

The Workshops

Through out the programme practical exercises and simulations are done in order to test learner's skills.







Programmes are run as workshops.

All programmes are tailored to meet the requirements of the organization and learners.

The workshops can be combined with other modules and tailored to suit the specific learning requirements of the company and the individuals.








MindLeap also offers Call Centre Training and Secretarial Development for Junior and Senior Secretaries.

COMMUNICATION SKILLS PROGRAMME OUTLINES

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
ASSERTIVENESS SKILLS	<ul style="list-style-type: none">  Identify and define the three styles of behaviour  Understand the impact of the three styles on our relationships  Circles of control  Communication model  Assertiveness techniques <ul style="list-style-type: none"> ○ Broken record ○ Fogging ○ Enquiry ○ Negative assertion ○ Empathy ○ "I" message  Simulations/Role plays 	<ul style="list-style-type: none"> ○ Communication ○ Decision Making ○ Initiating Action ○ Gaining Commitment ○ Building strategic working relationships ○ Building trust






WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
CONFLICT MANAGEMENT	<ul style="list-style-type: none"> 📁 What is conflict and what impact does it have personally and professionally 📁 Communication model 📁 Circles of control 📁 Defining individual roles in a conflict situation 📁 Analysing own conflict style 📁 Cycle of conflict 📁 People, behaviours and labels 📁 Handling and resolving conflict in the workplace 📁 Simulations/Role plays 	<ul style="list-style-type: none"> ○ Communication ○ Decision Making ○ Initiating Action ○ Gaining Commitment ○ Building strategic working relationships ○ Building trust



WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
WRITING SKILLS	<ul style="list-style-type: none"> 📁 Paradigms of business writing 📁 Main objectives are clarity, speed and image 📁 Write to express not impress 📁 Six principles of clear writing <ul style="list-style-type: none"> ○ clear and familiar ○ short and simple ○ active not passive ○ involve people ○ conversational style ○ gathering information 📁 Structure of <ul style="list-style-type: none"> ○ Reports 📁 Final presentation 	<ul style="list-style-type: none"> ○ Information Monitoring ○ Gaining Commitment ○ Communication ○ Planning and Organising ○ Work Standards ○ Impact

PROGRAMME	OUTLINE	BEHAVIOURS DEVELOPED
STRUCTURED COMMUNICATION	<ul style="list-style-type: none"> <li data-bbox="526 394 911 562">  Baseline Assessment <ul style="list-style-type: none"> <li data-bbox="667 436 911 562">○ SHERLOCK HOLMES – communication detective <li data-bbox="526 579 987 716">  Ladder of Inference <ul style="list-style-type: none"> <li data-bbox="667 621 987 716">○ The art of reaching a conclusion through reasoning <li data-bbox="526 732 805 762">  Assertiveness <li data-bbox="526 772 976 989">  Communication <ul style="list-style-type: none"> <li data-bbox="667 812 954 842">○ Verbal/Non Verbal <li data-bbox="667 852 922 915">○ Barriers to open communication <li data-bbox="667 926 976 989">○ How to ensure clear communication <li data-bbox="526 1005 976 1142">  Dialogue <ul style="list-style-type: none"> <li data-bbox="667 1047 976 1142">○ Balancing advocacy (telling) and inquiry (asking) <li data-bbox="526 1159 841 1188">  Behaviour Styles <li data-bbox="526 1199 911 1304">  Listening Skills <ul style="list-style-type: none"> <li data-bbox="667 1230 911 1304">○ Three levels of listening 	Building strategic relationships Building partnerships Conflict management

SALES SKILLS PROGRAMME OUTLINES

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
<p>NEGOTIATION SKILLS</p>	<p>DAY ONE</p> <ul style="list-style-type: none"> 📁 What is negotiation? 📁 When do we negotiate? 📁 Consequence of failed negotiations 📁 Barriers to negotiating 📁 The groups experiences of negotiations 📁 Myths surrounding negotiations 📁 Black and White which one is right? <ul style="list-style-type: none"> ○ Experiential activity which test our current negotiation skills and ability to close the sale 📁 Steps in the negotiation process <ul style="list-style-type: none"> ○ using the black and white experience we will then develop a negotiation process 📁 Negotiation tactics <p>DAY TWO</p> <ul style="list-style-type: none"> 📁 Simulations <ul style="list-style-type: none"> ○ Group will be required to negotiate a situation that will be decided in day one 	<ul style="list-style-type: none"> ○ Sales Ability and Persuasiveness ○ Communication ○ Planning and Organising ○ Decision Making ○ Tenacity ○ Negotiation ○ Initiating Action ○ Gaining Commitment

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
<p>PRESENTATION SKILLS</p>	<p><u>Day One</u></p> <p> Pre assessment unprepared presentation – video recording</p> <p> Preparing for your presentation What information needs to be included and why</p> <p> Structuring your presentation</p> <ul style="list-style-type: none"> ○ What percentage of your presentation should you allocate to the introduction, body and conclusion ○ Steps to follow in order to successfully present by using features and benefits <p> Utilising visual aids</p> <ul style="list-style-type: none"> ○ Aspects important to PowerPoint presentations <p> Delivering your presentation</p> <ul style="list-style-type: none"> ○ Getting the audience on your side ○ Understanding audience styles and using that knowledge to target each style in the audience in order to meet the individuals requirements ○ Understanding body language ○ Making an impact <p>Viewing of the video to assist in the learners in preparing for their final presentation</p> <p><u>Day Two</u></p>	<p>Planning and Organising Sales Ability and Persuasiveness Adaptability Communication Customer Focus Energy Formal Presentation Impact</p>


WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
	<ul style="list-style-type: none"> <li data-bbox="521 338 1049 436">  Post assessment – prepared formal presentation video recording <li data-bbox="521 443 1049 510">  Viewing of video recording to assist with final evaluation <p data-bbox="521 541 1049 674">The above information is the theory part of the programme. The programme is supported by three experiential learning activities.</p>	






WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
DIALOGUE SELLING USING EQ	<ul style="list-style-type: none"> 📁 Let the talks begin <ul style="list-style-type: none"> ○ Image ○ Strategy ○ Elements of selling ○ Identify potential customers ○ Dealing effectively with different customers 📁 Generating selling opportunities <ul style="list-style-type: none"> ○ Preparing for the presentation ○ Customers needs ○ Questioning skills ○ Product positioning 📁 Dealing with objections <ul style="list-style-type: none"> ○ Overcoming objections ○ Closing 📁 Recording and evaluating <ul style="list-style-type: none"> ○ Follow up ○ Sales tools 	<ul style="list-style-type: none"> ○ Sales Ability ○ Information Monitoring ○ Gaining Commitment ○ Communication ○ Planning and Organising ○ Work Standards ○ Impact ○ Building strategic relationships ○ Customer focus ○

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
<p>DYNAMIC SKILLS FOR TELEPHONE SALES</p>	<p>Module One – 3.5 hours</p> <ul style="list-style-type: none"> ☞ Welcome ☞ Creating successful behaviour through attitude <ul style="list-style-type: none"> ○ Tone ○ Pitch ○ Speed ○ Telephone skills ☞ Understanding our selling behaviour and our clients buying behaviour – what makes them buy? <p>Evening Assignment</p> <ul style="list-style-type: none"> ☞ Understanding the competition <p>Module Two – 3.5 hours</p> <ul style="list-style-type: none"> ☞ Newspaper Sales <ul style="list-style-type: none"> ○ To provide an opportunity for sales consultants to practise ‘selling’. To identify areas for improvement in the sales technique employed ☞ Sales call analysis <p>This exercise is useful for training an existing telesales teams when your objective is to increase the amount of dialogue between the customer and sales persons and to increase the number of open questions used.</p> <ul style="list-style-type: none"> ○ To analyse a typical sales call and identify areas for improvement. To assess who does most of the talking in a typical sales call. To consider the importance of open questions in sales calls. <p>Evening Assignment</p> <ul style="list-style-type: none"> ☞ Questions and selling points 	<ul style="list-style-type: none"> ○ Gaining Commitment ○ Communication ○ Work Standards ○ Impact ○ Customer focus ○ Sales ability and persuasiveness ○ Initiating action ○ Quality orientation

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
	<ul style="list-style-type: none"> ○ To generate a list of open questions that can be used during participants' sales calls/meetings. To generate a list of unique selling points for the product or service that participants sell. To group these according to where they would most naturally be used in the sales process. <p>Module Three – 3.5 hours</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ To identify why potential customers don't like receiving sales calls. To consider the skills that sales consultants will need to use to get their message heard by potential buyers <p>Overcoming objections</p> <ul style="list-style-type: none"> ○ To identify common objections that participants face when trying to sell a product or service. To identify ways of challenging objections in a constructive way using open questions and persuasive statements <p>Module Four – 3.5 hours</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ To examine common problems/conundrums associated with telesales and discuss ways of overcoming these. To highlight and share best practices and tips for making telesales calls 	

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
	<p style="text-align: center;">successful.</p> <ul style="list-style-type: none"> 📁 30 second pitch <ul style="list-style-type: none"> ○ To give participants an opportunity to develop an effective 30-second sales pitch. To test the pitch for effectiveness. 📁 Closing 📁 Handling fear and rejection 	

PROGRAMME	OUTLINE	BEHAVIOURS DEVELOPED
<p>HELPDESK PROFESSIONAL</p>	<p>Day One</p> <p> 21 Century Service Quality Excellence</p> <p>Thorough knowledge and understanding of:</p> <ul style="list-style-type: none"> • Who your customers are • How they interact with your business • How they wish to interact in the future • What services should you develop or improve • Delivering service excellent <p>This will be done through:</p> <ul style="list-style-type: none"> • SWOT Analyse of current service • Understanding the needs of our customers to day • 10 things customers expect from a provider of service • Determinants of customer behaviours • Identify and analyse the gaps between expectations and delivery of service <p>Customer surveys - creating measurables</p>	<p>Technical/Professional Knowledge and Skills Planning and Organising Adaptability Initiating Action Gaining Commitment Information Monitoring Decision Making Building Strategic Working Relationships Building Customer Loyalty Customer Focus Work Standards</p>

PROGRAMME	OUTLINE	BEHAVIOURS DEVELOPED
HELPDESK PROFESSIONAL	<p>Day Two</p> <ul style="list-style-type: none">  World class standards <ul style="list-style-type: none"> • Sound the part • Act the part  Effective Communication <ul style="list-style-type: none"> • Listening skills • Techniques to assist in dealing with difficult people  Standard telephone etiquette <ul style="list-style-type: none"> • Positive scripting <p>The use of negative phrases is no longer in practice (“not in”, “unfortunately”, “unavailable”)</p> <p>Telling the client what we can do for them “I will”, “let me”, “he/she will”</p>  Questioning techniques <ul style="list-style-type: none"> • Assertiveness skills  Implementation Plan 	Technical/Professional Knowledge and Skills Planning and Organising Adaptability Initiating Action Gaining Commitment Information Monitoring Decision Making Building Strategic Working Relationships Building Customer Loyalty Customer Focus Work Standards

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
<p>SERVICE QUALITY EXCELLENCE</p>	<ul style="list-style-type: none"> 📁 Service paradigm shift 📁 Internal and external customers 📁 Customers as a source of revenue <ul style="list-style-type: none"> ○ Impact of losing customers 📁 Customer expectations 📁 Modern Telephone Etiquette 📁 Building relationships with customers <ul style="list-style-type: none"> ○ Listening skills ○ Questioning techniques ○ Empathy 📁 Dealing with complaints 📁 Dealing with difficult people 📁 Using assertiveness to improve relations between internal and external customers 	<ul style="list-style-type: none"> ○ Communication ○ Decision Making ○ Initiating Action ○ Gaining Commitment ○ Contributing to team success ○ Work standards ○ Customer focus ○ Building customer relations

MANAGEMENT SKILLS PROGRAMME OUTLINES

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
<p>DEVELOPING HUMAN CAPITAL</p>	<p>Human capital is the most vital aspect of any business. It is also the most demanding. The programme looks at guiding a manager through the necessary aspects of developing human capital.</p> <p>📁 Module one</p> <ul style="list-style-type: none"> ○ Personal influencing style ○ Understanding myself and how I manage. ○ Understanding the individuals in the team and how to manage them for maximum productivity ○ Assignment – develop a team profile and assess current management style of each team member <p>📁 Module two</p> <ul style="list-style-type: none"> ○ The performance process ○ Understanding the three phases of the performance process ○ Defining key results areas, objective, measurable ○ Communicating this with team members ○ assignment <p>📁 Module three</p> <ul style="list-style-type: none"> ○ Managing poor, marginal, high performers ○ 12 principles of modern management ○ Succession planning ○ Assignment 	<ul style="list-style-type: none"> ○ Information Monitoring ○ Gaining Commitment ○ Communication ○ Planning and Organising ○ Work Standards ○ Impact ○ Building trust ○ Building a successful team ○ Decision making ○ Delegating ○ Building strategic working relationships ○ Developing others

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
	<ul style="list-style-type: none"> 📁 Module four <ul style="list-style-type: none"> ○ Johari window ○ Five key principles of communication ○ Assignment 📁 Module five <ul style="list-style-type: none"> ○ The art of giving and receiving feedback ○ Assertiveness ○ Time and stress management ○ Assignment 	

COMPETENCY BASED INTERVIEWING WORKSHOP – EFFECTIVE RECRUITMENT PROCESSES

Effective selection Systems

The selection of a new team member is a major investment for your organisation and the candidate. Developing and maintaining a selection system that yields solid returns-productive employees who enjoy their responsibilities and seek opportunities to continuously improve their jobs-is critical to the success of every organisation. The most Effective selection systems share three goals:

Accuracy

Equity

Buy-in

Accuracy is the ability of your selection process to validly predict applicant's job performance. Consider the following questions.

What good is a:

Calculator that computes but produces incorrect answers?

Tour guide is unfamiliar with the area?

Selection process that fails to predict applicants' performance on the job?

Not much.

In each case, you end up someplace or with something other than what you expect. Targeted Selection is a proven, practical, consistent, legally credible system that provides a firm foundation for accurate hiring decisions and gives you the tools and skills to gather and evaluate data effectively.

Equity is the assurance that your selection system gives every qualified applicant a fair and equal chance to be selected. An equitable selection system:

Is based on valid requirements that are applied consistently.

Uses the same job-related hiring standards for all applicants.

Screens out applicants for job-related reasons only, not because of their diversity.









Buy-in is the extent to which the people involved in the selection process perceive its worth.

Interviewers and candidates " buy into " a selection system if:

Their time during the selection process is well spent.

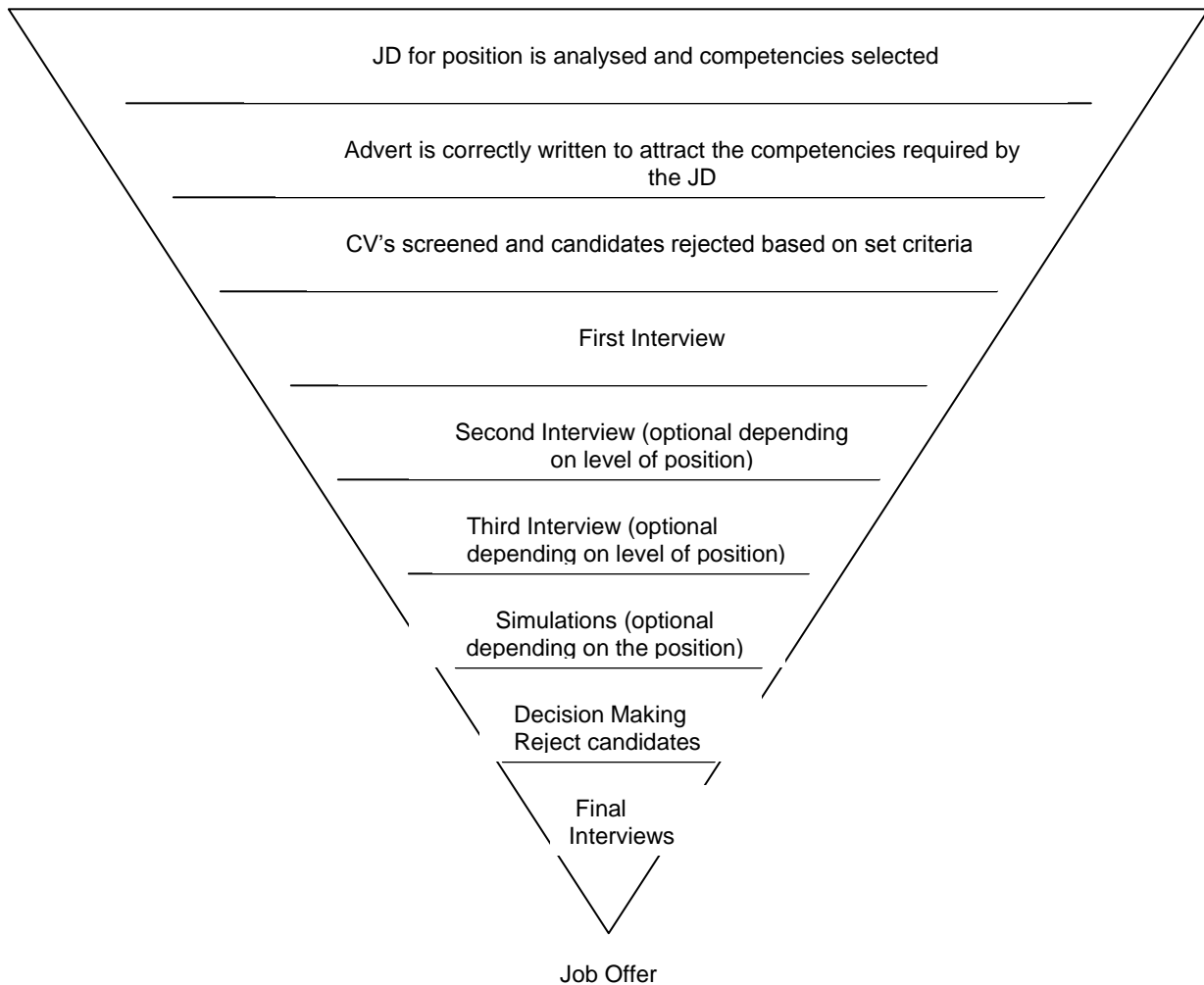
Everyone benefits by going through the selection process, regardless of the hiring decision made.

The image of the organisation and the dignity of all applicants are preserved.

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
<p>COMPETENCY BASED RECRUITMENT</p>	<p>Day One</p> <ul style="list-style-type: none">  Dimensions/competencies <ul style="list-style-type: none"> ○ What is a dimension? ○ What is its value in recruitment  Gathering data <ul style="list-style-type: none"> ○ Gathering of information on what the applicant has done ○ Behaviour questions ○ Follow up questions  Motivational fit <ul style="list-style-type: none"> ○ Job, organisation and location fit  Interview guide <ul style="list-style-type: none"> ○ Having a structured interview  Processes to follow during and interview <ul style="list-style-type: none"> ○ Legal requirements  Evening assignment <ul style="list-style-type: none"> ○ Prepare for an interview on day two <p>Day Two</p> <ul style="list-style-type: none">  Practical interview session  Decision making process 	<ul style="list-style-type: none"> ○ Communication ○ Decision Making ○ Initiating Action ○ Gaining Commitment ○ Building strategic working relationships ○ Building trust ○ Contributing to team success

Process

Recruiters/managers will be taught how to align their recruitment with the critical needs of the company by ensuring that a selection system flow is in place.



GENERAL SKILLS

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
TIME MANAGEMENT	<ul style="list-style-type: none"> 📁 Introduction to time 📁 Assumptions of time <ul style="list-style-type: none"> ○ 21 assumptions we need to change on how to manage time 📁 Time management is changing habits 📁 Action Plan <ul style="list-style-type: none"> ○ Setting objectives ○ Prioritizing ○ Analyse the use of your time ○ Deal with paper ○ How our behaviour affects our time ○ 30 ways to make more time 	<ul style="list-style-type: none"> ○ Managing work ○ Communication ○ Stress management ○ Delegating ○ Decision making ○ Planning

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
STRESS MANAGEMENT	<ul style="list-style-type: none"> 📁 What is stress? 📁 Identify personal stress symptoms 📁 Identify your behaviours and how it contributes to stress 📁 Know what your job requires 📁 Stress vs. performance 📁 Techniques for dealing with stress <ul style="list-style-type: none"> ○ Communication ○ Drop, change and embrace technique ○ “Let it go!” 	<ul style="list-style-type: none"> ○ Stress tolerance ○ Planning ○ Communication ○ Decision making ○ Initiating action

WORKSHOP	OUTLINE	BEHAVIOURS DEVELOPED
PROFESSIONAL FRONTLINE SKILLS	<p>Day one</p> <ul style="list-style-type: none"> ☞ World class professionalism <ul style="list-style-type: none"> ○ Setting reception standards ☞ Projecting a professional image <ul style="list-style-type: none"> ○ Sound the part ○ Act the part ○ Dress the part ☞ Customer service <ul style="list-style-type: none"> ○ Identifying our customers needs ○ Moments of truth ☞ Call management <ul style="list-style-type: none"> ○ Professional greeting ○ Using clients name ○ Placing calls on hold ○ Transferring calls ○ Screening calls ○ Positive scripting – solutions for the client <p>Day two</p> <ul style="list-style-type: none"> ☞ Message taking ☞ Listening skills ☞ Dealing with difficult people ☞ Taking responsibility 	<ul style="list-style-type: none"> ○ Communication ○ Contributing to team success ○ Customer focus ○ Initiating action ○ Work standards ○ Adaptability

COACHING

DAY ONE

Lord of the Dance - Video

Module 1 – Understanding our Team

- Understanding behaviour profiles
- Discovering ways to interact with the different behaviour profiles
- Transactional analysis
 - To provide participants with a way of understanding behaviour and improving communication.
 - To provide a very basic introduction to transactional analysis.

Module 2 – The Sheep Trail – Effective Communication and Continuous Improvement

- To test participants' planning and communication skills.
- To demonstrate the importance of listening and using summary and clarification to check understanding.
- To consider what makes communication effective and the dangers of getting it wrong.
- To energise a group of participants.

Module 3 – Introduction to Feedback

- To build an understanding of the characteristics and differences between constructive feedback, praise and criticism.
- To explain the importance of constructive feedback.
- To build awareness of "good practice" guidelines for providing constructive feedback.

Module 4 – Re--scripting Feedback

- To encourage participants to consider the art of feedback and to ensure their feedback is appropriate and objective.
- To enable participants to identify useful, helpful, constructive feedback.
- To clarify what makes useful, constructive feedback.
- To develop participants ability to give constructive feedback.
- To consider how it feels to be on the receiving end of destructive or unhelpful feedback.

Module 5 – Remaining Neutral

- To consider the pitfalls and dangers of giving advice when helping staff solve their own problems.
- To consider the dangers of making judgements or assumptions about the nature of someone else's problem

DAY TWO

Module 6 – Introduction to Coaching

- To enable participants to be able to define coaching and its purpose.
- To explain the key differences between coaching and mentoring.
- To enable participants to describe a basic coaching model.
- To identify the core skills required by effective coaches.

Module 7 – Coaching System

- Case Study
- Coaching principles
- Coaching process

A - Agree roles and performance standards

'A' is about making sure that the coachee knows what is expected of them, in terms of:

- Targets / objectives, and how they are measured
- Key performance indicators
- Performance standards
- Quality in terms of structure and behaviours

Talk to them about how the coaching relationship will operate, to gain their commitment.

C - Collating data before meeting with a coachee to give them feedback, or to review their recent performance:

- What **quantitative** data or metrics can you use?
- What **qualitative** information have you found through observation or feedback from other people? (e.g. customer or peer feedback).
- *Do it WITH them, not TO them.*

○ **S – Structure** a development plan

▪ Types of Questions to use

- **Procedural – 2-8%**
Using statements about process, past or future.
- **Ordering – 3-10%**
Giving instructions to 'do' something
- **Informing – 5-15%**
Giving facts or offering recommendations or suggestions for change
- **Drawing out – 12-38%**
Asking questions to obtain information, opinions and feelings and to test yours and their understanding
- **Confronting – 5-10%**
Challenging behaviours and attitude, in a supportive way.
- **Supporting – 8-18%**
Explicit and sincere acknowledgment of achievement or attempt at completing a task

- **Demonstrating – 0-5%**
Showing ‘how to’ do something **AND** having the same task repeated back to you by the performer
 - **Releasing tension – 0-5%**
Doing something to calm any upset or anxiety in the coachee.
 - **Summarising – 5-10%**
Statements that conclude a series of information without elaboration.
 - **Listening Skills**
 - To test listening skills.
 - To illustrate the dangers of making assumptions.
 - To encourage participants to think about how they can check their understanding of information they receive
 - **Dealing with Attitude and Motivation**
 - **Feedback Skills**
- **I – Implement** the agreed development plan
 - Assist the coachee to improve a skill that has been agreed for development
 - On-site training
 - Formal training etc
 - **S – Sign off** agents progress and compliance
 - You need to evaluate your coachee’s progress
 - Changes in habits / new behaviour / different results?
 - What qualitative and quantitative evidence will you need?
 - Don’t forget to self-assess how YOU are doing, too!
 - Be objective about your coaching contribution.
 - Don’t be afraid to ask for feedback from others.
 - Assess yourself against the 5 principles.

Module 8 - Establish a suitable coaching environment

MANAGING MY PERSONAL FINANCES MORE EFFECTIVELY

The programme is supported by experiential activities. The learners would be required to practically implement the topics below in the workshop. This would enable them to leave with an action plan.

- 📁 Record and analyse current spending patterns
 - 📁 The difference between needs and wants
 - 📁 The difference between fixed and variable costs
 - 📁 Establish set monthly costs
 - 📁 Spending is analysed
- 📁 Investigate ways of controlling own finances
 - 📁 Practical ways of taking control of your money
 - 📁 Dangers of impulse buying
 - 📁 Consequences of being listed
 - 📁 Practical debt management
- 📁 Recognize the need to save as part of personal financial management
 - 📁 Changing financial needs
 - 📁 Need to plan for future financial needs
 - 📁 Determine how spending can be reduced
- 📁 Compile a personal budget
 - 📁 Monthly income is calculated
 - 📁 Monthly expenditures are calculated
 - 📁 Budget for three months is compiled