</b>	<ul style="list-style-type: none"> <li>Name different types of questions that you can use</li> <li>Select and use different types of questions to get the information you need</li> </ul>	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.
<b>P174</b> <b>Balancing Authenticity and Skill</b>	<ul style="list-style-type: none"> <li>Describe the four leadership styles</li> </ul>	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’?
<b>P254</b> <b>Barriers to Effective Communication</b>	<ul style="list-style-type: none"> <li>Define barriers to Communication</li> <li>Describe how to overcome these barriers</li> </ul>	Examines common barriers to communication, their causes, and what can be done to resolve them.

<b>P154</b> <b>Benefits of Delegation</b>	<ul style="list-style-type: none"> <li>State why delegation is a key skill of an effective manager</li> <li>Describe the benefits of good delegation for the individual, the manager and the organisation</li> </ul>	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.
<b>P248</b> <b>Blake and Mouton Management</b>	<ul style="list-style-type: none"> <li>Describe the four sectors of the grid when examining task vs people orientation</li> <li>Recognise which best describes your own style</li> </ul>	Looks at the Blake and Mouton grid which considers the dynamics between Task and Person orientation. The five differing Management styles are discussed here.
<b>P177</b> <b>BOOSTing Your Feedback</b>	<ul style="list-style-type: none"> <li>List what B.O.O.S.T. stands for</li> <li>Recognise the value of planning when intending to give feedback</li> <li>Outline how to give feedback to someone using the BOOST checklist</li> </ul>	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.
<b>P150</b> <b>Conflict – Thomas &amp; Kilmann</b>	<ul style="list-style-type: none"> <li>Describe the five conflict resolution styles</li> <li>State when to use each of the conflict handling styles</li> </ul>	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.
<b>P340</b> <b>Conscious Competence</b>	<ul style="list-style-type: none"> <li>State the four stages of the model</li> <li>Identify how to use the model to improve your decision making</li> </ul>	Describes a number of situations where a lack of conscious competence had severe consequences. Explains how the model harnesses reflection in order to make more effective decisions.
<b>P156</b> <b>Continuing Professional Development</b>	<ul style="list-style-type: none"> <li>Define the benefits of CPD to the organisation and the individual</li> </ul>	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.
<b>P164</b> <b>Developing Your Influencing Skills</b>	<ul style="list-style-type: none"> <li>State the nine influencing strategies</li> <li>Define the importance of adapting your influencing style in different situations</li> </ul>	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.
<b>P216</b> <b>Discipline and the Manager’s Role</b>	<ul style="list-style-type: none"> <li>Describe the difference between misconduct and gross misconduct</li> <li>Describe the difference between performance and relationship issues</li> <li>State the importance of keeping records during the discipline process</li> </ul>	Describes the manager’s role in dealing with disciplinary issues. Defines misconduct and gross misconduct, and performance and relationship issues.

<p><b>P244</b> Don't just Self Assess</p>	<ul style="list-style-type: none"> <li>State the importance of self-assessment</li> <li>Describe the benefits of seeking feedback when assessing personal capabilities</li> </ul>	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.
<p><b>P142</b> Effective Action Planning</p>	<ul style="list-style-type: none"> <li>Identify the stages of a good action plan</li> <li>Reproduce an effective action plan with clear deliverables and deadlines</li> </ul>	Takes you through the steps of effective action planning from identifying your goal and purpose through to implementing and follow-up of the plan.
<p><b>P299</b> Effective Presentations</p>	<ul style="list-style-type: none"> <li>State the six clusters of effective presentations</li> <li>List Adair's 'six principles of effective speaking'</li> </ul>	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.
<p><b>P283</b> Eight Career Anchors – Edgar Schein</p>	<ul style="list-style-type: none"> <li>State what the 8 Career anchors are</li> <li>Begin to identify which are your primary career anchors and what that can mean to your career choices</li> </ul>	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?
<p><b>P260</b> Fayol's 14 Principles of Management</p>	<ul style="list-style-type: none"> <li>List the six primary functions &amp; responsibilities of management</li> <li>List Fayol's 14 principles of management</li> </ul>	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.
<p><b>P151</b> Feeding back with a BIFF</p>	<ul style="list-style-type: none"> <li>List what B.I.F.F. stands for</li> <li>Recognise the importance of taking care when giving feedback</li> <li>Outline how to give feedback to someone using the Biff Model</li> </ul>	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.
<p><b>P169</b> Getting Leadership Right</p>	<ul style="list-style-type: none"> <li>Describe the challenge of 'being a flexible leader'</li> <li>Recognise your current style of leadership</li> <li>List some ways to expand the ways in which you can be flexible in your leadership style</li> </ul>	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.
<p><b>P243</b> Goals and Objectives</p>	<ul style="list-style-type: none"> <li>State the difference between goals and objectives</li> <li>Describe the purpose of goals and objectives</li> </ul>	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.

<p><b>P215</b> Grievance and the Manager's Role</p>	<ul style="list-style-type: none"> <li>Describe the responsibility of the manager in handling a grievance</li> <li>State the importance of the grievance interview</li> <li>State the importance of keeping records during the grievance process</li> </ul>	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.
<p><b>P242</b> Hobb-jective</p>	<ul style="list-style-type: none"> <li>State the difference between hobb-jectives and work related objectives</li> <li>Describe how to apply SMART to hobb-jectives</li> </ul>	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.
<p><b>P247</b> Honey &amp; Mumford Learning Style</p>	<ul style="list-style-type: none"> <li>State the four learning styles defined by Honey and Mumford</li> <li>Describe the value of knowing your own learning style</li> </ul>	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 your own learning preference?
<p><b>P258</b> Identifying Areas to Improve</p>	<ul style="list-style-type: none"> <li>List the three choices you face in identifying areas to improve</li> <li>Describe the self-assessment tool called 'Success, learn &amp; change'</li> </ul>	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.
<p><b>P288</b> Immaturity Maturity Theory – Chris Argyris</p>	<ul style="list-style-type: none"> <li>State the seven dimensions of the Immaturity to Maturity model</li> <li>Describe the importance of development of maturity both personally and at work</li> </ul>	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.
<p><b>P161</b> Introduction To Emotional Intelligence</p>	<ul style="list-style-type: none"> <li>Recognise why emotions play an important part in both work and life situations</li> <li>Describe the meaning of self-awareness</li> </ul>	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.
<p><b>P245</b> Johari's Window</p>	<ul style="list-style-type: none"> <li>Describe the four quadrants of the Johari Window model</li> <li>State how the model relates to giving and receiving feedback</li> </ul>	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.
<p><b>P259</b> Kolb Learning Cycle</p>	<ul style="list-style-type: none"> <li>Identify different learning styles and how each fits in Kolb's learning cycle</li> <li>Recognise your own learning style and the learning styles of other team members</li> </ul>	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.



<p><b>P196</b> <b>Leadership - Myth of the Complete Leader</b></p>	<ul style="list-style-type: none"> <li>Describe why the idea of the complete leader is a myth</li> <li>Describe the approach of the 'Incomplete Leader'</li> </ul>	<p>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'.</p>
<p><b>P277</b> <b>Levels of Listening</b></p>	<ul style="list-style-type: none"> <li>Describe how listening occurs at four different levels</li> <li>Identify the characteristics of listening at each level</li> <li>Identify the features of effective active and deep listening to aid skills development</li> </ul>	<p>Explores how we can improve our listening skills by being aware of our focus and effort at four simple levels.</p>
<p><b>P157</b> <b>Management Styles</b></p>	<ul style="list-style-type: none"> <li>Describe why managers need to use a range of management styles</li> <li>List Hay Group's six different management styles</li> </ul>	<p>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.</p>
<p><b>P336</b> <b>Motivational and Developmental Feedback</b></p>	<ul style="list-style-type: none"> <li>Contrast motivational and developmental feedback</li> <li>State the importance of balancing these</li> </ul>	<p>Considers the aims of both types of feedback. Discusses the positive and negative impact on staff of too little or too much of both types of feedback.</p>
<p><b>P274</b> <b>Objective versus Subjective Feedback</b></p>	<ul style="list-style-type: none"> <li>Identify the characteristics of different types of feedback</li> <li>Define objective and subjective feedback</li> <li>Describe how to use a continuum to consider which feedback type to use in which situation</li> </ul>	<p>Explores different types of feedback and how they can be used to improve management and performance.</p>
<p><b>P252</b> <b>Opportunities and Ways to Learn</b></p>	<ul style="list-style-type: none"> <li>Identify different ways of learning</li> <li>Recognise the need to match learning method to learning style</li> </ul>	<p>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.</p>
<p><b>P251</b> <b>Prioritising Tasks</b></p>	<ul style="list-style-type: none"> <li>State the difference between Important and Urgent</li> <li>Describe the effect of 'urgentitis'</li> </ul>	<p>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'.</p>
<p><b>P249</b> <b>Resilience</b></p>	<ul style="list-style-type: none"> <li>State the seven learnable skills of resilience</li> <li>Describe the importance of developing these skills</li> </ul>	<p>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.</p>

<p><b>P223</b> <b>Self-Limiting Beliefs</b></p>	<ul style="list-style-type: none"> <li>Describe what self limiting beliefs are and how they are formed</li> <li>Identify and listen out for some common self limiting beliefs</li> <li>State when and why it is important to work with self limiting beliefs</li> </ul>	<p>Explores the negative impact of self limiting beliefs.</p>
<p><b>P268</b> <b>Situational Leadership</b></p>	<ul style="list-style-type: none"> <li>Describe the different leadership styles</li> <li>Recognise when to adapt your style to the needs of people and different situations</li> </ul>	<p>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.</p>
<p><b>P211</b> <b>Support Methods for Performance Improvement</b></p>	<ul style="list-style-type: none"> <li>State the importance of looking wider than just training courses when considering learning options</li> <li>State the importance of learning styles when choosing a support method for improvement</li> </ul>	<p>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.</p>
<p><b>P335</b> <b>T-Account</b></p>	<ul style="list-style-type: none"> <li>State the purpose of the WWW and EBI elements of the model</li> <li>Outline how to apply the T-Account</li> </ul>	<p>Introduces this quick and simple technique to structure a constructive feedback conversation. Explores the value of asking 'What Went Well' and 'Even Better If'.</p>
<p><b>P158</b> <b>Taking Responsibility</b></p>	<ul style="list-style-type: none"> <li>Describe some benefits of taking responsibility and owning your mistakes</li> <li>Identify the impact of blaming others for your mistakes</li> </ul>	<p>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.</p>
<p><b>P276</b> <b>Ten Tips for Better Listening</b></p>	<ul style="list-style-type: none"> <li>Describe why our listening skills can often be ineffective</li> <li>Identify ten practical ways in which you can improve your listening</li> <li>Recognise how to use the ten suggestions as a tool to assess your own listening skills</li> </ul>	<p>Explores ten practical suggestions that help you become a more effective listener and enhance your communication skills.</p>
<p><b>P250</b> <b>The EI Journey</b></p>	<ul style="list-style-type: none"> <li>Describe the four box emotional intelligence model</li> <li>State the value of emotional intelligence</li> </ul>	<p>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.</p>

<b>P191</b> <b>The Illusion of Objectivity</b>	<ul style="list-style-type: none"> <li>Describe the illusion of objectivity</li> <li>Describe ways to deal with your biases</li> </ul>	<p>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.</p>
<b>P273</b> <b>The What and Why of Metacommunications</b>	<ul style="list-style-type: none"> <li>State what is meant by the term metacommunications</li> <li>Describe some examples of ‘double talk’ or ‘reading between the lines’</li> <li>Identify the characteristics of metacommunications</li> <li>State why metacommunications are important</li> </ul>	<p>Explores what metacommunications are, and why it is important to be aware of them when you communicate with others.</p>
<b>P333</b> <b>THINK</b>	<ul style="list-style-type: none"> <li>Identify the importance of THINKing before a difficult conversation</li> <li>State the five components of the THINK model</li> </ul>	<p>Starting with a famous Maya Angelou quote this pearl explores how people will remember the way that you make them feel. It unpacks a five stage model which is designed to help you sustain good working relationships.</p>
<b>P188</b> <b>Trust - 13 Trust Building Behaviours</b>	<ul style="list-style-type: none"> <li>Describe the role of the 13 behaviours within the 5 waves of trust</li> <li>List and summarise the 13 behaviours</li> </ul>	<p>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.</p>
<b>P192</b> <b>Trust - Five Waves of Trust</b>	<ul style="list-style-type: none"> <li>State the five waves of trust</li> <li>Describe the nature of trust and the ‘ripple effect’</li> </ul>	<p>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’.</p>
<b>P189</b> <b>Trust – The Four Cores of Credibility</b>	<ul style="list-style-type: none"> <li>State the four cores of credibility</li> <li>Describe how the four cores of credibility build trust and lead to success</li> </ul>	<p>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’.</p>
<b>P246</b> <b>Understanding Empathy</b>	<ul style="list-style-type: none"> <li>Describe the difference between empathy and sympathy</li> <li>State how empathy develops trust and strong relationships</li> </ul>	<p>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.</p>

# 4

## Performance Management

Eliesha’s pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
<b>P338</b> <b>AID and PEG</b>	<ul style="list-style-type: none"> <li>Define the components of these two feedback models</li> <li>Identify appropriate situations to use each model</li> </ul>	<p>Introduces two feedback models: AID (Action Impact Do) and PEG (Performance Expectations Gap). These can be useful to you in preparing for your feedback conversations.</p>
<b>P210</b> <b>Appraisal - Manager's Guide</b>	<ul style="list-style-type: none"> <li>State the value of an effective appraisal meeting</li> <li>Identify how to ensure effective performance of this key management responsibility</li> </ul>	<p>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.</p>
<b>P209</b> <b>Appraisals – The Appraisee’s Guide</b>	<ul style="list-style-type: none"> <li>State the purpose of an appraisal</li> <li>Plan to get the most out of your own appraisal meeting</li> </ul>	<p>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</p>
<b>P205</b> <b>ASK ABE for Performance</b>	<ul style="list-style-type: none"> <li>State what the ASK ABE acronym represents</li> <li>Describe why these elements are important to personal development planning</li> </ul>	<p>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.</p>
<b>P177</b> <b>BOOSTing Your Feedback</b>	<ul style="list-style-type: none"> <li>List what B.O.O.S.T. stands for</li> <li>Recognise the value of planning when intending to give feedback</li> <li>Outline how to give feedback to someone using the BOOST checklist</li> </ul>	<p>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.</p>
<b>P297</b> <b>Coaching Supervision</b>	<ul style="list-style-type: none"> <li>Define what is meant by supervision</li> <li>Describe the purpose and benefits of supervision</li> <li>State the features of good practice supervision</li> <li>Identify what areas are explored in supervision</li> </ul>	<p>Explores the important role that supervision plays in the coaching profession.</p>



<p><b>P179</b> <b>Coaching with GROW</b></p>	<ul style="list-style-type: none"> <li>• State why coaching is gaining such popularity in business</li> <li>• Describe how coaching fits in with other people-centred interventions</li> <li>• Describe the ask/tell continuum</li> </ul>	<p>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.</p>
<p><b>P217</b> <b>Conflict - Causes, Symptoms and Cures</b></p>	<ul style="list-style-type: none"> <li>• Identify eight reasons for conflict in the workplace</li> <li>• Describe the signs and symptoms of conflict</li> <li>• Describe the 'Interest-Based Relational Approach' to conflict resolution</li> </ul>	<p>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.</p>
<p><b>P150</b> <b>Conflict – Thomas &amp; Kilmann</b></p>	<ul style="list-style-type: none"> <li>• Describe the five conflict resolution styles</li> <li>• State when to use each of the conflict handling styles</li> </ul>	<p>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.</p>
<p><b>P156</b> <b>Continuing Professional Development</b></p>	<ul style="list-style-type: none"> <li>• Define the benefits of CPD to the organisation and the individual</li> </ul>	<p>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.</p>
<p><b>P208</b> <b>Difficult Conversations</b></p>	<ul style="list-style-type: none"> <li>• Outline a structure in order to assess your current situation and provide a methodical approach in dealing with difficult conversations</li> </ul>	<p>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.</p>
<p><b>P216</b> <b>Discipline and the Manager's Role</b></p>	<ul style="list-style-type: none"> <li>• Describe the difference between misconduct and gross misconduct</li> <li>• Describe the difference between performance and relationship issues</li> <li>• State the importance of keeping records during the discipline process</li> </ul>	<p>Describes the manager's role in dealing with disciplinary issues. Defines misconduct and gross misconduct, and performance and relationship issues.</p>
<p><b>P244</b> <b>Don't Just Self Assess</b></p>	<ul style="list-style-type: none"> <li>• State the importance of self-assessment</li> <li>• Describe the benefits of seeking feedback when assessing personal capabilities</li> </ul>	<p>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.</p>
<p><b>P212</b> <b>Evaluating Employee Performance</b></p>	<ul style="list-style-type: none"> <li>• State the role of performance standards and goals in the evaluation process</li> <li>• Reproduce the tips provided into your planning for employee evaluation</li> </ul>	<p>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.</p>

<p><b>P151</b> <b>Feeding back with a BIFF</b></p>	<ul style="list-style-type: none"> <li>• List what B.I.F.F. stands for</li> <li>• Recognise the importance of taking care when giving feedback</li> <li>• Outline how to give feedback to someone using the Biff Model</li> </ul>	<p>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.</p>
<p><b>P241</b> <b>Giving Constructive Feedback</b></p>	<ul style="list-style-type: none"> <li>• Describe why giving feedback is important</li> <li>• Recognise differences between motivational and developmental feedback</li> <li>• Outline how to give feedback</li> </ul>	<p>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.</p>
<p><b>P243</b> <b>Goals and Objectives</b></p>	<ul style="list-style-type: none"> <li>• State the difference between goals and objectives</li> <li>• Describe the purpose of goals and objectives</li> </ul>	<p>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.</p>
<p><b>P215</b> <b>Grievance and the Manager's Role</b></p>	<ul style="list-style-type: none"> <li>• Describe the responsibility of the manager in handling a grievance</li> <li>• State the importance of the grievance interview</li> <li>• State the importance of keeping records during the grievance process</li> </ul>	<p>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.</p>
<p><b>P180</b> <b>GROW - G</b></p>	<ul style="list-style-type: none"> <li>• Describe the 'Goal' stage of the GROW model</li> <li>• Identify appropriate questions to ask at the 'G' stage of the coaching process</li> </ul>	<p>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.</p>
<p><b>P181</b> <b>GROW - R</b></p>	<ul style="list-style-type: none"> <li>• Describe the 'Reality' stage of the GROW model</li> <li>• Identify appropriate questions to ask at the 'R' stage of the coaching process</li> </ul>	<p>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).</p>
<p><b>P182</b> <b>GROW - O</b></p>	<ul style="list-style-type: none"> <li>• Describe the 'Options' stage of the GROW model</li> <li>• Identify appropriate questions to ask at the 'O' stage of the coaching process</li> </ul>	<p>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.</p>
<p><b>P183</b> <b>GROW - W</b></p>	<ul style="list-style-type: none"> <li>• Describe the 'Will' stage of the GROW model</li> <li>• Identify appropriate questions to ask at the 'W' stage of the coaching programme</li> </ul>	<p>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.</p>

<p><b>P184</b> <b>T-GROW Model</b></p>	<ul style="list-style-type: none"> <li>Describe how T-GROW adds an extra dimension to the GROW coaching model</li> <li>Identify appropriate questions to ask at the 'T' stage of the model leading into GROW</li> </ul>	<p>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.</p>
<p><b>P253</b> <b>Herzberg's Two Factor Theory</b></p>	<ul style="list-style-type: none"> <li>Describe the meaning of hygiene and motivating factors</li> <li>Identify which of Herzberg's factors are the motivating factors and which are hygiene factors</li> </ul>	<p>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.</p>
<p><b>P242</b> <b>Hobb-jective</b></p>	<ul style="list-style-type: none"> <li>State the difference between hobb-jectives and work related objectives</li> <li>Describe how to apply SMART to hobb-jectives</li> </ul>	<p>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.</p>
<p><b>P258</b> <b>Identifying Areas to Improve</b></p>	<ul style="list-style-type: none"> <li>List the three choices you face in identifying areas to improve</li> <li>Describe the self-assessment tool called 'Success, learn &amp; change'</li> </ul>	<p>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.</p>
<p><b>P218</b> <b>Informal and Formal Approaches To Performance Improvement</b></p>	<ul style="list-style-type: none"> <li>Describe the informal performance management approach</li> <li>State the purpose of an informal performance management meeting</li> <li>Describe when to engage the formal process</li> </ul>	<p>Describes how informal performance management could be an effective way of dealing with low performance without the necessity of resorting to a formal process</p>
<p><b>P204</b> <b>Key Performance Indicators</b></p>	<ul style="list-style-type: none"> <li>State what key performance indicators are</li> <li>Describe the importance of good KPI's to the performance of your organisation</li> </ul>	<p>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.</p>
<p><b>P259</b> <b>Kolb Learning Cycle</b></p>	<ul style="list-style-type: none"> <li>Identify different learning styles and how each fits in Kolb's learning cycle</li> <li>Recognise your own learning style and the learning styles of other team members</li> </ul>	<p>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.</p>
<p><b>P240</b> <b>Management Speak and Weasel Words</b></p>	<ul style="list-style-type: none"> <li>Define the meaning of 'management speak'</li> <li>Describe what is meant by 'weasel words' and why they devalue what we say</li> </ul>	<p>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.</p>
<p><b>P267</b> <b>Maslow's Hierarchy of Needs</b></p>	<ul style="list-style-type: none"> <li>Recognise where people are in the hierarchy of motivational needs</li> <li>Describe each level of the hierarchy</li> </ul>	<p>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.</p>

<p><b>P214</b> <b>Mentoring – Definition and Role of the Mentor</b></p>	<ul style="list-style-type: none"> <li>Define what mentoring is</li> <li>Describe the difference between coaching and mentoring practice</li> <li>Identify the different requirements of a coach and mentor</li> <li>Select whether to use mentoring and coaching based on the desired outcomes</li> </ul>	<p>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.</p>
<p><b>P336</b> <b>Motivational and Developmental Feedback</b></p>	<ul style="list-style-type: none"> <li>Contrast motivational and developmental feedback</li> <li>State the importance of balancing these</li> </ul>	<p>Considers the aims of both types of feedback. Discusses the positive and negative impact on staff of too little or too much of both types of feedback.</p>
<p><b>P252</b> <b>Opportunities and Ways to Learn</b></p>	<ul style="list-style-type: none"> <li>Identify different ways of learning</li> <li>Recognise the need to match learning method to learning style</li> </ul>	<p>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.</p>
<p><b>P144</b> <b>Plan Do Check Act</b></p>	<ul style="list-style-type: none"> <li>Name the four stages of the PDCA cycle</li> <li>Describe how to apply the cycle to problem solving and managing change</li> </ul>	<p>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.</p>
<p><b>P251</b> <b>Prioritising Tasks</b></p>	<ul style="list-style-type: none"> <li>State the difference between Important and Urgent</li> <li>Describe the effect of 'urgentitis'</li> </ul>	<p>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'.</p>
<p><b>P207</b> <b>Seven Principles of Fierce Conversations</b></p>	<ul style="list-style-type: none"> <li>Name Susan Scott's Seven Principles of Fierce Conversations</li> <li>Describe how silence can be used in conversations</li> </ul>	<p>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.</p>
<p><b>P268</b> <b>Situational Leadership</b></p>	<ul style="list-style-type: none"> <li>Describe the different leadership styles</li> <li>Recognise when to adapt your style to the needs of people and different situations</li> </ul>	<p>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.</p>
<p><b>P239</b> <b>SMART Objectives</b></p>	<ul style="list-style-type: none"> <li>Define the meaning of SMART objectives</li> <li>State the value of using SMART objectives</li> </ul>	<p>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.</p>

<p><b>P211</b> Support Methods for Performance Improvement</p>	<ul style="list-style-type: none"> <li>State the importance of looking wider than just training courses when considering learning options</li> <li>State the importance of learning styles when choosing a support method for improvement</li> </ul>	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.
<p><b>P335</b> T-Account</p>	<ul style="list-style-type: none"> <li>State the purpose of the WWW and EBI elements of the model</li> <li>Outline how to apply the T-Account</li> </ul>	Introduces this quick and simple technique to structure a constructive feedback conversation. Explores the value of asking 'What Went Well' and 'Even Better If'.
<p><b>P158</b> Taking Responsibility</p>	<ul style="list-style-type: none"> <li>Describe some benefits of taking responsibility and owning your mistakes</li> <li>Identify the impact of blaming others for your mistakes</li> </ul>	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.
<p><b>P178</b> Tannenbaum and Schmidt's Leadership Continuum</p>	<ul style="list-style-type: none"> <li>Describe the leadership continuum</li> <li>Identify when to use different leadership styles</li> </ul>	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.
<p><b>P275</b> The Golden Rules of Giving Feedback</p>	<ul style="list-style-type: none"> <li>Describe why feedback can be sensitive and difficult</li> <li>State three simple rules to get a more positive response to developmental feedback</li> <li>Describe the importance of praise in giving balanced feedback</li> </ul>	Explores how we can improve our skills of giving feedback to get a positive response from others.
<p><b>P333</b> THINK</p>	<ul style="list-style-type: none"> <li>Identify the importance of THINKing before a difficult conversation</li> <li>State the five components of the THINK model</li> </ul>	Starting with a famous Maya Angelou quote this pearl explores how people will remember the way that you make them feel. It unpacks a five stage model which is designed to help you sustain good working relationships.
<p><b>P302</b> Tuckman – Stages of Group Development</p>	<ul style="list-style-type: none"> <li>State the levels of performance identified by Tuckman</li> <li>Describe the performance characteristics of teams in each of the levels</li> </ul>	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.
<p><b>P213</b> What is Coaching?</p>	<ul style="list-style-type: none"> <li>Define what coaching is</li> <li>List some types of coaching</li> <li>Describe a non-directive approach and its benefits</li> </ul>	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.

# 5

## Coaching and Mentoring

Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
<p><b>P205</b> ASK ABE for Performance</p>	<ul style="list-style-type: none"> <li>State what the ASK ABE acronym represents</li> <li>Describe why these elements are important to personal development planning</li> </ul>	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.
<p><b>P139</b> Asking Good Questions</p>	<ul style="list-style-type: none"> <li>Name different types of questions that you can use</li> <li>Select and use different types of questions to get the information you need</li> </ul>	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.
<p><b>P254</b> Barriers to Effective Communication</p>	<ul style="list-style-type: none"> <li>Define barriers to Communication</li> <li>Describe how to overcome these barriers</li> </ul>	Examines common barriers to communication, their causes, and what can be done to resolve them.
<p><b>P297</b> Coaching Supervision</p>	<ul style="list-style-type: none"> <li>Define what is meant by supervision</li> <li>Describe the purpose and benefits of supervision</li> <li>State the features of good practice supervision</li> <li>Identify what areas are explored in supervision</li> </ul>	Explores the important role that supervision plays in the coaching profession.
<p><b>P179</b> Coaching with GROW</p>	<ul style="list-style-type: none"> <li>State why coaching is gaining such popularity in business</li> <li>Describe how coaching fits in with other people-centred interventions</li> <li>Describe the ask/tell continuum</li> </ul>	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.
<p><b>P224</b> Developing Coaching Cultures</p>	<ul style="list-style-type: none"> <li>Define what a coaching culture is</li> <li>Describe the six critical success factors to inform a coaching strategy</li> <li>Identify the best approach developing a coaching in your organisation</li> </ul>	Explores how organisations can begin to create coaching cultures.
<p><b>P244</b> Don't Just Self Assess</p>	<ul style="list-style-type: none"> <li>State the importance of self-assessment</li> <li>Describe the benefits of seeking feedback when assessing personal capabilities</li> </ul>	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.

<p><b>P278</b> <b>Focus, Openness and Energy Coaching Model</b></p>	<ul style="list-style-type: none"> <li>Define what is meant by focus, openness and energy</li> <li>state the impact that focus, openness and energy have on sessions and relationships</li> <li>Identify some simple strategies for improving your focus, openness and energy</li> </ul>	<p>Explores how focus, openness and energy impact on coaching and mentoring.</p>
<p><b>P222</b> <b>Get Set To Coach and Mentor</b></p>	<ul style="list-style-type: none"> <li>Identify what needs to be managed and considered before coaching and mentoring begins</li> <li>Describe how to manage expectations and ethical issues, such as confidentiality and power</li> <li>State the EMCC's code of conduct and its relevance to you</li> </ul>	<p>Explores the effective set up of coaching and mentoring relationships. Considers contracts, expectations, ethics and confidentiality and the importance of managing these areas.</p>
<p><b>P241</b> <b>Giving Constructive Feedback</b></p>	<ul style="list-style-type: none"> <li>Describe why giving feedback is important</li> <li>Recognise differences between motivational and developmental feedback</li> <li>Outline how to give feedback</li> </ul>	<p>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.</p>
<p><b>P180</b> <b>GROW - G</b></p>	<ul style="list-style-type: none"> <li>Describe the 'Goal' stage of the GROW model</li> <li>Identify appropriate questions to ask at the 'G' stage of the coaching process</li> </ul>	<p>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.</p>
<p><b>P181</b> <b>GROW - R</b></p>	<ul style="list-style-type: none"> <li>Describe the 'Reality' stage of the GROW model</li> <li>Identify appropriate questions to ask at the 'R' stage of the coaching process</li> </ul>	<p>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).</p>
<p><b>P182</b> <b>GROW - O</b></p>	<ul style="list-style-type: none"> <li>Describe the 'Options' stage of the GROW model</li> <li>Identify appropriate questions to ask at the 'O' stage of the coaching process</li> </ul>	<p>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.</p>
<p><b>P183</b> <b>GROW - W</b></p>	<ul style="list-style-type: none"> <li>Describe the 'Will' stage of the GROW model</li> <li>Identify appropriate questions to ask at the 'W' stage of the coaching programme</li> </ul>	<p>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.</p>

<p><b>P184</b> <b>T-GROW Model</b></p>	<ul style="list-style-type: none"> <li>Describe how T-GROW adds an extra dimension to the GROW coaching model</li> <li>Identify appropriate questions to ask at the 'T' stage of the model leading into GROW</li> </ul>	<p>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.</p>
<p><b>P242</b> <b>Hobb-jective</b></p>	<ul style="list-style-type: none"> <li>State the difference between hobb-jectives and work related objectives</li> <li>Describe how to apply SMART to hobb-jectives</li> </ul>	<p>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.</p>
<p><b>P247</b> <b>Honey &amp; Mumford Learning Style</b></p>	<ul style="list-style-type: none"> <li>State the four learning styles defined by Honey and Mumford</li> <li>Describe the value of knowing your own learning style</li> </ul>	<p>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?</p>
<p><b>P258</b> <b>Identifying Areas to Improve</b></p>	<ul style="list-style-type: none"> <li>List the three choices you face in identifying areas to improve</li> <li>Describe the self-assessment tool called 'Success, learn &amp; change'</li> </ul>	<p>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.</p>
<p><b>P161</b> <b>Introduction To Emotional Intelligence</b></p>	<ul style="list-style-type: none"> <li>Recognise why emotions play an important part in both work and life situations</li> <li>Describe the meaning of self-awareness</li> </ul>	<p>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.</p>
<p><b>P245</b> <b>Johari's Window</b></p>	<ul style="list-style-type: none"> <li>Describe the four quadrants of the Johari Window model</li> <li>State how the model relates to giving and receiving feedback</li> </ul>	<p>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.</p>
<p><b>P277</b> <b>Levels of Listening</b></p>	<ul style="list-style-type: none"> <li>Describe how listening occurs at four different levels</li> <li>Identify the characteristics of listening at each level</li> <li>Identify the features of effective active and deep listening to aid skills development</li> </ul>	<p>Explores how we can improve our listening skills by being aware of our focus and effort at four simple levels.</p>
<p><b>P298</b> <b>Line Managers as Coaches</b></p>	<ul style="list-style-type: none"> <li>Describe the role that the line manager can play in coaching their team members</li> <li>Identify the advantages and disadvantages of using the line manager as coach</li> <li>Recognise factors such as cost, trust, objectivity, power, skills and motivation when deciding whether to use line managers as coaches</li> </ul>	<p>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.</p>



<p><b>P214</b> <b>Mentoring – Definition and Role of the Mentor</b></p>	<ul style="list-style-type: none"> <li>• Define what mentoring is</li> <li>• Describe the difference between coaching and mentoring practice</li> <li>• Identify the different requirements of a coach and mentor</li> <li>• Select whether to use mentoring and coaching based on the desired outcomes</li> </ul>	<p>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.</p>
<p><b>P308</b> <b>Mentoring to Grow Organisational Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Define what is meant by the knowledge economy and knowledge and information management</li> <li>• Explain why knowledge is valuable to organisations</li> <li>• Distinguish between tacit and explicit knowledge</li> <li>• Identify how mentoring can grow and create organisational knowledge</li> </ul>	<p>Explores how mentoring can unlock tacit knowledge and add value to organisations.</p>
<p><b>P279</b> <b>Mindset of a Coach</b></p>	<ul style="list-style-type: none"> <li>• Identify the responsibilities of the coach</li> <li>• Define what an effective mindset is</li> <li>• Describe the challenges a coach faces when mentally preparing to coach</li> <li>• State how you can adopt an effective mindset</li> </ul>	<p>Explores how the mindset and beliefs of the coach affect coaching and how a coach can equip themselves with an effective coaching mindset.</p>
<p><b>P274</b> <b>Objective versus Subjective Feedback</b></p>	<ul style="list-style-type: none"> <li>• Identify the characteristics of different types of feedback</li> <li>• Define objective and subjective feedback</li> <li>• Describe how to use a continuum to consider which feedback type to use in which situation</li> </ul>	<p>Explores different types of feedback and how they can be used to improve management and performance.</p>
<p><b>P223</b> <b>Self-Limiting Beliefs</b></p>	<ul style="list-style-type: none"> <li>• Describe what self limiting beliefs are and how they are formed</li> <li>• Identify and listen out for some common self limiting beliefs</li> <li>• State when and why it is important to work with self limiting beliefs</li> </ul>	<p>Explores the negative impact of self limiting beliefs.</p>
<p><b>P239</b> <b>SMART Objectives</b></p>	<ul style="list-style-type: none"> <li>• Define the meaning of SMART objectives</li> <li>• State the value of using SMART objectives</li> </ul>	<p>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.</p>

<p><b>P280</b> <b>Step up with STEPPA</b></p>	<ul style="list-style-type: none"> <li>• Identify the component parts of the acronym STEPPA</li> <li>• State what is covered at each stage of the STEPPA model</li> <li>• Describe when to choose the STEPPA model</li> <li>• Use the STEPPA model in your coaching practice</li> </ul>	<p>Examines an alternative model of coaching - the STEPPA coaching model.</p>
<p><b>P211</b> <b>Support Methods for Performance Improvement</b></p>	<ul style="list-style-type: none"> <li>• State the importance of looking wider than just training courses when considering learning options</li> <li>• State the importance of learning styles when choosing a support method for improvement</li> </ul>	<p>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.</p>
<p><b>P276</b> <b>Ten Tips for Better Listening</b></p>	<ul style="list-style-type: none"> <li>• Describe why our listening skills can often be ineffective</li> <li>• Identify ten practical ways in which you can improve your listening</li> <li>• Recognise how to use the ten suggestions as a tool to assess your own listening skills</li> </ul>	<p>Explores ten practical suggestions that help you become a more effective listener and enhance your communication skills.</p>
<p><b>P221</b> <b>The Case for Coaching</b></p>	<ul style="list-style-type: none"> <li>• Identify the current appetite for coaching</li> <li>• Describe the link between coaching and staff engagement</li> <li>• Describe the benefits of team or group coaching</li> <li>• State how coaching can support change projects and bring about cultural change</li> </ul>	<p>Examines the benefits of coaching for individuals, teams and organisations. Considers how coaching can engage and development staff, as well as supporting cultural change.</p>
<p><b>P250</b> <b>The EI Journey</b></p>	<ul style="list-style-type: none"> <li>• Describe the four box emotional intelligence model</li> <li>• State the value of emotional intelligence</li> </ul>	<p>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.</p>
<p><b>P220</b> <b>The Role of the Coach</b></p>	<ul style="list-style-type: none"> <li>• Identify the different roles a coach may play</li> <li>• State the four coaching roles identified by Witherspoon and White</li> <li>• Recognise the usefulness of having a clear role to adopt in the coaching process</li> </ul>	<p>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.</p>



<p><b>P273</b> The What and Why of Metacommunications</p>	<ul style="list-style-type: none"> <li>State what is meant by the term metacommunications</li> <li>Describe some examples of 'double talk' or 'reading between the lines'</li> <li>Identify the characteristics of metacommunications</li> <li>State why metacommunications are important</li> </ul>	<p>Explores what metacommunications are, and why it is important to be aware of them when you communicate with others.</p>
<p><b>P225</b> Transformational Coaching</p>	<ul style="list-style-type: none"> <li>State what transformational coaching is and when it could be used</li> <li>Describe the importance of values and beliefs in transformational change, using Dilt's logical levels model</li> <li>Identify the features of transformational dialogue</li> <li>Identify Mezirow's phases of transformation</li> </ul>	<p>Explores what transformational coaching is and what areas it might cover. Considers the nature of personal change and what is required for transformation.</p>
<p><b>P246</b> Understanding Empathy</p>	<ul style="list-style-type: none"> <li>Describe the difference between empathy and sympathy</li> <li>State how empathy develops trust and strong relationships</li> </ul>	<p>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.</p>
<p><b>P213</b> What is Coaching?</p>	<ul style="list-style-type: none"> <li>Define what coaching is</li> <li>List some types of coaching</li> <li>Describe a non-directive approach and its benefits</li> </ul>	<p>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.</p>

# 6

## Motivation

Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

pearl of wisdom®	Learning Outcomes	Pearl Descriptor
<p><b>P209</b> Appraisals – The Appraisee's Guide</p>	<ul style="list-style-type: none"> <li>State the purpose of an appraisal</li> <li>Plan to get the most out of your own appraisal meeting</li> </ul>	<p>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.</p>

<p><b>P154</b> Benefits of Delegation</p>	<ul style="list-style-type: none"> <li>State why delegation is a key skill of an effective manager</li> <li>Describe the benefits of good delegation for the individual, the manager and the organisation</li> </ul>	<p>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.</p>
<p><b>P216</b> Discipline and the Manager's Role</p>	<ul style="list-style-type: none"> <li>Describe the difference between misconduct and gross misconduct</li> <li>Describe the difference between performance and relationship issues</li> <li>State the importance of keeping records during the discipline process</li> </ul>	<p>Describes the manager's role in dealing with disciplinary issues. Defines misconduct and gross misconduct, and performance and relationship issues.</p>
<p><b>P283</b> Eight Career Anchors – Edgar Schein</p>	<ul style="list-style-type: none"> <li>State what the 8 Career anchors are</li> <li>Begin to identify which are your primary career anchors and what that can mean to your career choices</li> </ul>	<p>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?</p>
<p><b>P287</b> Erikson's Life Stage Theory</p>	<ul style="list-style-type: none"> <li>Name the stages identified by Erikson's theory</li> <li>Describe the different motivators inherent at each stage</li> </ul>	<p>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.</p>
<p><b>P167</b> Force Field Analysis</p>	<ul style="list-style-type: none"> <li>Identify two types of force that influence change</li> <li>List the steps in using the tool to determine if a proposed change is viable.</li> </ul>	<p>A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.</p>
<p><b>P241</b> Giving Constructive Feedback</p>	<ul style="list-style-type: none"> <li>Describe why giving feedback is important</li> <li>Recognise differences between motivational and developmental feedback</li> <li>Outline how to give feedback</li> </ul>	<p>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.</p>
<p><b>P215</b> Grievance and the Manager's Role</p>	<ul style="list-style-type: none"> <li>Describe the responsibility of the manager in handling a grievance</li> <li>State the importance of the grievance interview</li> <li>State the importance of keeping records during the grievance process</li> </ul>	<p>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.</p>
<p><b>P253</b> Herzberg's Two Factor Theory</p>	<ul style="list-style-type: none"> <li>Describe the meaning of hygiene and motivating factors</li> <li>Identify which of Herzberg's factors are the motivating factors and which are hygiene factors</li> </ul>	<p>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.</p>

<b>P288</b> <b>Immaturity Maturity Theory – Chris Argyris</b>	<ul style="list-style-type: none"> <li>State the seven dimensions of the Immaturity to Maturity model</li> <li>Describe the importance of development of maturity both personally and at work</li> </ul>	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.
<b>P267</b> <b>Maslow's Hierarchy of Needs</b>	<ul style="list-style-type: none"> <li>Recognise where people are in the hierarchy of motivational needs</li> <li>Describe each level of the hierarchy</li> </ul>	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.
<b>P286</b> <b>McClelland – Needs-Based Motivation Theory</b>	<ul style="list-style-type: none"> <li>State the three types of motivation identified by McClelland</li> <li>Describe effective approaches to motivation and feedback for each type</li> </ul>	Introduces the classic motivational theory from David McClelland and considers the implications for the way we motivate the three differing types of needs.
<b>P170</b> <b>McGregor's Theory X and Theory Y</b>	<ul style="list-style-type: none"> <li>Outline the different styles of Theory X and Theory Y managers</li> <li>Describe the behaviours of each style</li> </ul>	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.
<b>P282</b> <b>Motivation and Management Systems – Rensis Likert</b>	<ul style="list-style-type: none"> <li>State the four systems proposed by Likert's research</li> <li>Identify which of the four systems is the optimum for best organisational results, and why</li> </ul>	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.
<b>P171</b> <b>Motivation Directions</b>	<ul style="list-style-type: none"> <li>Describe the two motivational directions</li> <li>Recognise the motivational direction of yourself and others</li> </ul>	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.
<b>P305</b> <b>Social Identity Theory</b>	<ul style="list-style-type: none"> <li>List the stages associated with Social Identity Theory</li> <li>State what is meant by in-groups and out-groups</li> </ul>	Introduces Tajfel and Turner's Theory of Social Identity. 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.
<b>P211</b> <b>Support Methods for Performance Improvement</b>	<ul style="list-style-type: none"> <li>State the importance of looking wider than just training courses when considering learning options</li> <li>State the importance of learning styles when choosing a support method for improvement</li> </ul>	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.

<b>P265</b> <b>The Engaging Manager</b>	<ul style="list-style-type: none"> <li>State what is meant by an 'engaging manager'</li> <li>Identify the behaviours and impact of an engaging manager</li> </ul>	Discusses the behaviours and attributes of the engaging manager and demonstrates how engaged employees display discretionary effort and work with colleagues to improve performance.
<b>P284</b> <b>The Hawthorne Experiments</b>	<ul style="list-style-type: none"> <li>List the experiments carried out and their results on the employees</li> <li>State the impact of the Hawthorne Experiments on our understanding of employee motivation</li> </ul>	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.
<b>P281</b> <b>The Psychological Contract</b>	<ul style="list-style-type: none"> <li>State what the psychological contract is</li> <li>What effect the psychological contract has on both employer and employee</li> <li>Describe the importance of maintaining a positive psychological contract</li> </ul>	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.
<b>P199</b> <b>Values - Based Leadership</b>	<ul style="list-style-type: none"> <li>State the seven levels of consciousness in Barrett's model</li> <li>State the famous motivational model that maps to Barrett's Seven Levels</li> </ul>	Explores Richard Barrett's Seven Levels of Consciousness which give a fresh perspective on motivation and the drivers behind your own decision-making. It introduces a framework that shows the path to authentic leadership.
<b>P285</b> <b>Vroom's Expectancy Theory</b>	<ul style="list-style-type: none"> <li>State the three components of Vroom's Theory</li> <li>Describe how these three components influence individuals' motivational force</li> </ul>	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.

# 7

## Effective Communication

Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

<i>pearl of wisdom</i> ®	Learning Outcomes	Pearl Descriptor
<b>P338</b> <b>AID and PEG</b>	<ul style="list-style-type: none"> <li>Define the components of these two feedback models</li> <li>Identify appropriate situations to use each model</li> </ul>	Introduces two feedback models: AID (Action Impact Do) and PEG (Performance Expectations Gap). These can be useful to you in preparing for your feedback conversations.

<p><b>P210</b> <b>Appraisal - Manager's Guide</b></p>	<ul style="list-style-type: none"> <li>State the value of an effective appraisal meeting</li> <li>Identify how to ensure effective performance of this key management responsibility</li> </ul>	<p>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.</p>
<p><b>P209</b> <b>Appraisals – The Appraisee's Guide</b></p>	<ul style="list-style-type: none"> <li>State the purpose of an appraisal</li> <li>Plan to get the most out of your own appraisal meeting</li> </ul>	<p>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</p>
<p><b>P139</b> <b>Asking Good Questions</b></p>	<ul style="list-style-type: none"> <li>Name different types of questions that you can use</li> <li>Select and use different types of questions to get the information you need</li> </ul>	<p>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.</p>
<p><b>P254</b> <b>Barriers to Effective Communication</b></p>	<ul style="list-style-type: none"> <li>Define barriers to Communication</li> <li>Describe how to overcome these barriers</li> </ul>	<p>Examines common barriers to communication, their causes, and what can be done to resolve them.</p>
<p><b>P292</b> <b>Betari Box</b></p>	<ul style="list-style-type: none"> <li>Describe the impact that your own attitude has on your relationships with others</li> <li>Use the Betari Box to consciously shape your communication approach</li> </ul>	<p>The Betari Box is a simple structure that reveals how our personal attitudes drive the behaviours that others see from us. It's these behaviours that others react to, and the right attitude will drive the right behaviours.</p>
<p><b>P177</b> <b>BOOSTing Your Feedback</b></p>	<ul style="list-style-type: none"> <li>List what B.O.O.S.T. stands for</li> <li>Recognise the value of planning when intending to give feedback</li> <li>Outline how to give feedback to someone using the BOOST checklist</li> </ul>	<p>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.</p>
<p><b>P217</b> <b>Conflict - Causes, Symptoms and Cures</b></p>	<ul style="list-style-type: none"> <li>Identify eight reasons for conflict in the workplace</li> <li>Describe the signs and symptoms of conflict</li> <li>Describe the 'Interest-Based Relational Approach' to conflict resolution</li> </ul>	<p>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.</p>
<p><b>P164</b> <b>Developing Your Influencing Skills</b></p>	<ul style="list-style-type: none"> <li>State the nine influencing strategies</li> <li>Define the importance of adapting your influencing style in different situations</li> </ul>	<p>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.</p>
<p><b>P208</b> <b>Difficult Conversations</b></p>	<ul style="list-style-type: none"> <li>Outline a structure in order to assess your current situation and provide a methodical approach in dealing with difficult conversations</li> </ul>	<p>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.</p>

<p><b>P299</b> <b>Effective Presentations</b></p>	<ul style="list-style-type: none"> <li>State the six clusters of effective presentations</li> <li>List Adair's 'six principles of effective speaking'</li> </ul>	<p>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.</p>
<p><b>P151</b> <b>Feeding back with a BIFF</b></p>	<ul style="list-style-type: none"> <li>List what B.I.F.F. stands for</li> <li>Recognise the importance of taking care when giving feedback</li> <li>Outline how to give feedback to someone using the Biff Model</li> </ul>	<p>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.</p>
<p><b>P300</b> <b>Focus Groups Pros and Cons</b></p>	<ul style="list-style-type: none"> <li>State what a focus group is</li> <li>List the pros and cons of focus groups</li> </ul>	<p>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.</p>
<p><b>P241</b> <b>Giving Constructive Feedback</b></p>	<ul style="list-style-type: none"> <li>Describe why giving feedback is important</li> <li>Recognise differences between motivational and developmental feedback</li> <li>Outline how to give feedback</li> </ul>	<p>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.</p>
<p><b>P271</b> <b>Importance of Good Communication</b></p>	<ul style="list-style-type: none"> <li>Describe why good communication is important to the business</li> <li>Describe the five key aspects of effective management communication</li> </ul>	<p>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.</p>
<p><b>P218</b> <b>Informal and Formal Approaches To Performance Improvement</b></p>	<ul style="list-style-type: none"> <li>Describe the informal performance management approach</li> <li>State the purpose of an informal performance management meeting</li> <li>Describe when to engage the formal process</li> </ul>	<p>Describes how informal performance management could be an effective way of dealing with low performance without the necessity of resorting to a formal process.</p>
<p><b>P245</b> <b>Johari's Window</b></p>	<ul style="list-style-type: none"> <li>Describe the four quadrants of the Johari Window model</li> <li>State how the model relates to giving and receiving feedback</li> </ul>	<p>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.</p>
<p><b>P277</b> <b>Levels of Listening</b></p>	<ul style="list-style-type: none"> <li>Describe how listening occurs at four different levels</li> <li>Identify the characteristics of listening at each level</li> <li>Identify the features of effective active and deep listening to aid skills development</li> </ul>	<p>Explores how we can improve our listening skills by being aware of our focus and effort at four simple levels.</p>

<p><b>P240</b> <b>Management Speak and Weasel Words</b></p>	<ul style="list-style-type: none"> <li>Define the meaning of 'management speak'</li> <li>Describe what is meant by 'weasel words' and why they devalue what we say</li> </ul>	<p>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.</p>
<p><b>P262</b> <b>Mission Statements and Their Value</b></p>	<ul style="list-style-type: none"> <li>Define what a mission statement is</li> <li>State how a mission statement can benefit an organisation and its managers</li> <li>Describe how a manager can use the mission statement to motivate their team</li> </ul>	<p>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.</p>
<p><b>P336</b> <b>Motivational and Developmental Feedback</b></p>	<ul style="list-style-type: none"> <li>Contrast motivational and developmental feedback</li> <li>State the importance of balancing these</li> </ul>	<p>Considers the aims of both types of feedback. Discusses the positive and negative impact on staff of too little or too much of both types of feedback.</p>
<p><b>P274</b> <b>Objective versus Subjective Feedback</b></p>	<ul style="list-style-type: none"> <li>Identify the characteristics of different types of feedback</li> <li>Define objective and subjective feedback</li> <li>Describe how to use a continuum to consider which feedback type to use in which situation</li> </ul>	<p>Explores different types of feedback and how they can be used to improve management and performance.</p>
<p><b>P145</b> <b>Presenting Data To Your Audience</b></p>	<ul style="list-style-type: none"> <li>Describe key questions you need to ask yourself when planning to present data to your audience</li> <li>Recognise the importance of identifying your audience and picking the right ways to communicate with them</li> </ul>	<p>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.</p>
<p><b>P207</b> <b>Seven Principles of Fierce Conversations</b></p>	<ul style="list-style-type: none"> <li>Name Susan Scott's Seven Principles of Fierce Conversations</li> <li>Describe how silence can be used in conversations</li> </ul>	<p>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.</p>
<p><b>P162</b> <b>de Bono's Six Thinking Hats®</b></p>	<ul style="list-style-type: none"> <li>List the functions of each of the six coloured hats</li> <li>Recognise how to use Six Thinking Hats® to run successful meetings</li> </ul>	<p>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.</p>
<p><b>P211</b> <b>Support Methods for Performance Improvement</b></p>	<ul style="list-style-type: none"> <li>State the importance of looking wider than just training courses when considering learning options</li> <li>State the importance of learning styles when choosing a support method for improvement</li> </ul>	<p>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.</p>

<p><b>P335</b> <b>T-Account</b></p>	<ul style="list-style-type: none"> <li>State the purpose of the WWW and EBI elements of the model</li> <li>Outline how to apply the T-Account</li> </ul>	<p>Introduces this quick and simple technique to structure a constructive feedback conversation. Explores the value of asking 'What Went Well' and 'Even Better If'.</p>
<p><b>P276</b> <b>Ten Tips for Better Listening</b></p>	<ul style="list-style-type: none"> <li>Describe why our listening skills can often be ineffective</li> <li>Identify ten practical ways in which you can improve your listening</li> <li>Recognise how to use the ten suggestions as a tool to assess your own listening skills</li> </ul>	<p>Explores ten practical suggestions that help you become a more effective listener and enhance your communication skills.</p>
<p><b>P275</b> <b>The Golden Rules of Giving Feedback</b></p>	<ul style="list-style-type: none"> <li>Describe why feedback can be sensitive and difficult</li> <li>State three simple rules to get a more positive response to developmental feedback</li> <li>Describe the importance of praise in giving balanced feedback</li> </ul>	<p>Explores how we can improve our skills of giving feedback to get a positive response from others.</p>
<p><b>P273</b> <b>The What and Why of Metacommunications</b></p>	<ul style="list-style-type: none"> <li>State what is meant by the term metacommunications</li> <li>Describe some examples of 'double talk' or 'reading between the lines'</li> <li>Identify the characteristics of metacommunications</li> <li>State why metacommunications are important</li> </ul>	<p>Explores what metacommunications are, and why it is important to be aware of them when you communicate with others.</p>
<p><b>P333</b> <b>THINK</b></p>	<ul style="list-style-type: none"> <li>Identify the importance of THINKing before a difficult conversation</li> <li>State the five components of the THINK model</li> </ul>	<p>Starting with a famous Maya Angelou quote this pearl explores how people will remember the way that you make them feel. It unpacks a five stage model which is designed to help you sustain good working relationships.</p>
<p><b>P263</b> <b>Two Way Communication</b></p>	<ul style="list-style-type: none"> <li>Describe the stages of effective communication</li> <li>Recognise the importance of using the right communication method</li> </ul>	<p>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.</p>
<p><b>P246</b> <b>Understanding Empathy</b></p>	<ul style="list-style-type: none"> <li>Describe the difference between empathy and sympathy</li> <li>State how empathy develops trust and strong relationships</li> </ul>	<p>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.</p>
<p><b>P149</b> <b>Using Data and Information</b></p>	<ul style="list-style-type: none"> <li>Describe the difference between data and information</li> <li>Describe the relationship between data and information</li> </ul>	<p>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.</p>



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pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
<b>P264</b> <b>Action Centred Leadership</b>	<ul style="list-style-type: none"> <li>Name the three elements of the ACL model</li> <li>Describe the importance of balancing all three</li> </ul>	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.
<b>P206</b> <b>Belbin Team Roles – An Introduction</b>	<ul style="list-style-type: none"> <li>Describe the importance of the right blend of team roles</li> <li>State the 9 Belbin Team Roles</li> </ul>	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.
<b>P154</b> <b>Benefits of Delegation</b>	<ul style="list-style-type: none"> <li>State why delegation is a key skill of an effective manager</li> <li>Describe the benefits of good delegation for the individual, the manager and the organisation</li> </ul>	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.
<b>P197</b> <b>Change - Overcoming Resistance</b>	<ul style="list-style-type: none"> <li>State the four key categories of resistance</li> <li>Describe approaches to overcome the resistance so commonly faced during change</li> </ul>	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.
<b>P150</b> <b>Conflict – Thomas &amp; Kilmann</b>	<ul style="list-style-type: none"> <li>Describe the five conflict resolution styles</li> <li>State when to use each of the conflict handling styles</li> </ul>	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.
<b>P303</b> <b>Dunbar's Number</b>	<ul style="list-style-type: none"> <li>State Dunbar's Number</li> <li>Describe the significance of the number of team size</li> </ul>	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.
<b>P339</b> <b>Effective Dispersed Team Working</b>	<ul style="list-style-type: none"> <li>Identify two steps to build the team</li> <li>State the importance of communication in managing the dispersed team</li> </ul>	Looks at how the explosion of communications technology has enabled the creation of geographically dispersed teams, and at the challenge of managing such teams.

<b>P304</b> <b>Fisher - Decision Emergence</b>	<ul style="list-style-type: none"> <li>State the names and order of the four steps to Decision Emergence</li> <li>Describe the team behaviours at each level</li> </ul>	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.
<b>P253</b> <b>Herzberg's Two Factor Theory</b>	<ul style="list-style-type: none"> <li>Describe the meaning of hygiene and motivating factors</li> <li>Identify which of Herzberg's factors are the motivating factors and which are hygiene factors</li> </ul>	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.
<b>P259</b> <b>Kolb Learning Cycle</b>	<ul style="list-style-type: none"> <li>Identify different learning styles and how each fits in Kolb's learning cycle</li> <li>Recognise your own learning style and the learning styles of other team members</li> </ul>	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.
<b>P170</b> <b>McGregor's Theory X and Theory Y</b>	<ul style="list-style-type: none"> <li>Outline the different styles of Theory X and Theory Y managers</li> <li>Describe the behaviours of each style</li> </ul>	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.
<b>P268</b> <b>Situational Leadership</b>	<ul style="list-style-type: none"> <li>Describe the different leadership styles</li> <li>Recognise when to adapt your style to the needs of people and different situations</li> </ul>	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.
<b>P162</b> <b>de Bono's Six Thinking Hats®</b>	<ul style="list-style-type: none"> <li>List the functions of each of the six coloured hats</li> <li>Recognise how to use Six Thinking Hats® to run successful meetings</li> </ul>	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.
<b>P305</b> <b>Social Identity Theory</b>	<ul style="list-style-type: none"> <li>List the stages associated with Social Identity Theory</li> <li>State what is meant by in-groups and out-groups</li> </ul>	Introduces Tajfel and Turner's Theory of Social Identity. 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.
<b>P158</b> <b>Taking Responsibility</b>	<ul style="list-style-type: none"> <li>Describe some benefits of taking responsibility and owning your mistakes</li> <li>Identify the impact of blaming others for your mistakes</li> </ul>	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.
<b>P178</b> <b>Tannenbaum and Schmidt's Leadership Continuum</b>	<ul style="list-style-type: none"> <li>Describe the leadership continuum</li> <li>Identify when to use different leadership styles</li> </ul>	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.



<b>P265</b> <b>The Engaging Manager</b>	<ul style="list-style-type: none"> <li>State what is meant by an 'engaging manager'</li> <li>Identify the behaviours and impact of an engaging manager</li> </ul>	Discusses the behaviours and attributes of the engaging manager and demonstrates how engaged employees display discretionary effort and work with colleagues to improve performance.
<b>P281</b> <b>The Psychological Contract</b>	<ul style="list-style-type: none"> <li>State what the psychological contract is</li> <li>What effect the psychological contract has on both employer and employee</li> <li>Describe the importance of maintaining a positive psychological contract</li> </ul>	This video looks at the concept of the psychological contract – the unwritten 'deal' between the employer and employee. It considers what happens when that deal gets broken, and the business and personal benefits of having a positive psychological contract in place
<b>P302</b> <b>Tuckman – Stages of Group Development</b>	<ul style="list-style-type: none"> <li>State the levels of performance identified by Tuckman</li> <li>Describe the performance characteristics of teams in each of the levels</li> </ul>	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.

# 9

## Strategy and Organisation

Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

pearl of wisdom®	Learning Outcomes	Pearl Descriptor
<b>P193</b> <b>Change - Eight Stages of Commitment</b>	<ul style="list-style-type: none"> <li>State the 8 stages to embedded change</li> <li>Describe the negative alternatives at each stage</li> </ul>	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.
<b>P195</b> <b>Change - Executing Change</b>	<ul style="list-style-type: none"> <li>State the four steps to effectively delivering change</li> <li>Describe why step four is the most important, and often the least well delivered</li> </ul>	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.
<b>P186</b> <b>Dealing with the 5 Temptations of a Leader</b>	<ul style="list-style-type: none"> <li>State the five temptations of a leader according to Lencioni</li> <li>Describe strategies to overcome the temptations</li> </ul>	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.

<b>P187</b> <b>Ethical Leadership - Kasthuri Henry</b>	<ul style="list-style-type: none"> <li>Outline the six elements of Kasthuri Henry's Comprehensive Ethical Leadership Model</li> <li>State the meaning of ethical leadership</li> </ul>	Introduces Kasthuri Henry's Ethical Leadership Model and describes each of the six elements, and encourages thought on your development as an ethical leader.
<b>P185</b> <b>Five Temptations of a Leader</b>	<ul style="list-style-type: none"> <li>State the five temptations of a leader according to Lencioni</li> <li>Describe how these temptations impact on the organisation</li> </ul>	Looks at the temptations facing organisational leaders and explains how these temptations lead to complications that impact on the business.
<b>P204</b> <b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>State what key performance indicators are</li> <li>Describe the importance of good KPI's to the performance of your organisation</li> </ul>	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.
<b>P266</b> <b>Knowledge Management</b>	<ul style="list-style-type: none"> <li>State the meaning of knowledge management</li> <li>Describe why knowledge management is central to the success of a business</li> </ul>	Discusses why knowledge management is fundamental to the efficient and effective delivery of business outcomes. It describes the five common elements behind successful knowledge management approaches, and encourages you to consider the do's and don'ts when introducing KM initiatives in the workplace.
<b>P255</b> <b>Kotter's 8 Step Change Model</b>	<ul style="list-style-type: none"> <li>Identify the eight stages of the model</li> <li>Describe how to deal with change effectively</li> </ul>	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.
<b>P172</b> <b>Leadership Management Debate</b>	<ul style="list-style-type: none"> <li>Describe the key distinctions between leadership and management behaviours</li> <li>Identify the complementary strengths of managers and leaders</li> </ul>	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.
<b>P201</b> <b>McKinsey Seven S Model</b>	<ul style="list-style-type: none"> <li>State the seven S's of the model</li> <li>Describe how the Seven S Model affects organisational performance</li> </ul>	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.
<b>P262</b> <b>Mission Statements and Their Value</b>	<ul style="list-style-type: none"> <li>Define what a mission statement is</li> <li>State how a mission statement can benefit an organisation and its managers</li> <li>Describe how a manager can use the mission statement to motivate their team</li> </ul>	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.
<b>P171</b> <b>Motivation Directions</b>	<ul style="list-style-type: none"> <li>Describe the two motivational directions</li> <li>Recognise the motivational direction of yourself and others</li> </ul>	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.

<b>P269</b> <b>Organisational Structures</b>	<ul style="list-style-type: none"> <li>Describe various different organisation structures</li> <li>Recognise the structure of your own organisation</li> </ul>	Explains the variety and differences in organisational structures and how the right structure will maximise the efficiency and success of the organisation.
<b>P198</b> <b>Paine's Manager Compass</b>	<ul style="list-style-type: none"> <li>Describe why ethics needs to be part of your everyday decision making at work</li> <li>List the four parts of Paine's compass</li> </ul>	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.
<b>P202</b> <b>PESTLE Analysis</b>	<ul style="list-style-type: none"> <li>State the importance of the PESTLE analysis</li> <li>List the 6 elements of the PESTLE acronym</li> </ul>	Examines how the classic PEST analysis has developed and extended to PESTLE, and highlights the importance of a PESTLE analysis ahead of project implementation.
<b>P152</b> <b>Political Awareness</b>	<ul style="list-style-type: none"> <li>State what is meant by 'politics in the workplace'</li> <li>Describe how 'negative workplace politics' impact on staff and the organisation</li> </ul>	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.
<b>P203</b> <b>Stakeholders - Analysing Power and Interest</b>	<ul style="list-style-type: none"> <li>State the value of the Stakeholder grid</li> <li>Reproduce a stakeholder grid for your own work situation or project</li> </ul>	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.
<b>P147</b> <b>SWOT Analysis</b>	<ul style="list-style-type: none"> <li>Define the acronym S, W, O and T</li> <li>State the benefits of a SWOT analysis when planning for the future</li> </ul>	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.
<b>P261</b> <b>Tapping into Innovation</b>	<ul style="list-style-type: none"> <li>State the importance of tapping into employee creativity</li> <li>Describe the two approaches discussed for awakening dormant creativity within your people</li> </ul>	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.
<b>P155</b> <b>The Power of Values</b>	<ul style="list-style-type: none"> <li>Describe how values determine behaviour and behaviour determines performance</li> <li>Identify the workplace values of your organisation</li> </ul>	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.
<b>P160</b> <b>Your Development - Organisational Objectives</b>	<ul style="list-style-type: none"> <li>Describe how an organisational learning culture has a positive impact on the individual</li> </ul>	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.

# 10

## Leadership and Management Styles

Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

<i>pearl of wisdom</i> ®	Learning Outcomes	Pearl Descriptor
<b>P264</b> <b>Action Centred Leadership</b>	<ul style="list-style-type: none"> <li>Name the three elements of the ACL model</li> <li>Describe the importance of balancing all three</li> </ul>	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.
<b>P210</b> <b>Appraisal - Manager's Guide</b>	<ul style="list-style-type: none"> <li>State the value of an effective appraisal meeting</li> <li>Identify how to ensure effective performance of this key management responsibility</li> </ul>	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.
<b>P173</b> <b>Authentic Leadership – An Introduction</b>	<ul style="list-style-type: none"> <li>State the elements of 'building the case for your leadership'</li> <li>State 'the four essential practices of leadership'</li> </ul>	Introduces Goffee and Jones' recipe for Authentic Leadership under the context of 'Why should anyone be led by you?'
<b>P174</b> <b>Balancing Authenticity and Skill</b>	<ul style="list-style-type: none"> <li>Describe the four leadership styles</li> </ul>	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'?
<b>P292</b> <b>Betari Box</b>	<ul style="list-style-type: none"> <li>Describe the impact that your own attitude has on your relationships with others</li> <li>Use the Betari Box to consciously shape your communication approach</li> </ul>	The Betari Box is a simple structure that reveals how our personal attitudes drive the behaviours that others see from us. It's these behaviours that others react to, and the right attitude will drive the right behaviours.
<b>P248</b> <b>Blake and Mouton Management</b>	<ul style="list-style-type: none"> <li>Describe the four sectors of the grid when examining task vs people orientation</li> <li>Recognise which best describes your own style</li> </ul>	Looks at the Blake and Mouton grid which considers the dynamics between Task and Person orientation. The five differing Management styles are discussed here.
<b>P186</b> <b>Dealing with the 5 Temptations of a Leader</b>	<ul style="list-style-type: none"> <li>State the five temptations of a leader according to Lencioni</li> <li>Describe strategies to overcome the temptations</li> </ul>	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.

<p><b>P164</b> <b>Developing Your Influencing Skills</b></p>	<ul style="list-style-type: none"> <li>State the nine influencing strategies</li> <li>Define the importance of adapting your influencing style in different situations</li> </ul>	<p>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.</p>
<p><b>P216</b> <b>Discipline and the Manager's Role</b></p>	<ul style="list-style-type: none"> <li>Describe the difference between misconduct and gross misconduct</li> <li>Describe the difference between performance and relationship issues</li> <li>State the importance of keeping records during the discipline process</li> </ul>	<p>Describes the manager's role in dealing with disciplinary issues. Defines misconduct and gross misconduct, and performance and relationship issues.</p>
<p><b>P187</b> <b>Ethical Leadership - Kasthuri Henry</b></p>	<ul style="list-style-type: none"> <li>Outline the six elements of Kasthuri Henry's Comprehensive Ethical Leadership Model</li> <li>State the meaning of ethical leadership</li> </ul>	<p>Introduces Kasthuri Henry's Ethical Leadership Model and describes each of the six elements, and encourages thought on your development as an ethical leader.</p>
<p><b>P200</b> <b>Ethics – Roadblocks To Ethical Decisions</b></p>	<ul style="list-style-type: none"> <li>State the five roadblocks to ethical leadership</li> <li>Describe how understanding the 5 roadblocks can support you making ethical decisions</li> </ul>	<p>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.</p>
<p><b>P260</b> <b>Fayol's 14 Principles of Management</b></p>	<ul style="list-style-type: none"> <li>List the six primary functions &amp; responsibilities of management</li> <li>List Fayol's 14 principles of management</li> </ul>	<p>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.</p>
<p><b>P185</b> <b>Five Temptations of a Leader</b></p>	<ul style="list-style-type: none"> <li>State the five temptations of a leader according to Lencioni</li> <li>Describe how these temptations impact on the organisation</li> </ul>	<p>Looks at the temptations facing organisational leaders and explains how these temptations lead to complications that impact on the business.</p>
<p><b>P169</b> <b>Getting Leadership Right</b></p>	<ul style="list-style-type: none"> <li>Describe the challenge of 'being a flexible leader'</li> <li>Recognise your current style of leadership</li> <li>List some ways to expand the ways in which you can be flexible in your leadership style</li> </ul>	<p>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.</p>
<p><b>P215</b> <b>Grievance and the Manager's Role</b></p>	<ul style="list-style-type: none"> <li>Describe the responsibility of the manager in handling a grievance</li> <li>State the importance of the grievance interview</li> <li>State the importance of keeping records during the grievance process</li> </ul>	<p>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.</p>

<p><b>P196</b> <b>Leadership - Myth of the Complete Leader</b></p>	<ul style="list-style-type: none"> <li>Describe why the idea of the complete leader is a myth</li> <li>Describe the approach of the 'Incomplete Leader'</li> </ul>	<p>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'.</p>
<p><b>P172</b> <b>Leadership Management Debate</b></p>	<ul style="list-style-type: none"> <li>Describe the key distinctions between leadership and management behaviours</li> <li>Identify the complementary strengths of managers and leaders</li> </ul>	<p>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.</p>
<p><b>P157</b> <b>Management Styles</b></p>	<ul style="list-style-type: none"> <li>Describe why managers need to use a range of management styles</li> <li>List Hay Group's six different management styles</li> </ul>	<p>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.</p>
<p><b>P170</b> <b>McGregor's Theory X and Theory Y</b></p>	<ul style="list-style-type: none"> <li>Outline the different styles of Theory X and Theory Y managers</li> <li>Describe the behaviours of each style</li> </ul>	<p>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.</p>
<p><b>P190</b> <b>Seven Keys To Leadership</b></p>	<ul style="list-style-type: none"> <li>List the seven key skills of a successful leader</li> <li>State the difference between personal leadership and leadership from the heart</li> </ul>	<p>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.</p>
<p><b>P268</b> <b>Situational Leadership</b></p>	<ul style="list-style-type: none"> <li>Describe the different leadership styles</li> <li>Recognise when to adapt your style to the needs of people and different situations</li> </ul>	<p>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.</p>
<p><b>P178</b> <b>Tannenbaum and Schmidt's Leadership Continuum</b></p>	<ul style="list-style-type: none"> <li>Describe the leadership continuum</li> <li>Identify when to use different leadership styles</li> </ul>	<p>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.</p>
<p><b>P250</b> <b>The EI Journey</b></p>	<ul style="list-style-type: none"> <li>Describe the four box emotional intelligence model</li> <li>State the value of emotional intelligence</li> </ul>	<p>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.</p>
<p><b>P265</b> <b>The Engaging Manager</b></p>	<ul style="list-style-type: none"> <li>State what is meant by an 'engaging manager'</li> <li>Identify the behaviours and impact of an engaging manager</li> </ul>	<p>Discusses the behaviours and attributes of the engaging manager and demonstrates how engaged employees display discretionary effort and work with colleagues to improve performance.</p>

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pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
<b>P236</b> Budgeting Methods	<ul style="list-style-type: none"> <li>Define the features of incremental and zero based budgeting</li> <li>Compare and contrast incremental and zero based budgeting</li> <li>Explain the advantages and disadvantages of incremental and zero based budgeting</li> </ul>	Explores two different approaches to budgeting.
<b>P294</b> Configuration and Change Control	<ul style="list-style-type: none"> <li>Explain why configuration and change control processes are vital to project success</li> <li>Identify basic configuration management processes</li> <li>Describe what is included in a configuration management strategy</li> <li>Consider the consequences of failing to control changes within a project</li> </ul>	Explores the what and why of configuration and change control.
<b>P233</b> Controlled Project Closure	<ul style="list-style-type: none"> <li>Identify the reasons why a project may come to a close</li> <li>Use a checklist to prepare the project for closure</li> <li>Explain how to manage project handover so that the project benefits are realised</li> <li>Consider the value of project evaluation and lessons learnt</li> </ul>	Explores the final stage of the project and how it should be managed.
<b>P140</b> Cost Benefit Analysis	<ul style="list-style-type: none"> <li>State the advantages of using a Cost Benefit Analysis</li> <li>Describe the four stages of creating a CBA</li> </ul>	Discusses the importance of Cost Benefit Analysis to financial decision making, and talks through the four key steps in creating your own CBA.
<b>P234</b> Creating the Business Case	<ul style="list-style-type: none"> <li>Explain the importance of a Business Case</li> <li>Determine the components that make up the Business Case</li> <li>Consider how to compare the status quo with the future created by the project</li> <li>Identify methods to show expected results</li> </ul>	Explores the purpose and components of the Business Case.

<b>P290</b> Critical Path Analysis	<ul style="list-style-type: none"> <li>Explain what critical path analysis is used for</li> <li>Distinguish between sequential and parallel activities</li> <li>Consider the most effective scheduling of sequential and parallel activities</li> <li>Explain how to use circle and arrow diagrams to schedule activity and show the critical path</li> <li>Identify some ways of shortening the critical path so that projects can be delivered in shorter timescales</li> </ul>	Explores how to use the critical path analysis method to plan project activities.
<b>P142</b> Effective Action Planning	<ul style="list-style-type: none"> <li>Identify the stages of a good action plan</li> <li>Reproduce an effective action plan with clear deliverables and deadlines</li> </ul>	Takes you through the steps of effective action planning from identifying your goal and purpose through to implementing and follow-up of the plan.
<b>P168</b> Fishbone Diagram	<ul style="list-style-type: none"> <li>Outline the benefits of the Fishbone Diagram</li> <li>Describe how to breakdown problems by identifying their causes</li> <li>Reproduce a Fishbone Diagram</li> </ul>	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.
<b>P167</b> Force Field Analysis	<ul style="list-style-type: none"> <li>Identify two types of force that influence change</li> <li>List the steps in using the tool to determine if a proposed change is viable.</li> </ul>	A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.
<b>P143</b> Gantt Charts	<ul style="list-style-type: none"> <li>Describe how Gantt charts capture the relationships between activities and timescales in projects</li> <li>Identify the steps to build a Gantt chart</li> <li>State what a critical path is on a Gantt chart</li> </ul>	Gantt charts; a visual representation of a project schedule. It explains how to go about constructing a Gantt chart to produce a critical path.
<b>P243</b> Goals and Objectives	<ul style="list-style-type: none"> <li>State the difference between goals and objectives</li> <li>Describe the purpose of goals and objectives</li> </ul>	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.
<b>P141</b> Good Decision Making	<ul style="list-style-type: none"> <li>List three decision making conditions that influence your decisions</li> <li>Describe each decision making condition</li> </ul>	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.



<p><b>P288</b>  <b>Immaturity Maturity Theory – Chris Argyris</b></p>	<ul style="list-style-type: none"> <li>State the seven dimensions of the Immaturity to Maturity model</li> <li>Describe the importance of development of maturity both personally and at work</li> </ul>	<p>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</p>
<p><b>P163</b>  <b>Inverse Brainstorming</b></p>	<ul style="list-style-type: none"> <li>State how inverse brainstorming works</li> <li>Recognise how inverse brainstorming encourages creative thinking</li> </ul>	<p>Introduces the concept of inverse brainstorming and gives you examples of how to use the technique to think about issues from a different angle.</p>
<p><b>P204</b>  <b>Key Performance Indicators</b></p>	<ul style="list-style-type: none"> <li>State what key performance indicators are</li> <li>Describe the importance of good KPI's to the performance of your organisation</li> </ul>	<p>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.</p>
<p><b>P157</b>  <b>Management Styles</b></p>	<ul style="list-style-type: none"> <li>Describe why managers need to use a range of management styles</li> <li>List Hay Group's six different management styles</li> </ul>	<p>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.</p>
<p><b>P289</b>  <b>Managing Project Communications</b></p>	<ul style="list-style-type: none"> <li>Explain why effective communication is a key project management skill</li> <li>Consider ways to tailor the message for impact</li> <li>Identify reporting systems that add clarity to project communications</li> <li>Determine the role of the communication plan in project management</li> </ul>	<p>Explores how the project manager can communicate effectively within the project environment.</p>
<p><b>P293</b>  <b>Managing Project Risk</b></p>	<ul style="list-style-type: none"> <li>Explain the benefits of managing project risks</li> <li>Identify circumstances in which increases</li> <li>Use an 5 step process to manage project risks</li> <li>Identify standard responses to risk</li> </ul>	<p>Explores the how and why of managing project risks.</p>
<p><b>P201</b>  <b>McKinsey Seven S Model</b></p>	<ul style="list-style-type: none"> <li>State the seven S's of the model</li> <li>Describe how the Seven S Model affects organisational performance</li> </ul>	<p>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.</p>

<p><b>P235</b>  <b>Options Appraisals</b></p>	<ul style="list-style-type: none"> <li>Explain the benefits of appraising options</li> <li>Use and eight step approach to undertake an options appraisal</li> <li>Explain the importance of clear objectives and evidence as part of the options appraisal process</li> <li>Identify different ways to appraise options</li> </ul>	<p>Explores an eight step approach to appraising project options.</p>
<p><b>P198</b>  <b>Paine's Manager Compass</b></p>	<ul style="list-style-type: none"> <li>Describe why ethics needs to be part of your everyday decision making at work</li> <li>List the four parts of Paine's compass</li> </ul>	<p>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.</p>
<p><b>P202</b>  <b>PESTLE Analysis</b></p>	<ul style="list-style-type: none"> <li>State the importance of the PESTLE analysis</li> <li>List the 6 elements of the PESTLE acronym</li> </ul>	<p>Examines how the classic PEST analysis has developed and extended to PESTLE, and highlights the importance of a PESTLE analysis ahead of project implementation.</p>
<p><b>P144</b>  <b>Plan Do Check Act</b></p>	<ul style="list-style-type: none"> <li>Name the four stages of the PDCA cycle</li> <li>Describe how to apply the cycle to problem solving and managing change</li> </ul>	<p>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.</p>
<p><b>P296</b>  <b>Presenting your Business Case</b></p>	<ul style="list-style-type: none"> <li>State the 5 cases that make up the OGC model</li> <li>Describe the key elements of case</li> </ul>	<p>The 5 Case Model is recommended by the Office of Government Commerce as the standard for the preparation of a business case. This video introduces the requirements and the purpose of each of the cases that, together, will make your business case convincing.</p>
<p><b>P168</b>  <b>Fishbone Diagram</b></p>	<ul style="list-style-type: none"> <li>Outline the benefits of the Fishbone Diagram</li> <li>Describe how to breakdown problems by identifying their causes</li> <li>Reproduce a Fishbone Diagram</li> </ul>	<p>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.</p>
<p><b>P227</b>  <b>Project Environment</b></p>	<ul style="list-style-type: none"> <li>Define what is meant by the project environment</li> <li>Identify the different factors that are considered within a project environment</li> <li>Explain how these factors impact on a project and the way it is managed</li> <li>Explain the importance of understanding and managing the project environment</li> </ul>	<p>Explores what a project environment is and why it is important.</p>



<p><b>P228</b> <b>Project Management Methodologies</b></p>	<ul style="list-style-type: none"> <li>• Define what a project management methodology is</li> <li>• Explain the benefits of using project management methodologies</li> <li>• Compare and contrast traditional and modern methods</li> <li>• Consider which methodologies may work for your project and your organisation</li> </ul>	<p>Explores the what and why of project management methodologies.</p>
<p><b>P238</b> <b>Project Stakeholder – Internal and External</b></p>	<ul style="list-style-type: none"> <li>• Define internal and external stakeholders and provide examples of each</li> <li>• Identify the different perspectives of a range of stakeholders and consider how this impacts on your project</li> <li>• Consider how best to work with a range of stakeholders and meet their needs</li> <li>• Give examples of interdependency between the project manager and stakeholders</li> </ul>	<p>Explores the internal and external stakeholders and their relationship with the project.</p>
<p><b>P232</b> <b>Project Start-up and Control</b></p>	<ul style="list-style-type: none"> <li>• Identify the processes that take place in advance of implementation</li> <li>• Define a project brief, project mandate and project initiation document</li> <li>• Identify what project controls are considered at the start up stage</li> <li>• Explain the consequences of inadequate planning on project implementation and project outcomes</li> </ul>	<p>Explores the initiation of a project and the processes for a controlled project start up.</p>
<p><b>P295</b> <b>Project Quality</b></p>	<ul style="list-style-type: none"> <li>• Define what quality is in a project management context</li> <li>• Distinguish between quality assurance and quality control</li> <li>• Explain the pre-requisites and the benefits of quality assurance</li> <li>• Consider how to undertake quality control</li> </ul>	<p>Explores how quality can be managed in a project.</p>
<p><b>P239</b> <b>SMART Objectives</b></p>	<ul style="list-style-type: none"> <li>• Define the meaning of SMART objectives</li> <li>• State the value of using SMART objectives</li> </ul>	<p>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.</p>

<p><b>P203</b> <b>Stakeholders - Analysing Power and Interest</b></p>	<ul style="list-style-type: none"> <li>• State the value of the Stakeholder grid</li> <li>• Reproduce a stakeholder grid for your own work situation or project</li> </ul>	<p>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.</p>
<p><b>P146</b> <b>Stakeholders – Role and Importance To Your Audience</b></p>	<ul style="list-style-type: none"> <li>• List different types of stakeholders</li> <li>• Outline why you need to spend time on effectively managing stakeholders</li> </ul>	<p>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.</p>
<p><b>P261</b> <b>Tapping into Innovation</b></p>	<ul style="list-style-type: none"> <li>• State the importance of tapping into employee creativity</li> <li>• Describe the two approaches discussed for awakening dormant creativity within your people</li> </ul>	<p>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.</p>
<p><b>P229</b> <b>The Project Executive</b></p>	<ul style="list-style-type: none"> <li>• Explain the role of the project executive</li> <li>• Explain who could fulfil the role of the project executive</li> <li>• Identify the key responsibilities of the project executive</li> <li>• Consider the behaviours and skills required to be an effective project executive</li> </ul>	<p>Explores the roles and responsibilities of the Project Executive.</p>
<p><b>P230</b> <b>The Project Lifecycle</b></p>	<ul style="list-style-type: none"> <li>• Identify the different stages of the project lifecycle</li> <li>• Explain the key activities and responsibilities at each stage</li> <li>• Identify some of the pitfalls of not progressing through each stage</li> <li>• Consider the impact of the project lifecycle on resourcing</li> </ul>	<p>Explores what happens at each stage of the project lifecycle.</p>
<p><b>P231</b> <b>The Project Manager</b></p>	<ul style="list-style-type: none"> <li>• Explain the role of the project manager</li> <li>• Identify the key responsibilities of the project manager</li> <li>• Identify the work outputs of the project manager</li> <li>• Consider the skillset of an effective project manager</li> </ul>	<p>Explores the roles and responsibilities of the Project Manager.</p>

<b>P149</b> <b>Using Data and Information</b>	<ul style="list-style-type: none"> <li>Describe the difference between data and information</li> <li>Describe the relationship between data and information</li> </ul>	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.
<b>P226</b> <b>What is a Project?</b>	<ul style="list-style-type: none"> <li>Provide a definition of the word project</li> <li>Identify the key features of projects</li> <li>Explain how projects differ from business as usual</li> <li>Distinguish between projects and programmes</li> </ul>	Explores what is meant by a 'project'.
<b>P291</b> <b>Work Breakdown Structures</b>	<ul style="list-style-type: none"> <li>Explain the benefits of producing a work breakdown structure</li> <li>Construct a simple work breakdown structure</li> <li>Determine the level of granularity required</li> <li>Use a work breakdown structure to help assign work and budgets</li> </ul>	Explores what a work breakdown structure is, and how it can assist project management.

# 12

## Critical Thinking, Problem Solving and Decision Making

Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

<i>pearl of wisdom</i> ®	Learning Outcomes	Pearl Descriptor
<b>P315</b> <b>8 Reasoning Errors in Critical Thinking</b>	<ul style="list-style-type: none"> <li>State what the 8 Common reasoning errors are</li> <li>Listen out for these errors in your own, and others' arguments</li> </ul>	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.
<b>P313</b> <b>8 Roadblocks to Critical Thinking</b>	<ul style="list-style-type: none"> <li>State the 8 roadblocks and their impact</li> <li>Develop approaches to avoiding these pitfalls</li> </ul>	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.
<b>P311</b> <b>Alternatives, Possibilities and Choices (APC)</b>	<ul style="list-style-type: none"> <li>Broaden your critical thinking ability</li> <li>State the importance, and technique, of considering alternatives, possibilities and choices during your analysis</li> </ul>	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.

<b>P316</b> <b>Becoming a Critical Thinker</b>	<ul style="list-style-type: none"> <li>State the characteristics of a critical thinker</li> <li>Describe what stage you are at in the development of your own critical thinking ability</li> </ul>	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'.
<b>P292</b> <b>Betari Box</b>	<ul style="list-style-type: none"> <li>Describe the impact that your own attitude has on your relationships with others</li> <li>Use the Betari Box to consciously shape your communication approach</li> </ul>	The Betari Box is a simple structure that reveals how our personal attitudes drive the behaviours that others see from us. It's these behaviours that others react to, and the right attitude will drive the right behaviours.
<b>P310</b> <b>Consequences and Sequels (C&amp;S)</b>	<ul style="list-style-type: none"> <li>Broaden your critical thinking ability</li> <li>State the importance, and technique, of considering the consequences and sequels of your decision</li> </ul>	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.
<b>P323</b> <b>Criteria-Based Harvesting of Ideas</b>	<ul style="list-style-type: none"> <li>Describe the process of Criteria-Based Harvesting of Ideas</li> <li>Demonstrate the use of this technique in decision-making</li> </ul>	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.
<b>P141</b> <b>Good Decision Making</b>	<ul style="list-style-type: none"> <li>List three decision making conditions that influence your decisions</li> <li>Describe each decision making condition</li> </ul>	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.
<b>P322</b> <b>Dot Voting/Multi Voting for Decisions Making</b>	<ul style="list-style-type: none"> <li>Describe and demonstrate the dot-voting technique</li> <li>Describe and demonstrate the multi-voting technique</li> </ul>	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.
<b>P312</b> <b>Factors and Priorities (CAF &amp; FIP)</b>	<ul style="list-style-type: none"> <li>Broaden your critical thinking ability</li> <li>State the importance, and technique, of considering all factors, and the first important factors when reaching a decision</li> </ul>	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.
<b>P168</b> <b>Fishbone Diagram</b>	<ul style="list-style-type: none"> <li>Outline the benefits of the Fishbone Diagram</li> <li>Describe how to breakdown problems by identifying their causes</li> <li>Reproduce a Fishbone Diagram</li> </ul>	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.
<b>P167</b> <b>Force Field Analysis</b>	<ul style="list-style-type: none"> <li>identify two types of force that influence change</li> <li>list the steps in using the tool to determine if a proposed change is viable.</li> </ul>	A tool built by Kurt Lewin that analyses the different forces that influence change; either helping or hindering successful change in organisations.
<b>P324</b> <b>Innovation – Enhancement Checklist</b>	<ul style="list-style-type: none"> <li>Describe what the enhancement checklist is</li> <li>Demonstrate the use of the checklist in action</li> </ul>	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.

<b>P319</b> Innovation – Hamel's Ideas Funnel	<ul style="list-style-type: none"> <li>Describe the purpose of the ideas funnel</li> <li>State the importance of having a lot of ideas.</li> </ul>	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.
<b>P318</b> Innovation – The Ideas Pipeline	<ul style="list-style-type: none"> <li>Describe the purpose of the ideas pipeline</li> <li>Describe and define the 'gates' along the pipeline</li> </ul>	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.
<b>P317</b> Methodical v Intuitive Decision Making	<ul style="list-style-type: none"> <li>Describe the conventional wisdom of the methodical approach to decision making</li> <li>Articulate the counter argument that supports intuitive decision making</li> </ul>	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...
<b>P309</b> Other People's Views (OPV)	<ul style="list-style-type: none"> <li>Broaden your critical thinking ability</li> <li>State the importance, and technique, of considering other people's views</li> </ul>	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.
<b>P321</b> Paired Comparisons for Decision Making	<ul style="list-style-type: none"> <li>Describe the technique of paired comparisons</li> <li>Complete a paired comparisons analysis</li> </ul>	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...
<b>P314</b> Root Cause Analysis – 5 Whys?	<ul style="list-style-type: none"> <li>State what is meant by the term root cause analysis</li> <li>Demonstrate the use of the 5 Whys technique</li> </ul>	This video looks at route cause analysis and its importance to accurate analysis and decision making. The '5 Whys' technique is a simple but effective way of getting to the root of your problem to solve the cause, not the symptom.
<b>P148</b> Thoughts on Thinking	<ul style="list-style-type: none"> <li>State what CoRT thinking means</li> <li>Describe the PMI thinking tool</li> </ul>	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.
<b>P165</b> Unfreeze for Change	<ul style="list-style-type: none"> <li>Describe the three steps of the "Unfreeze, Change, Freeze" model</li> <li>State how to use the model to make change happen</li> </ul>	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.
<b>P149</b> Using Data and Information	<ul style="list-style-type: none"> <li>Describe the difference between data and information</li> <li>Describe the relationship between data and information</li> </ul>	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.

# 13

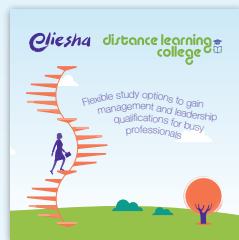
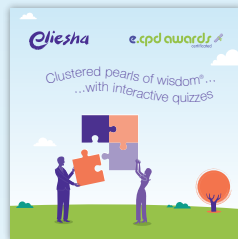
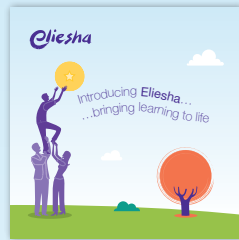
## Creative Thinking, Creativity and Innovation

Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

pearl of wisdom ®	Learning Outcomes	Pearl Descriptor
<b>P311</b> Alternatives, Possibilities and Choices (APC)	<ul style="list-style-type: none"> <li>Broaden your critical thinking ability</li> <li>State the importance, and technique, of considering alternatives, possibilities and choices during your analysis</li> </ul>	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.
<b>P337</b> Application of Mind Maps	<ul style="list-style-type: none"> <li>List the applications of mind mapping</li> <li>State the benefits of mind mapping</li> </ul>	Explores the six common areas where mind maps have proven to be particularly useful. And encourages you to think of personal opportunities to use mind maps.
<b>P325</b> Brainstorming	<ul style="list-style-type: none"> <li>State the process of effective brainstorming</li> <li>Avoid the pitfalls of 'social loafing'</li> </ul>	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...
<b>P329</b> Challenges to Creativity – Ken Robinson	<ul style="list-style-type: none"> <li>Describe some of the challenges to creative thinking that we face</li> <li>Apply Sir Ken Robinson's ideas to your own leadership style</li> </ul>	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.
<b>P166</b> Creating Affinity Diagrams	<ul style="list-style-type: none"> <li>Outline the benefits of an Affinity Diagram</li> <li>Reproduce an Affinity Diagram</li> </ul>	Illustrates the technique of creating Affinity Diagrams. After introducing the benefits, you are taken through the process of creating your own.
<b>P327</b> Divergent and Convergent Thinking	<ul style="list-style-type: none"> <li>Define the terms divergent and convergent thinking</li> <li>Describe the appropriate times to use each different type of thinking</li> </ul>	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...
<b>P312</b> Factors and Priorities (CAF & FIP)	<ul style="list-style-type: none"> <li>Broaden your critical thinking ability</li> <li>State the importance, and technique, of considering all factors, and the first important factors when reaching a decision</li> </ul>	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.
<b>P168</b> Fishbone Diagram	<ul style="list-style-type: none"> <li>Outline the benefits of the Fishbone Diagram</li> <li>Describe how to breakdown problems by identifying their causes</li> <li>Reproduce a Fishbone Diagram</li> </ul>	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.

<p><b>P319</b> Innovation – Hamel's Ideas Funnel</p>	<ul style="list-style-type: none"> <li>• Describe the purpose of the ideas funnel</li> <li>• State the importance of having a <i>lot</i> of ideas.</li> </ul>	<p>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.</p>
<p><b>P163</b> Inverse Brainstorming</p>	<ul style="list-style-type: none"> <li>• State how inverse brainstorming works</li> <li>• Recognise how inverse brainstorming encourages creative thinking</li> </ul>	<p>Introduces the concept of inverse brainstorming and gives you examples of how to use the technique to think about issues from a different angle.</p>
<p><b>P328</b> Lateral Thinking for Creativity</p>	<ul style="list-style-type: none"> <li>• Define what lateral thinking is</li> <li>• Describe the process of the lateral thinking technique</li> </ul>	<p>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.</p>
<p><b>P320</b> Mind Maps</p>	<ul style="list-style-type: none"> <li>• State what Mind Maps are, and their purpose</li> <li>• Create your own Map using the Mind Mapping rules</li> </ul>	<p>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.</p>
<p><b>P326</b> Priming the Mind for Creativity</p>	<ul style="list-style-type: none"> <li>• Describe two different 'Priming' techniques</li> <li>• Demonstrate the use of priming in creative thinking</li> </ul>	<p>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.</p>
<p><b>P162</b> de Bono's Six Thinking Hats®</p>	<ul style="list-style-type: none"> <li>• List the functions of each of the six coloured hats</li> <li>• Recognise how to use Six Thinking Hats® to run successful meetings</li> </ul>	<p>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.</p>
<p><b>P331</b> Support Ideas and Innovation</p>	<ul style="list-style-type: none"> <li>• Describe why it's important to be supportive of new ideas</li> <li>• Apply techniques that welcome ideas and suggestions from others in a supportive manner</li> </ul>	<p>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.</p>
<p><b>P261</b> Tapping into Innovation</p>	<ul style="list-style-type: none"> <li>• State the importance of tapping into employee creativity</li> <li>• Describe the two approaches discussed for awakening dormant creativity within your people</li> </ul>	<p>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.</p>
<p><b>P330</b> Top Ten Tips for the Innovative Leader</p>	<ul style="list-style-type: none"> <li>• Describe the top ten tips</li> <li>• Discuss how to you would apply these techniques to enhance workplace innovation</li> </ul>	<p>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.</p>

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