



Participant Workbook

Difficult Conversations



Cegos.co.uk



BEYOND KNOWLEDGE*



Aims and Objectives

This course is designed to enable you to:

- * Achieve satisfactory results with difficult conversation in various different situations.
- * Understand and adopt assertive behaviour to ensure effective and positive communication in all relationships.
- * Learn how to stay assertive in different situations and look for the win-win solution.

Agenda

- * Conflict
- * Assertiveness
- * Difference
- * Communication
- * Criticism
- * Emotions
- * Action Planning

The Root Causes of Conflict

Issues

Deadlines, communication styles and systems, new working methods.

Behaviours

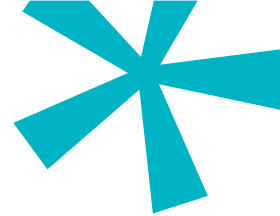
People get absorbed by their own concerns and less able to respond to others effectively.

Feelings

Very personal, this can make it difficult for individuals to cooperate with each other.

Needs

Exploring the needs of others and sharing our needs with them is not always easy.



Passivity

BEHAVIOUR

- Apparent neutrality (not taking sides).
- Self-sacrifice.
- Modesty, politeness.
- Conciliatory attitude.
- Over-adaptation.
- Excessive sense of discipline.
- Not taking the initiative.
- Letting decisions be made on one's behalf.
- Not asking questions, rarely speaking.

TYPICAL EXPRESSIONS

- Everyone is free to do what they like.
- I'm afraid to offend them if I...
- The boss said...
- You must be right...
- I don't get involved in things that are nothing to do with me...
- No time!
- What can we do about it anyway?
- It's not my problem.
- I'm doing what is asked of me.

ORIGINS

- Need for appreciation, company, love....
- Fear to engage oneself personally.
- Fear of punishment.
- Lack of interest.
- Underestimation of the situation.
- False representation of reality.

CONSEQUENCES

- Personal suffering.
- Loss of self-respect.
- Bitterness and resentment.
- Marginalisation, discredit.
- Anonymity.
- Mediocre results.
- Poor communication with others.

Dealing assertively with passive behaviour



Aggression

BEHAVIOUR

- Speaks loudly, does not master speaking time and interrupts others.
- Imposes their objective.
- Adopts an arrogant or disdainful attitude.
- Makes sudden abrupt gestures.
- Displays impatience.
- Seeks to unsettle the person opposite.

TYPICAL EXPRESSIONS

- It's make or break.
- Better to be the one wielding the axe...
- You haven't understood a word.
- I don't want to know.
- Need to be able to impose yourself.
- You're wrong...
- I like to be frank, so...

ORIGINS

- Oversensitivity.
- Personal problems.
- High level of frustration in the past.
- Underlying fear of the other.
- Low or excess self-confidence.
- Emotional instability, impulsiveness.

CONSEQUENCES

- Misconception of success.
- Blocking or suppression of others, or "backfire".
- Wasted mental energy.
- Needless increase in stress levels.
- Demotivation.
- Social isolation.

Dealing assertively with aggressive behaviour



Manipulation

BEHAVIOUR

- Conceals their objective.
- Withdrawn.
- Does not say much, speaking in undertones and insinuations.
- Changes what they say depending on whom they are talking to.
- Keen to dish out compliments and flattery.
- Spreads rumours.
- Makes a lot of promises that they do not keep.
- Communicates via a third person.

TYPICAL EXPRESSIONS

- It's for your own benefit.
- Don't trust so-and-so...
- My dear friends and colleagues...
- So-and-so hinted that...
- You know what I mean...
- Don't you think that...?
- It goes without saying that what I've just told you is strictly confidential.

ORIGINS

- Imitating parents, and beliefs such as:
- You need to create divisions in order to rule.
 - It's dangerous to tell the truth.
 - It's easier to act through someone else.
 - You need to know how to shield yourself.
 - The end justifies the means.

CONSEQUENCES

- Loss of credibility and trust, creation of passivity or aggression in others → demotivation.
- Promotes denunciation, spreads dissatisfaction.
- Slowed performance.
- Loss of synergy.

Dealing assertively with Manipulation behaviour



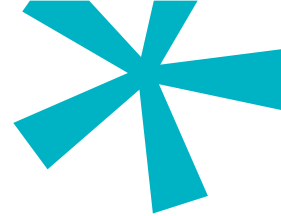
Applying Your Case Study

Think about the difficult conversation you have brought to the training and work through these questions about the conversation.

What are the root causes of the need for this difficult conversation?

Does the person you need to have this conversation with demonstrate any inefficient behaviours? Which one/s? How

What are this person's real needs?



Factors That Affect Our Perception

Perception involves how we see other people and our judgements of them. It is important to acknowledge the factors that influence our opinions, so that we can avoid making unrealistic, unfair judgements based on limited information.

What is present in us that influences our judgements of other people?

- * Views of personal attractiveness – our views of what is pleasant or likeable.
- * Previous experience – do they remind us of someone?
- * Our knowledge of types and stereotypes – does someone fit our notion of 'powerful' or 'authoritative'? What physical characteristics might we associate with 'intelligent'?
- * Personal circumstances – how we are feeling or what we are doing at the time.

What information do we get from other people?

- * Non-verbal – body language, how people move and speak, mannerisms.
- * Verbal – language, vocabulary, accent, tone of voice, pace of speech.
- * Physical appearance – what people choose to wear, physical characteristics.
- * Patterns – repeating behaviours or behaviour, which breaks from a familiar pattern.

What is influential in the relationship between the perceiver and others?

- * Contact – is this someone with whom you have much contact?
- * Identification – shared experience, perceived similarities and differences.
- * Friendship/intimacy – degree of closeness, emotional connection.

What external factors have an influence?

- * The social context – conventions of normally accepted customs.
- * The cultural setting – agreed sets of rules and values shared by groups and organisations.
- * The physical environment – space, time, degree of comfort, threat.

Good judgement involves:

- * Being clear about what you see.
- * Being aware of your own influence.
- * Obtaining information from and about others.
- * Balancing the perspectives of yourself, others and the wider situation.



Applying Your Case Study

Think about the difficult conversation you have brought to the training, and work through these questions about the person.

How are you and the other person 'different'?

What judgements do you make when you see or hear this person? Are they fair?

What questions could you ask to learn more about this person's needs?



Personal Styles Questionnaire

Instructions

For each statement, allocate a score to show how much the behaviour is like the way you behave:

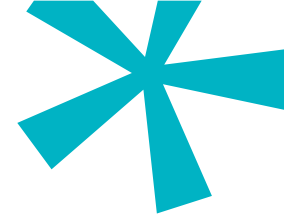
0 – not true for me 1 – sometimes true for me 2 – generally true for me 3 – nearly always true for me

Step 1

1. I tell people firmly how they should behave.	<input type="text"/>
2. I tend to reason things out before acting.	<input type="text"/>
3. I do as I'm told.	<input type="text"/>
4. I behave sympathetically towards people with problems.	<input type="text"/>
5. I really enjoy being with other people.	<input type="text"/>
6. I enjoy taking care of people.	<input type="text"/>
7. I enjoy solving problems in a systematic and logical way.	<input type="text"/>
8. I tell people what to do.	<input type="text"/>
9. I let people know how I really feel without embarrassment.	<input type="text"/>
10. I am polite and courteous.	<input type="text"/>
11. I do the opposite to what people expect.	<input type="text"/>
12. When someone is new I make an effort to show them where everything is.	<input type="text"/>
13. I can stay calm in a crisis.	<input type="text"/>
14. When I know I'm right, I insist others listen to me.	<input type="text"/>
15. I ask a lot of questions when I'm curious.	<input type="text"/>
16. I get quite a kick out of my work.	<input type="text"/>
17. People seem to expect me to know the answer.	<input type="text"/>



18. I'm asked to take care of new members of staff.	<input type="checkbox"/>
19. I get on well with people who are polite to me.	<input type="checkbox"/>
20. I keep on thinking logically even under pressure.	<input type="checkbox"/>
21. My working style is systematic and logical.	<input type="checkbox"/>
22. I dress to match the sort of outfits that other people wear to work.	<input type="checkbox"/>
23. I do things for people when I think they can't manage for themselves.	<input type="checkbox"/>
24. I can quote my previous experience when problems occur.	<input type="checkbox"/>
25. People tell me I'm creative and inventive.	<input type="checkbox"/>
26. I prefer to take control rather than following someone else's lead.	<input type="checkbox"/>
27. I fuss over people too much.	<input type="checkbox"/>
28. I'm over-emotional compared with others.	<input type="checkbox"/>
29. I expect my manager to set my terms of reference.	<input type="checkbox"/>
30. I take all points of view into account when making decisions.	<input type="checkbox"/>
31. I encourage people to test out their own capabilities.	<input type="checkbox"/>
32. People complain that I'm bossy.	<input type="checkbox"/>
33. I spend time enjoying myself.	<input type="checkbox"/>
34. People tell me I'm especially courteous.	<input type="checkbox"/>
35. I'm noted for my even temper and balanced comments.	<input type="checkbox"/>
36. I show my feelings whether I'm happy or sad, so that people can congratulate or sympathise with me.	<input type="checkbox"/>
37. I've looked after someone even though they could have managed on their own.	<input type="checkbox"/>
38. I'm tempted to analyse jokes, which spoils them for others.	<input type="checkbox"/>
39. People do as I tell them.	<input type="checkbox"/>
40. I go along too readily with what other people want.	<input type="checkbox"/>



Transactional Analysis

Transactional Analysis (TA) consists of a number of theories and techniques that can be used by individuals and groups to help themselves and each other to grow and develop to their full potential.

The underlying philosophy of TA is that each of us is of value, has a right to seek to meet our needs, and that we can behave towards each other in a way that increases the chances of us getting along with each other.

Eric Berne, who originated the theory of TA, specified three components:

1. **AWARENESS** – living in the here and now. Recognising how you think and feel about what is going on around you currently.
2. **SPONTANEITY** – feeling free to choose your own behaviour.
3. **INTIMACY** – an open and trusting interaction with others, where you can show and share your own feelings.

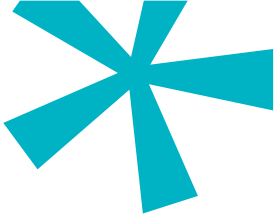
TA theory tells us that our personality is made up of three basic parts called 'ego states'. The three ego states are **PARENT – ADULT – CHILD**.

These are not the same as real parents, real grown-ups, and real children. Ego states have a capital letter to differentiate between a Parent ego state and a parent raising a child. Each ego state has a characteristic set of traits:

- * Ways of feeling and showing mad/sad/glad/scared.
- * Styles of smiling, saying 'hello' and 'goodbye'.
- * Ways of holding and moving the body.
- * Ways of thinking clearly (or not!).
- * How to behave in public/private.
- * How to use power/control.
- * How to love/work/play.

When we communicate with others, we speak from one of our ego states to one of their ego states. In TA these are called 'transactions'. A transaction consists of a stimulus and a response.

The stimulus and response may be obvious and verbal. Sometimes they are less obvious and non-verbal. There are three types of transaction: **COMPLEMENTARY** (or parallel) where the 'target' ego state does respond and the pattern may continue; **CROSSED** where the target ego state does not respond and a new pattern begins; **ULTERIOR** where the target does respond 'externally' but something else is going on behind the response.



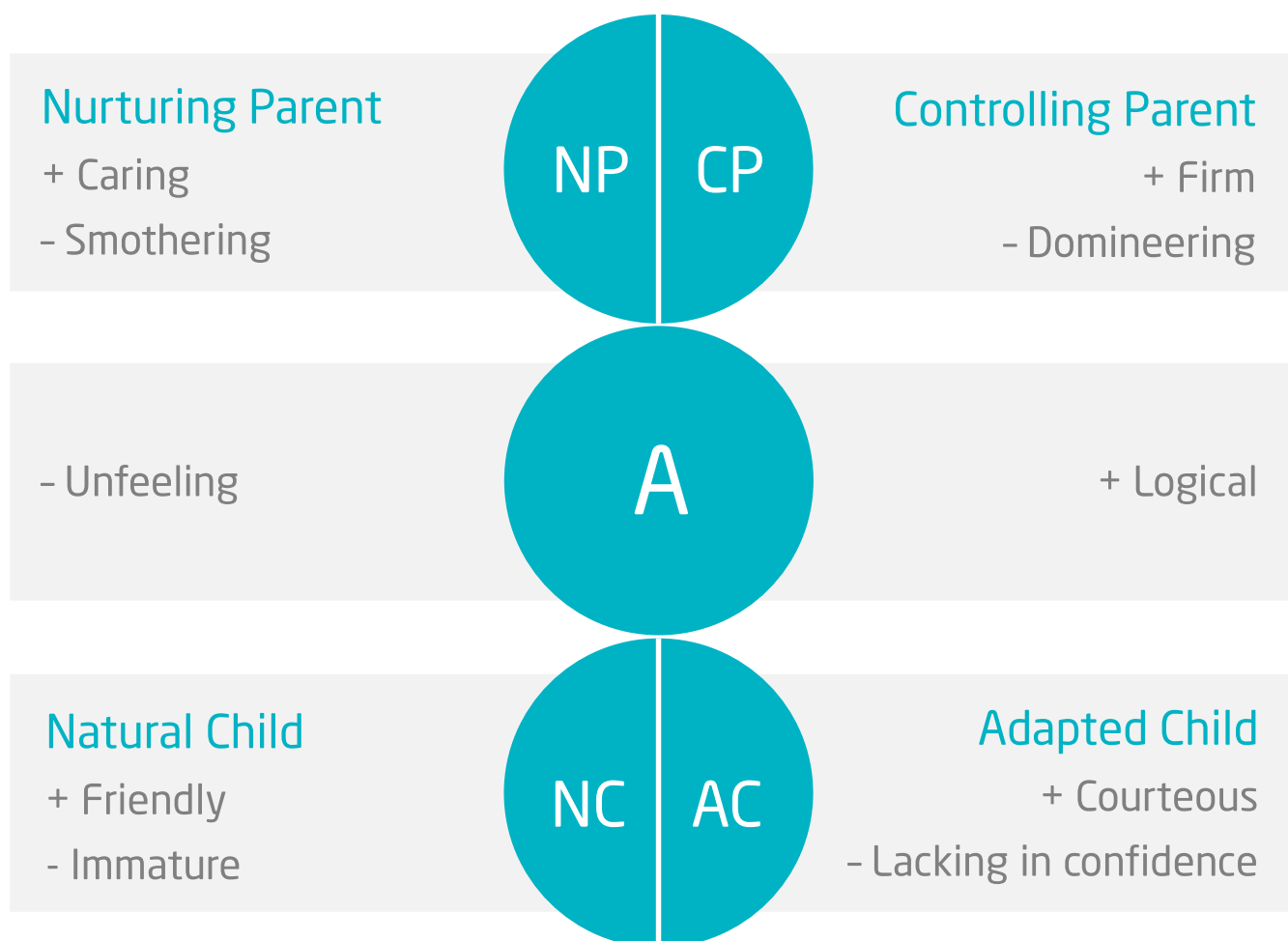
Your Personal Styles Questionnaire Profile

Transfer your scores to the summary below, against the question numbers.

1	<input type="text"/>	4	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>	5	<input type="text"/>
8	<input type="text"/>	6	<input type="text"/>	7	<input type="text"/>	10	<input type="text"/>	9	<input type="text"/>
14	<input type="text"/>	12	<input type="text"/>	13	<input type="text"/>	11	<input type="text"/>	15	<input type="text"/>
17	<input type="text"/>	18	<input type="text"/>	20	<input type="text"/>	19	<input type="text"/>	16	<input type="text"/>
24	<input type="text"/>	23	<input type="text"/>	21	<input type="text"/>	22	<input type="text"/>	25	<input type="text"/>
26	<input type="text"/>	27	<input type="text"/>	30	<input type="text"/>	29	<input type="text"/>	28	<input type="text"/>
32	<input type="text"/>	31	<input type="text"/>	35	<input type="text"/>	34	<input type="text"/>	33	<input type="text"/>
39	<input type="text"/>	37	<input type="text"/>	38	<input type="text"/>	40	<input type="text"/>	36	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	CP	NP	A	AC				NC	



Personal styles



Parent behaviours are replayed behaviours created by thinking and/or feelings that we have learned from someone else in the past.

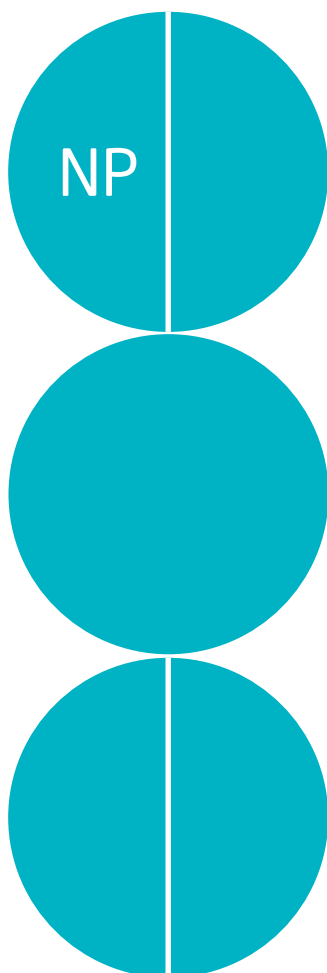
Adult behaviours are evidence that we are living in the 'here and now'; processing information rationally and making decisions on how to act.

Child behaviours are replays of thinking and feeling that we ourselves experienced in the past.



Nurturing parent

Nurture – something that nourishes; sustenance; the act of bringing up; to nourish, feed; to educate, train; to help grow or develop.



As children we reach a stage where we realise that one day we will be grown up. We prepare for this by copying what the grown-ups around us say and do. A lot of this involves the necessity of looking after others: dressing us; comforting us when hurt; making meals for us etc. We do the same for toys/pets/younger siblings. If we see the adults around us doing the same things for each other we learn that this is acceptable. Where it is not done we may grow up believing that nurturing is only for babies and children.

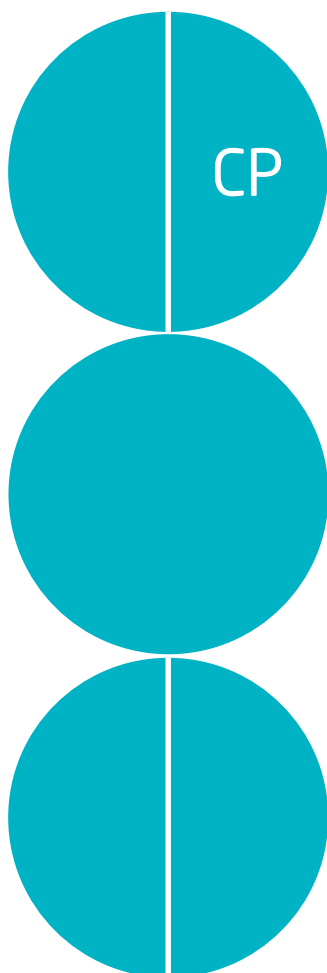
We need a **NURTURING PARENT** at times whilst at work, e.g. when we are new, have problems or are struggling with a piece of work. Occasionally we meet people who overdo this, appearing to fuss unnecessarily. These people often restrict our growth at work and deny us the opportunity to develop our skills.

Words	Voice	Gestures
<ul style="list-style-type: none"> - Let me help - Don't worry/cry - I'll make it better - I'll sort it out 	<ul style="list-style-type: none"> - Encouraging - Comforting - Sympathetic - Protective 	<ul style="list-style-type: none"> - Hug - Pat - Touch - Stroke



Controlling parent

Controlling – to exercise authoritative or dominating influence over; direct; to hold in restraint; to verify or regulate by comparing with another standard; authority or ability to manage or direct.



Again we learn this behaviour by mimicking our elders. We learn that rules and guidelines keep us safe and teach us correct ways to behave, e.g. 'don't speak to strangers', 'be home by ten'.

At work, **CONTROLLING PARENT** is often used insufficiently or not early enough to clarify performance requirements, frequently leading to disciplinary hearings. Firmness is also needed to cope with those who try to take unfair advantage of us.

Overdoing this behaviour makes us appear bossy and overbearing. Ordering people about as though they were children does not fill them with enthusiasm and we are more likely to stimulate rebellion than obedience.

Words	Voice	Gestures
<ul style="list-style-type: none"> - Always - Never - Do this - Don't do that - Remember - What will people think - When I was a child 	<ul style="list-style-type: none"> - Critical - Bossy - Authoritarian - Stern 	<ul style="list-style-type: none"> - Disapproving look - Pointing finger - Frown - Stern expression - Head shaking - Looking over spectacles



Adult

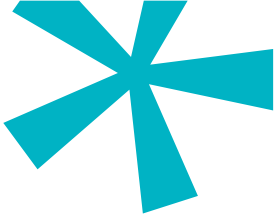
Adult – fully grown, mature. **Rational** – having or exercising the ability to reason; of sound mind; consistent with, or based on, reason. **Logical** – relating to, or in accordance with, the nature of logic; capable of reasoning in a clear and consistent manner.



This is our logical and rational behaviour. As children we learn to understand cause and effect. We cry and gain attention; throw a toy on the floor and someone picks it up. This develops our ability to think rationally and acquire the skills of problem solving and decision making.

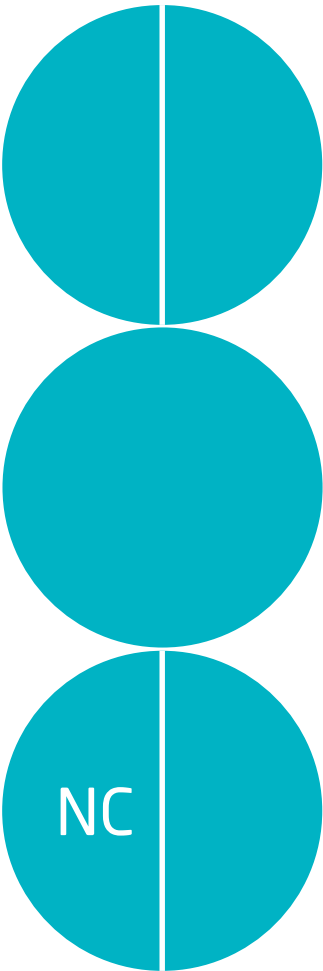
Those who come across as **ADULT** all of the time can be perceived as boring and pedantic. At times intuition or past experience can provide a better basis for decisions. Being logical about everything may make us appear robotic.

Words	Voice	Gestures
<ul style="list-style-type: none"> - I believe - Alternatively - It's possible - Tell me the facts - Give me the reasons - What do you think? - Let's find out - Here are the facts 	<ul style="list-style-type: none"> - Enquiring - Relaxed - Unemotional - Harmonious 	<ul style="list-style-type: none"> - Upright stance - Attentive expression - At ease - Open palms



Natural child

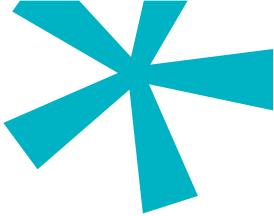
Natural – normal or to be expected; genuine or spontaneous; happening or arising without apparent external cause; not altered, treated, or disguised.



This is how we arrive in the world. We let people know our needs and feelings and act on impulse. We are friendly and affectionate and have not yet learned to be wary. As grown-ups, aspects of these behaviours that we retain become an important part of our personality. This is how as grown-ups we are able to let people know how we feel by showing genuine pleasure and excitement.

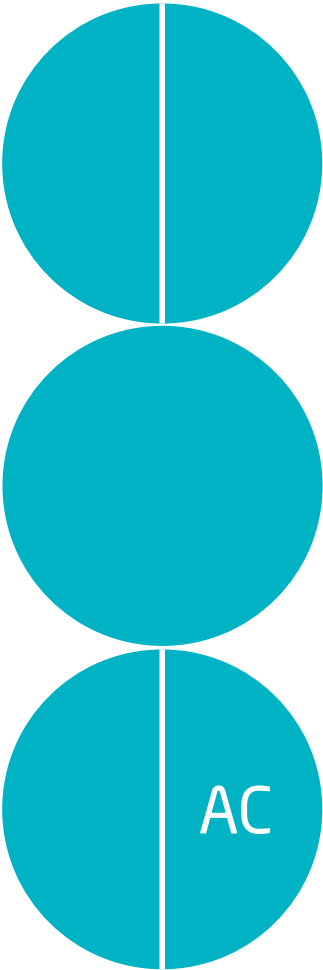
Should we display too much of our **NATURAL CHILD** we risk being labelled immature, childish, and emotional. People may fail to take us seriously and we would be naive to expect our genuine friendliness to be reciprocated all of the time.

Words	Voice	Gestures
<ul style="list-style-type: none">- I want- Help me- I can't- I won't- Super- Great- That'll work- This is exciting	<ul style="list-style-type: none">- Shouting- Excited- Affectionate- Teasing	<ul style="list-style-type: none">- Laughing- Crying- Grimacing- Dancing around- Sulking- Scowling



Adapted child

Adapted – made suitable or to fit with specific situations or uses; altered for new use or conditions.



As children we soon realise that grown-ups have expectations of us. They punish or reward us for specific actions and we soon realise that certain behaviours earn us praise and allow us to fit in with the demands of our family and culture.

In adulthood we demonstrate **ADAPTED CHILD** behaviours by showing that we know how to behave in certain situations, e.g. by apologising when we bump into someone; by joining queues; by being polite.

Where these behaviours are overdone we can be seen as lacking in confidence and may not be trusted with responsibility at work. We may find it difficult to resist unreasonable demands from colleagues and managers.

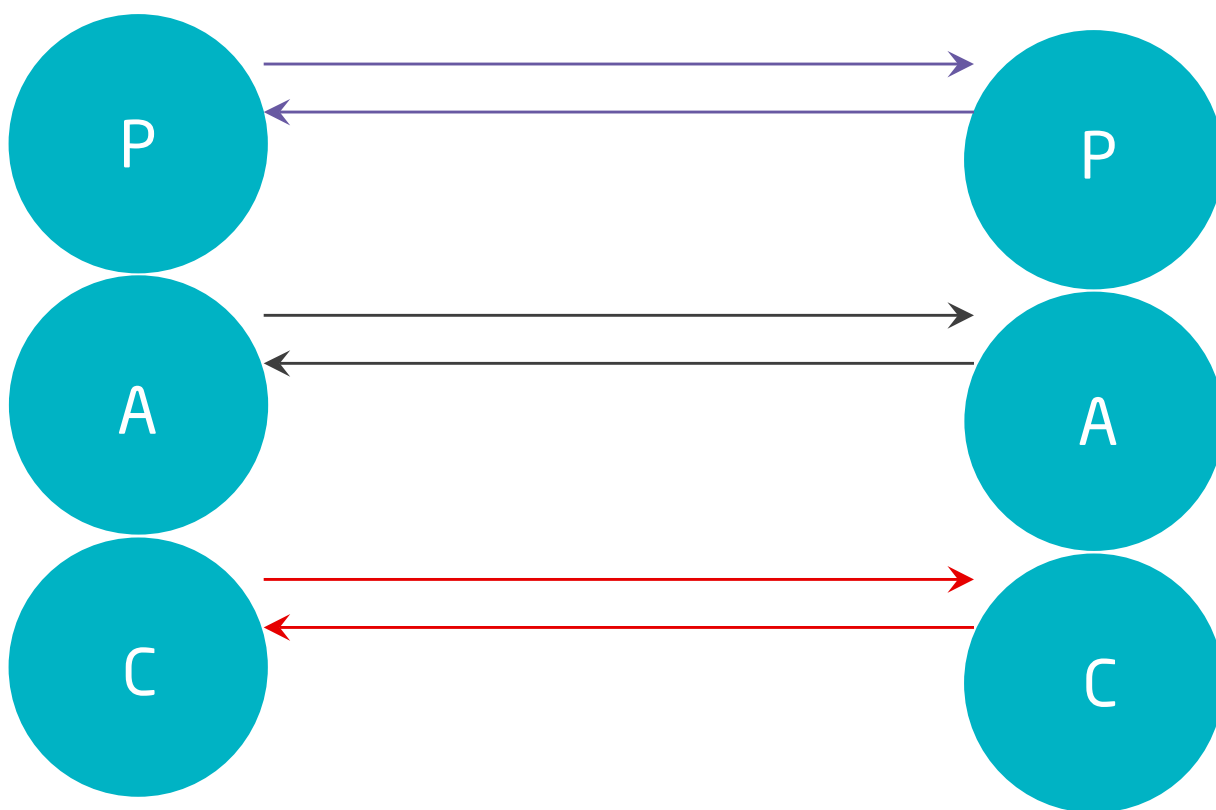
Words	Voice	Gestures
<ul style="list-style-type: none">- Can I help?- Is this right?- I can do that for you- I know you like this- I did this for you	<ul style="list-style-type: none">- Submissive- Amenable- Sensitive- Pleading	<ul style="list-style-type: none">- Looking timid- Wide eyed- Nervous



Transactions

Complementary (parallel) transactions

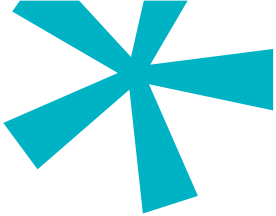
When any ego state speaks to another and the target ego state responds, the transaction is **COMPLEMENTARY** and the ego states continue with further transactions. It does not matter whether the stimuli and responses are useful or otherwise, the process of a complementary transaction determines its continuity.



These include:

- | | | |
|---------------------------------------|---|---------------------------------------|
| Parents nagging children | — | Parents nurturing children |
| Adult passing interesting information | — | Adult giving dry and dull information |
| Child whining and complaining | — | Child curious and seeking fun |

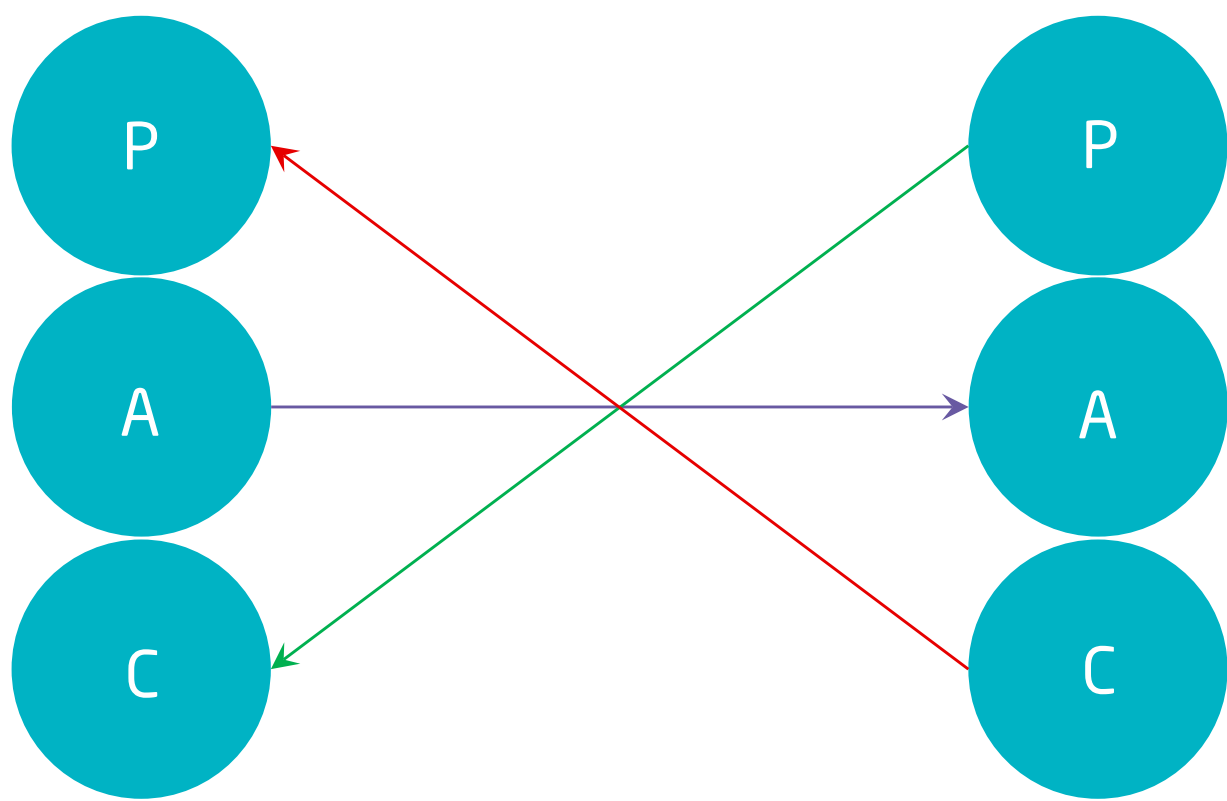
Parent fighting with Parent about 'proper' values
Parent discussing with another Parent what is right and wrong



Crossed transactions

When an ego state speaks to another and the target ego state does not respond, the transaction is **CROSSED**. It does not matter whether the stimuli and responses are functional or dysfunctional.

A common crossed transaction occurs when a person is asked for information and they take the question as a criticism. They will often ‘**CROSS**’ the transaction with defensiveness or hostility.



Stimulus		Response	
‘What time is it?’	A–A	‘Isn’t it time you started wearing a watch?’	P–C
‘Can you tell me now?’	A–A	‘You can see I’m busy!’	P–C
‘You are always complaining.’	P–C	‘Tell me when I complained.’	A–A
‘You do nothing to help me.’	C–P	‘What can I do for you?’	A–A



Applying Your Case Study

Think about the difficult conversation you have brought to the training, and work through these questions about the person.

How does your communication style affect your relationship with this person?

What do you think their communication style is?

How does Transactional Analysis help you in working with this person?



Constructive Criticism

Criticising for the sake of criticising stems from aggression. Criticising in order to inspire change is an assertive right.

To encourage change, it is essential that you make your criticism based on observable facts.

Help the other to realise their mistakes, and how a change would be to their benefit.

By making practical suggestions, you can build the future together.

* Deal with it in private:

Being called into question publicly has the effect of an accusation. It is best to respect human sensitivity and not cause the other to lose face. It is important that you find the right moment to talk.

* Avoid comparisons:

A comparative approach puts the other in an inferior state, and thus a state of passivity or rebellion.

* Avoid sarcasm and humour:

It will be taken as contempt or belittlement.

* Only make one criticism at a time:

Do not allow your gripes to keep stacking up; part of your job is knowing how to handle your colleagues' mistakes.

* Get rid of the 'always', 'never', 'still', 'on top of that'...:

All these words are exaggerations, generalisations, giving the impression that you do not believe that change is possible.

* Do not go back to past mistakes:

This is extremely unpleasant and shows that you do not have confidence in the other or their ability to improve.

* Use "I":

To implicate yourself in the situation, it is better to describe the consequent problems for you, without pointing an accusing finger at the other using "you". Instead of: "you're late submitting this work", you could say, "I have a problem because this work is late, I need it for..."



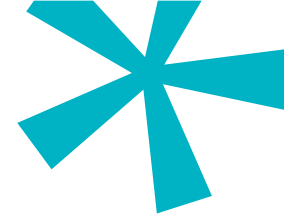
The DESC Tool

This tool can be used to make factual criticism. It is useful when preparing for difficult conversations.

If you have difficulty describing the facts, the criticism is probably more subjective than factual.

DESC involves a series of statements:

DESC	
1 st statement	Description of the observable facts.
2 nd statement	Expression of the feelings provoked by the situation, using "I".
3 rd statement	Specify solutions. Turn to the future, towards resolving the problem.
4 th statement	Consequences of future actions that will be beneficial to the other. Show the other the importance of resolving the problem by specifying the positive consequences of their future change (and the negative consequences of not resolving the problem, if this is the case).



Emotional Balance

Emotional balance depends on self-confidence. One tool for developing self-confidence is self-awareness and in particular emotional awareness. This is a set of abilities and personal qualities that involves being aware of emotions and understanding what triggers them.

Emotional balance lets you experience your emotions to the full and helps you cope with your own incoherent emotional reactions.



“You can see out from in but you cannot see in from out”

- Calvin Russel



Getting to know how you deal with emotions and conflicts helps you identify the areas in which you are comfortable and those in which you would like to improve. The five areas of emotional skills are:

Understanding your emotions

This means being aware of your emotions and understanding what triggers them. This calls for you to:

- * Better understand what triggers emotions generally so that you can identify your own particular triggers
- * Understand how you trigger emotions in other people
- * Name your emotions
- * Know yourself so you can better understand your emotions
- * Dare to feel your emotions
- * Feel your bodily sensations

Experiencing emotions

To develop your emotional balance, it is important to be able to experience emotions. This skill calls on a set of personal abilities and qualities, and specifically the ability to:

- * Be optimistic and confident
- * Accept emotions
- * Enjoy yourself
- * Manage your stress
- * Adapt to other people's emotions
- * Find solutions for coping with emotions



Expressing and sharing emotions

The other side of emotional openness is being able to express and share your own emotions. This skill calls on a set of personal abilities and qualities, and specifically the ability to:

- * Discuss how you feel about events
- * Talk about your fears
- * Express satisfaction
- * Express dissatisfaction
- * Encourage other people to express their emotions
- * Listen

Managing emotions in tense situations

If there were no emotion involved, it would be just a difference of opinion. As it is, though, emotion creates the affective impact that changes a difference of opinion into a conflictual situation. The emotional charge places those involved in a situation where their emotions interfere with their ability to analyse it.

Managing difficult emotions in tense situations is a skill that requires a variety of abilities and personal qualities. More specifically, you must be able to:

- * Want to resolve conflicts
- * Say you disagree
- * Deliver criticism
- * Exercise self-control
- * Stay calm in the face of provocation
- * Accommodate other people's strong emotions

Experiencing emotions

Emotions tell us about the satisfaction or non-satisfaction of needs and desires. When our needs and desires are satisfied, we feel joy. But when they are not satisfied in the way we would like, unpleasant emotions emerge.

The first step in using adaptive behaviour to restore a feeling of satisfaction is being able to experience the emotion and discover its positive power.

Getting in touch with your emotions requires you to:

- * Feel your emotions. How can you manage your emotions if you cannot feel the physical sensation of emotion in your body?
- * Name your emotions. You may need to enrich your emotional vocabulary so that you can name your emotions and sensations.

Getting in touch with your emotions = feeling the emotion x naming it.



Applying Your Case Study

Think about the difficult conversation you have brought to the training, and work through these questions about the person.

How do/did you approach criticism with this person?

Could you have done it differently?

What kinds of emotions were present in your relationship? How did you manage them?



Action Planning

What are the three most important things you have learnt?

What three specific actions are you going to put into practice after this seminar?

What specific benefits do you hope to obtain for yourself, for other people and for your job?

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What personal resources do you have that can help you successfully carry out these actions?

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How will you know that you have successfully carried out these actions? What are your criteria for success?

What are you going to do to celebrate your achievements?



Recommended Reading

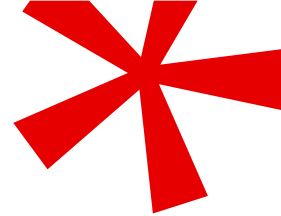
Books

- * Fierce Conversations: Achieving success in work and in life, one conversation at a time – Susan Scott
- * Difficult Conversations (HBR 20-minute manager series) – Harvard Business Review)
- * Difficult Conversations In A Week: How To Have Better Conversations In Seven Simple Steps – Martin Manser
- * How to Have That Difficult Conversation: Gaining the Skills for Honest and Meaningful Communication – Henry Cloud and John Townsend



Difficult Conversations

Post course application
guide for line managers



Post course application guide for line managers

The session titled Difficult Conversations aims to develop personal competence and confidence in dealing with challenging, or difficult conversations. Each participant will attend a 2 hour training session.

Participants are required to demonstrate they have met the list of achievements included on the 'Post Course Application'. You will be responsible for confirming they have satisfactorily met the list of achievements and will 'sign off' their list. The guidance for completion is between 1 - 2 months.

Getting started

Read the participant guide and post course application which details the achievements required by participants along with the evidence required. The participants should meet with you every week for a 5/10 minute review of the evidence they are collating.

When they feel they have completed all the achievements, they will arrange a meeting with you to show you their supporting evidence. You will sign off the post course application or point out where additional development or evidence is required before you are prepared to sign off the post course application.

Notes for Line Managers

- * Agree a target date between 1 -2 months for completion with each participant, dependant on experience
- * The onus is on the participant to gather supporting evidence
- * The participant is responsible for booking meetings to discuss their post course application
- * Evidence can be from internal situations as well as external
- * Liaise with your participant to facilitate opportunities for them to put their learning into practice

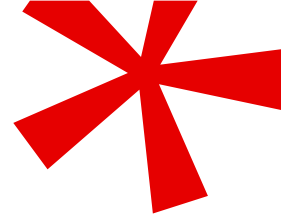
For reference

Participant Workbook



Difficult Conversations

Post course application
guide for participants



Post course application guide for participants

The Difficult Conversations session gave you an opportunity to consider how best to deal with challenging, or difficult conversations. Following your attendance you should apply your learning to develop your competence and confidence.

You are required to demonstrate you have met the list of achievements identified on the 'Post Course Application'. You should ask your line manager to meet with you over the next few weeks when you can show evidence of achievements, which he/she will 'sign off' with you. The guideline for completion is between 1 and 2 months.

It is recognised that participants may not all encounter work-based situations where elements of the learning can be applied; so don't hesitate in using your experiences outside work as evidence of your growing competence and confidence.

Getting started

- * Review the list of achievements
- * Add your individual action plan that you agreed on your training course
- * Gather evidence to support the list of achievements
- * Reference the evidence in the end column on your post course application
- * Set up a 5/10 minute meeting with your line manager every week to review your evidence

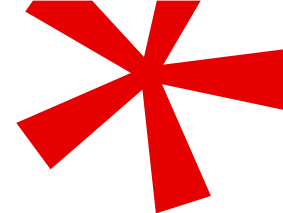
Evidence

Evidence should come from a variety of sources and can be:

- * Your own notes
- * Feedback from clients and/or colleagues
- * Action plans
- * Learning logs
- * Observed

Ready for sign off

When you feel you have completed all the achievements, set up a meeting with your line manager to show your supporting evidence. He/she will either sign you off as having demonstrated you have successfully met all the achievements or point out where additional development or evidence is required before they are prepared to sign off your post course application.



Difficult Conversations - Post course application

Here is a complete list of all the achievements you need to show you know, understand, and apply (appropriate to your job role). Please make a reference note of your supporting evidence in the 'evidence' column. Your line manager will discuss and agree with you that your evidence supports your achievements.

Your name		
Achievement	No of examples	Evidence
Action plan from your Difficult Conversations session 1) 2) 3)	3	
Achieves a win-win solution following an assertive interaction with someone who adopted a passive, aggressive, or manipulative position	1	
Behaves towards others in a way that avoids the dangers of perceptual distortion	1	
Demonstrates awareness of the Parent, Adult, Child model, by working at complementary transactions when communicating with colleagues and/or customers	2	
Delivers constructive criticism with confidence, using the DESC model	1	
Demonstrates awareness of emotional balance through one or more of: * Understanding emotions * Experiencing emotions * Being open to other people's emotions * Expressing and sharing emotions * Managing emotions in tense situations	2	
Line manager sign-off	Date	



BEYOND KNOWLEDGE*

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