



Workplace Conflict Training Suite

People Resolutions

Workforce Wellness

Introduction

For over 11 years, we've helped hundreds of private, public and voluntary sector organisations add measurable value through a range of strategic and operational HR services. We recognise the ongoing challenges businesses face in this tough economic climate and the ultimate impact this has on conflict, engagement, organisational culture and workplace productivity.

“People Resolutions are an exemplary, best in class operator”

Surrey County Council

Our Conflict Suite Programmes

We've developed a range of learning programmes aimed at tackling conflict issues at all stages of the Conflict Cycle broken down into four core areas as follows:

Conflict Prevention	Informal Conflict Resolution	Formal Conflict Resolution	Post Formal Conflict
<i>Becoming a Great People Manager</i>	<i>Introduction to Mediation Skills</i>	<i>Reporting Writing Skills</i>	<i>Team Building</i>
<i>Nipping Conflict in the Bud</i>	<i>Becoming an Internal Mediator: Certificated Programme</i>	<i>Investigations Skills: Refresher</i>	<i>Coaching Skills</i>
<i>Managing Different Styles and Behaviours</i>	<i>Setting up an In-house Mediation Service</i>	<i>Advanced Investigations Skills and Report Writing: Certificated Course</i>	<i>Post Formal Mediation</i>
<i>Effective Performance Management</i>	<i>Workplace Mediation (ILM)</i>	<i>How to be an Effective Note Taker</i>	<i>Facilitation Skills</i>
<i>Introduction to E&D</i>	<i>Leadership in Conflict: Foundation (ILM)</i>	<i>Workplace Fraud Investigations Skills Training</i>	
<i>Approaching Diversity with Confidence</i>	<i>Leadership in Conflict: Advanced (ILM)</i>	<i>How to be an Effective Investigations Adjudicating Officer/Appeals Manager</i>	
<i>Bullying & Harassment</i>		<i>Leading a Workplace Investigation (ILM)</i>	
<i>Tackling difficult conversations</i>			

Our Approach to Learning

Delivery Style

All our programmes are run by professional and highly experienced trainers who are technically proficient as well as being excellent facilitators. We combine knowledge (which utilises commercial and academic theory) supported by practical application through case studies, role plays interactive discussion and scenarios. Our programmes are linked to pre agreed learning objectives to ensure these meet our Client's requirements.

Blended Learning

We recognise the difficulties of releasing people from the workplace and the impact and costs associated with training. We encourage a blended learning approach which not only optimises the time spent in the classroom but also seeks to engage delegates both pre and post programme activity such as:

Pre	During	Post
<ul style="list-style-type: none">▪ Questionnaires▪ Webinar▪ Reading▪ Assessment	<ul style="list-style-type: none">▪ Facilitation – face-to-face learning in a classroom environment which combines theory with skill application. This encourages behavioural change and improves confidence.	<ul style="list-style-type: none">▪ Post-assessment (back in workplace)▪ 1:1 coaching/mentoring▪ Online and phone support▪ 3 and 6 months post-programme evaluation▪ Refresher training

Course Design & Tailoring

Once we have agreed the core learning objectives we will ensure material is tailored in line with your company to maximise learning retention. This includes adapting case studies and practical exercises to your industry/organisation, linking the programme to your policies and procedures and where necessary assigning trainers who have existing experience within your industry.

Train the Trainer (TTT)

We can develop training materials which can then be used by clients to train internally. This will include a TTT programme to ensure internal colleagues are familiar with the training materials and can deliver in line with the agreed learning objectives.

Quality Assurance of Our Training

We pride ourselves on the provision of high quality and effective training programmes. To ensure this quality we:

- Assign a Course Director, responsible for overseeing the design, development, and implementation of the training to meet your learning objectives

- Gather and present evaluation feedback from delegates following the training. This includes a summary report from the trainer which outlines his/her views on what went well and particularly areas for further development
- Ensure training is delivered in line with current and best practice Equality legislation and guidance
- Refresh our programmes annually to ensure they are in line with best practice
- Ensure all our trainers are regularly monitored and encouraged to undertake ongoing CPD
- Only appoint extremely experienced trainers who combine their experience and technical knowledge with great facilitation skills in order to optimise learning

Our Trainers

Over the last 12 years we have carefully selected and trained a nationwide network of over 300 specialist consultants with skills and knowledge in all areas of management, business and psychology. Our trainers/facilitators who are elected to run our Conflict Management Programmes:

- Have conducted conflict related training within the public, voluntary or private sector
- Are members of appropriate professional bodies and have relevant professional qualifications
- Bring a wealth of practical experience and insight into the training room to bring to life materials and engage the delegates
- Are training professionals as well as technical experts
- Are commercially driven professionals who are familiar and confident with best practice

Fees

Activity	Cost	Comments
Training Design Day Rate	£1,050	This includes: <ul style="list-style-type: none"> ▪ A scoping meeting with the trainer, course director and client to assess the client's needs, challenges and importantly context ▪ Tailoring of all materials in line with client policies and procedures ▪ Development of case studies/activities specific to your sector Following the scoping meeting we will be in a better position to estimate the amount of design necessary. However, we anticipate a ratio of design time to delivery time of 0.5:1 days.
Training Delivery Day Rate	£1,395	Lead Facilitator fee per day (excludes VAT and Travel/Accommodation expenses)
Hand-out materials	£0	Charged at cost or provided to the client to print beforehand
Accreditation Fees	£0	N/A

Fees do not include VAT, travel, accommodation and materials which will be charged to you following the training. Please refer to our terms and conditions available upon request.

CONFLICT PREVENTION

Title	Becoming a Great People Manager		
Learning Objectives	<ul style="list-style-type: none"> ▪ Awareness of what it means to be a great People Manager ▪ Understanding the costs and risks of poor management practices ▪ Recognising the knowledge, skills and behaviours of a People Manager ▪ Understanding the role of HR and how they support Managers ▪ Understanding your own personal management style and what this means for you and your team ▪ How to get the best out of people who are different from you ▪ Proactive vs. Reactive Management – how to adapt your style to get the best out of people who are different from you 		
Indicative session outline	<ul style="list-style-type: none"> ▪ Welcome and Introduction ▪ What are the knowledge, skills and behaviours of an effective People Manager – what does a great Manager look like? Exploring the existing understanding of the group, as well as addressing any obstacles, issues or inconsistencies in understanding ▪ Introduction to the KATZ model – the transition from technical expert to leader ▪ Understanding the employee life cycle and your role as a Manager <ul style="list-style-type: none"> ○ How do HR and Business Advisors support you? ▪ Exploring the consequences of poor management ▪ Understanding your personal management style and how you interact with others – Introduction to both the Blake & Mouton Managerial Grid and the Social Styles Communication Preference. ▪ How can your communication style get the most from your team – adapting and reacting ▪ Reactive vs. Proactive Management ▪ Summary and Evaluation 		
Length	1-2 days	Size	12 per course (additional would require co-facilitator)
Course Title	Managing Different Styles and Behaviours		
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand why people react in different ways ▪ Recognise the purpose of managing styles and behaviours ▪ Understanding your preferred communication style ▪ Learn to manage and control your own behaviour ▪ Understanding how to get the best out of people who are different to your preferred style ▪ Develop confidence to handle resistance/challenging behaviour ▪ Understand the principles of Situational Leadership 		
Indicative session outline	<ul style="list-style-type: none"> ▪ Welcome and Introductions ▪ Exploring reactions ▪ Purpose of managing styles and behaviours <ul style="list-style-type: none"> ○ Prevent, Minimise, Maximise ▪ Knowing my own behaviour <ul style="list-style-type: none"> ○ My strengths and trigger buttons ▪ Understanding social styles ▪ Handling resistance and challenging behaviour 		

	<ul style="list-style-type: none"> ▪ Situational Leadership ▪ Considering different communication styles ▪ Close Q&A 		
Length	1 day	Size	12 per course (additional would require co-facilitator)
Title	Nipping Conflict in the Bud		
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand a working definition of conflict ▪ Recognise of the drivers and causes of conflict ▪ Understand the significance, impact and costs of conflict to individuals, HR and the organisation ▪ Raise confidence and skill level to handle difficult conversations ▪ To understand how working and social style can contribute towards conflict ▪ Know when it is appropriate and how to adapt communication style to prevent conflict ▪ Understanding the skills needed to effectively handle conflict ▪ Awareness of established and effective conflict management strategies ▪ Develop skills, confidence and ability in managing and resolving conflict 		
Indicative Session outline	<ul style="list-style-type: none"> ▪ Welcome and Introductions ▪ Defining conflict ▪ The causes and consequence of conflict ▪ Recognising responsibility <ul style="list-style-type: none"> ○ Organisation, Manager, individual ▪ Communication styles and their role in conflict escalation <ul style="list-style-type: none"> ○ Building collaborative working relationships ▪ Developing Conflict Management Strategies ▪ Using collaborative resolution; Set the Scene, Gather Information, Agree the Problem, Brainstorm Possible Solutions, Negotiate a Solution, Evaluate ▪ Defusing anger in others ▪ Close and Q&A 		
Length	1 day	Size	12 per course (additional would require co-facilitator)
Title	Effective Performance Management		
Learning Objectives	<ul style="list-style-type: none"> ▪ Understanding the principles of managing underperformance/capability ▪ To help Managers get the most out of their people and develop high-performing teams ▪ Develop confidence to tackle performance related issues ▪ Understanding the importance of continuous feedback and how this related to the appraisal ▪ Developing confidence to offer both positive and importantly constructive feedback ▪ Understanding how to develop SMART objectives ▪ Awareness of conducting future evaluations 		
Indicative session outline	<ul style="list-style-type: none"> ▪ The Performance Management Framework ▪ What does good and poor performance look like? ▪ Recognising the difference between capability issues and attitudinal issues ▪ Preparing for a 1:1/Appraisal - TOAD Analysis ▪ Carrying out an effective appraisal <ul style="list-style-type: none"> ○ Giving and receiving feedback 		

		<ul style="list-style-type: none"> ○ Setting SMART objectives ○ Evaluating objectively ▪ Conducting Performance Improvement Plans ▪ Spotting talent and developing it ▪ Continuous ongoing support 	
Length	1 day	Size	12 per course (additional would require co-facilitator)
Course Title	Introduction to Equality and Diversity		
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand which workplace issues can be mediated and which to refer ▪ To raise awareness of the nine protected characteristics within the Equality Act ▪ To understand the seven different types of discrimination ▪ To explore how beliefs, values and attitudes drive behaviour ▪ Consideration of empathy and sympathy when exploring stereotypes ▪ Recognising the benefits of embracing difference ▪ To gain a basic awareness of one’s duties in relation to Equality and Diversity, and Cohesion ▪ To understand what ‘good practice’ means for your organisation ▪ To recognise individual and organisational responsibilities 		
Indicative Session Outline	<ul style="list-style-type: none"> ▪ Welcome and Introductions- Ice breaker ▪ Recognising the importance of respectful treatment of others (colleagues and customers) ▪ Dealing with perceptions, values and mental schemas ▪ The key principles of the Equality Act 2010 ▪ The different types of discrimination and what they mean ▪ The costs, risks and impact of poor E&D practice ▪ Exploring E&D scenarios – What would you do? ▪ Individual, HR and organisational responsibility ▪ What are the benefits of differences at work? 		
Length	1 day	Size	12 per course (additional would require co-facilitator)

Course Title	Bullying and Harassment		
Learning Objectives	<ul style="list-style-type: none"> ▪ Introduce the importance of Equality, Diversity and Human Rights ▪ Gain a deeper understanding of the different types of discrimination with specific reference to harassment, victimisation and bullying ▪ Spotting the early warning signs of bullying and harassment ▪ Challenging bullying or harassing behaviour ▪ Reflecting on different communication styles and how to compliment these ▪ Dealing with emotions and perceptions ▪ Tackling the problem – best practice 		
Length	0.5 – 1 day	Size	12 per course (additional would require co-facilitator)
Course Title	Approaching Diversity with Confidence		
Learning Objectives	<ul style="list-style-type: none"> ▪ To gain an increased awareness across all equality strands and consider the impact in their areas ▪ Develop increased awareness about themselves and cultural and diversity differences ▪ Gain an appreciation of how to handle different beliefs, values and attitudes ▪ Increase their confidence in tackling diversity-related situations indirectly and directly ▪ Help individuals handle the cultural aspects of their role as an active bystander ▪ Practice techniques to help them build the confidence and skills to take action 		
Indicative Session Outline	<ul style="list-style-type: none"> ▪ Welcome and Introductions- Ice breaker ▪ Considering types of behaviour ▪ The costs, risks and impact of poor E&D practice <ul style="list-style-type: none"> ○ Messages for employment tribunals ▪ Dealing with assumptions, stereotypes and prejudice ▪ Understanding diverse needs <ul style="list-style-type: none"> ○ The influence between needs, feeling and behaviour ▪ Individual, HR and organisational responsibility ▪ Constructive communication ▪ What are the benefits of difference at work? ▪ Personal reflection ▪ Close and Q&A 		
Length	1 day	Size	12 per course (additional would require co-facilitator)

INFORMAL CONFLICT RESOLUTION

Course Title	Introduction to Mediation
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand a definition of workplace conflict, it causes and consequences ▪ To raise awareness to spot the early warning signs of conflict ▪ To understand what mediation is and where it fits into the conflict process ▪ To explore the benefits of mediation ▪ Consideration of when it is appropriate to use mediation ▪ Understanding the process of conducting a mediation ▪ To gain a basic skill in how to encourage others to use mediation ▪ To understand how to support individuals post mediation
Length	1 day
Number of Delegates	12 per course (additional delegates would require a co-facilitator)
Course Title	Becoming an Internal Mediator: Certificated Programme
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand which workplace issues can be mediated and which to refer ▪ Be aware of the workplace mediator's role and other dispute resolution and prevention approaches available, e.g. investigation, advice and training ▪ Be aware of their own and others' biases and prejudices and the importance of remaining impartial ▪ Understand the key skills and competencies required to mediate successfully ▪ Demonstrate their ability to manage a confidential workplace mediation ▪ Understand how to develop rapport and working relationships with and between parties ▪ Learn a range of mediation techniques and the impact these can have on the parties involved ▪ Demonstrate the skills and competencies needed to conduct an impartial and effective workplace mediation ▪ Appreciate and practice completion of a Report Closure Form and Record of Agreement
Indicative Session Outline	<ul style="list-style-type: none"> ▪ Welcome and Introductions- Ice breaker ▪ The ingredients of conflict- Facts, Feeling and Process <ul style="list-style-type: none"> ○ Why we get into conflict ▪ Conflict management styles ▪ Options for dispute resolution ▪ What is mediation <ul style="list-style-type: none"> ○ The mediation structure and process ○ The benefits of mediation ○ The role of the Mediator ○ When mediation can be used ▪ Building rapport ▪ Meeting Party A <ul style="list-style-type: none"> ○ Empathy

	<ul style="list-style-type: none"> ○ Active listening ▪ Meeting Party B <ul style="list-style-type: none"> ○ Questioning techniques ▪ Challenges to impartiality ▪ Resistance to mediation ▪ Establishing the need <ul style="list-style-type: none"> ○ Presenting issues ○ Reframing ○ Control strategies ▪ The joint session (bringing A&B together) ▪ After the mediation ▪ Summary of programme and Q&A
Length	3 day's
Number of Delegates	12 per course (additional delegates would require a co-facilitator)
Course Title	Setting up an In-house Mediation Service
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand a definition of workplace conflict, its causes and consequences ▪ To understand what mediation is and where it fits into your conflict process ▪ Understanding the internal process of conducting a mediation ▪ To explore the benefits of mediation to your organisation ▪ Consideration of how to embed mediation into your policies ▪ Awareness of the selection process for your internal pool of mediators ▪ Recognition of marketing and awareness methods for your mediation service ▪ Confidence dealing with trepidation or resistance
Length	1 day
Number of Delegates	12 per course (additional delegates would require a co-facilitator)

Course Title	Workplace Mediation (ILM Endorsed)
Learning Objectives	<ul style="list-style-type: none"> ▪ Identify the causes of conflicts in the workplace and beyond, and apply the principles of collaborative conflict resolution strategies to such circumstances ▪ Develop the skills needed to effectively handle conflict in the workplace and, through the mediation process in particular, to develop the skills for preventing conflict from escalating ▪ Distinguish between a principled negotiation ‘problem-solving’ approach and a ‘transformative’ approach to conflict and to understand when to apply them ▪ Develop assertive communication and behaviour management skills when working with difficult and resistant behaviour ▪ Identify and be able to practice the stages of a joint mediation meeting, and to use the skills required at each stage
Indicative Session Outline	<ul style="list-style-type: none"> ▪ Welcome and introductions ▪ When to mediate ▪ Bias, prejudice and impartiality ▪ The Mediator’s role, skills and competencies ▪ Managing and preparing for a mediation ▪ Ground rules and setting the scene for success ▪ Developing rapport with and between parties ▪ Practicing mediation techniques (example scenarios and live role play) ▪ Feedback, evaluation and close
Length	3 day’s
Number of Delegates	12 per course (additional delegates would require a co-facilitator)

Course Title	Leading through Conflict: Foundation (ILM Endorsed)
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand conflict – its sources, attitudes, effects, how it plays out in different settings ▪ Understand themselves in conflict ▪ Explore and develop skills in strategies and tools for handling conflict ▪ Develop and practice active listening skills ▪ Understand the relationship between positions, interests and needs in resolving conflict ▪ Understand the emotional content of conflict and the role of empathy in supporting people in dispute ▪ Understand the basics of the mediation process ▪ Understand basic anger theory and how relates to conflict resolution ▪ Understand the causes behind resistance and demonstrate strategies for responding
Indicative Session Outline	<p>Day One</p> <ul style="list-style-type: none"> ▪ Attitudes towards conflict ▪ Content of disputes, situations/ behaviour/ expectations of parties ▪ Principals of mediation ▪ Listening skills, including rapport / empathy ▪ Overview of a mediation process ▪ Practice: Listening skills ▪ Positions/Interests/Needs ▪ Supporting individuals in conflict – one-to-one meetings <p>Day Two</p> <ul style="list-style-type: none"> ▪ Strategies for handling conflict ▪ Win /Win ▪ Resistance to meeting - reasons and strategies ▪ Practice: Resistance from either disputant ▪ Joint meetings – process demo and practice <p>Day Three</p> <ul style="list-style-type: none"> ▪ Emotions and needs ▪ Understanding anger ▪ Diffusing anger in others – techniques and skills ▪ Reframing ▪ Demo and practice <p>Day Four</p> <ul style="list-style-type: none"> ▪ Empathy – when are we challenged? ▪ Assumptions and stereotypes: Empathy exercise ▪ Practice: Using listening skills to express empathy ▪ Conflict mapping: Understanding the players, the issues, and finding common ground ▪ Reflecting on personal skills: application of conflict management skills to the work setting and opportunity for further professional development/training
Length	4 days
Number of Delegates	12 per course (additional delegates would require a co-facilitator)

Course Title	Leadership in Conflict 2: Leading the Mediation Process (ILM Endorsed)
Learning Objectives	<p><i>Throughout the mediation:</i></p> <ul style="list-style-type: none"> ▪ Show an understanding of the structure of the mediation process and an ability to put this into practice ▪ Apply listening skills to achieve constructive communication ▪ To communicate well at both the rational and emotional level throughout the mediation process ▪ Building rapport through active and reflective listening ▪ Show empathy ▪ Show a clear understanding of positions, interests, and needs ▪ Give and collect information clearly and accurately ▪ Choose appropriate communication methods ▪ Work constructively with a co-mediator <p><i>In single party meetings:</i></p> <ul style="list-style-type: none"> ▪ Manage the structure, content, and timekeeping of client meetings ▪ Establish a safe environment that encourages openness ▪ Explain the mediation process clearly and thoroughly ▪ Identify client positions, interests and needs ▪ Enable the clients to determine whether mediation is appropriate for them ▪ Effectively handle resistance to mediation <p><i>In joint sessions:</i></p> <ul style="list-style-type: none"> ▪ Manage the structure and flow of joint party mediation sessions ▪ Work collaboratively with co-mediator ▪ Act impartially, non-judgementally, and maintain professional objectivity ▪ Empower the parties to resolve their conflict ▪ Encourage and support mutual understanding and recognition ▪ Handle power imbalances effectively ▪ Manage conflict and tension and high emotion ▪ Demonstrate an ability to manage prejudicial and discriminatory views effectively ▪ Understand the components of a mediation agreement and can write it up
Indicative Session Outline	<p>Following the foundation course session the remainder content includes:</p> <p>Part 1</p> <ul style="list-style-type: none"> ▪ Mediation Model - Review of the process ▪ Handling difficult emotions in conflict situations ▪ Using neutral language- diffusing difficult and/or inflammatory language ▪ Reframing ▪ Demo and practice stages 1 and 2 ▪ Demo and practice – joint session ▪ Prejudice and discrimination ▪ Explore cultural differences and how contributes to stereotyping and prejudice ▪ Determining when issues arising around prejudice and race are suitable for mediation ▪ Skill Practice: 4 -step method for addressing prejudicial and discriminatory attitudes and beliefs ▪ Joint Mediation: role play practice with cases where prejudice and discriminatory attitudes are present

	<ul style="list-style-type: none"> ▪ Cultural differences in applying the mediation process <p>Part 2</p> <ul style="list-style-type: none"> ▪ Putting it all together ▪ Practice: context specific role plays ▪ Individual tutor feedback, peer feedback and group discussion ▪ Final assessment –plan, co-mediate, a final case from start to finish ▪ Formal peer and tutor assessment ▪ Service Considerations - how to operate within specific setting ▪ The referral process, marketing the service ▪ Where do we go from here? ▪ Action Learning - application to professional setting ▪ Identifying actions for participants and support required
Length	6 - 8 days
Number of Delegates	12 per course (additional delegates would require a co-facilitator)
Delivery Style	All our courses are trainer-led with a high level of interaction to transfer knowledge. Throughout the day delegates will work through a number of exercises, mini scenarios, role plays and case studies. Although there will be a high standard of knowledge development, this programme focuses on skills, behavioural development, and confidence building.
Post-course Support/ Development	We are able to work with you to identify evening and post-course assessments if required.

FORMAL CONFLICT RESOLUTION

Course Title	Report Writing Skills
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand the role of an Investigator and the steps involved in carrying out a thorough and impartial investigation ▪ Understand and apply methods of gaining, analysing and evaluating evidence ▪ Understanding the balance of probability ▪ Analysis of facts and presentation of evidence ▪ Identify findings and produce a written Investigation Report
Length	1 day
Audience	This length of course is typically run for current investigating officers who are knowledgeable in terms of the process but perhaps need to fine-tune their report writing approach.
Number of Delegates	12 per course (additional delegates would require a co-facilitator)
Course Title	Advanced Investigations Skills and Report Writing: Certificated Course
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand the role and skills of an Investigator ▪ Appreciate the importance of impartiality ▪ Understand the process of an effective investigation ▪ Conducting case preparation (includes developing a Terms of Reference) ▪ Consideration of different types of evidence ▪ Awareness of stakeholder management during the investigation process ▪ How to plan for interviews and using questioning techniques ▪ Skill development in active listening, probing and funnel techniques ▪ Confidence in handling difficult situations ▪ Understand key legislation requirements in order to ensure compliance ▪ Ability to analyse and weight evidence in line with a clear and accurate Terms of Reference and Summary of Allegations ▪ Complete a thorough and robust report ▪ Acknowledgement of the possible outcomes following an investigation
Indicative Session Outline	<ul style="list-style-type: none"> ▪ Welcome, introduce self and outline programme objectives ▪ Ground Rules – open, honest, respect confidentiality ▪ Opening speech from senior member of HR – we find that delegates engage in the training more effectively once commitments and context are articulated by a senior member of the organisation <hr/> <ul style="list-style-type: none"> ▪ Ice breaker – quiz activity based on the legislation pre-reading to embed the learning and address any questions

- Role and skills of an Investigator:
 - Impartiality & objectivity
 - Listening and questioning
 - Ability to analyse
 - Report writing
 - Empathy (not sympathy)
- Discussion of what is expected of an Investigator
- Managing Stakeholders – discussion of those involved and how the Investigator will work with them
 - Note-taker
 - Commissioning Manager and HR
 - Union Representative
 - Complainant, Respondent and Witness

-
- An effective investigation & process overview – referenced to your organisation's grievance and disciplinary procedure
 - Preparing for an investigation
 - Purpose of a Terms of Reference
 - Identify the policy/allegation(s)
 - Considering sources of evidence
 - Skill practice – delegates work through an exercise, identifying the factors requiring investigation, and what they may need before they can commence

-
- Planning interviews and questions
 - Open questions
 - Funnel technique
 - Communicating with your note-taker
 - Skill practice – based on a case study, delegates are asked to prepare their questions and interview structure

-
- Interview and listening skills
 - Building and maintaining rapport
 - Listening and questioning techniques
 - Skill practice – in groups, all individuals practice investigation interview skills based on a respondent or complainant brief from a case study. This is followed by group facilitation and discussion.

-
- Dealing with difficult situations during interviews
 - Challenging others' behaviours
 - Offering empathy not sympathy
 - Tackling strong emotions
 - Skill practice – in groups all delegates have the opportunity to role play investigation interviews with a witness, and handling challenges

-
- Understanding different types of evidence – discussion and facilitation
 - Assessing evidence effectively

-
- Report structure – formatting your investigation findings
 - Range of findings/conclusions – bringing it all together

	<ul style="list-style-type: none"> ▪ Possible outcomes following the investigation <hr/> <ul style="list-style-type: none"> ▪ Review and close
Length	2 - 3 days dependant on delegate competence an experience
Number of Delegates	12 per course (additional delegates would require a co-facilitator)
Course Title	Workplace Fraud Investigations Skills Training
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand the role, skills and challenges of a fraud Investigator ▪ Understand the process of a robust fraud investigation ▪ Appreciate the importance of impartiality and confidentiality ▪ Conducting case preparation (includes developing a Terms of Reference) ▪ Consideration of different types of evidence ▪ Awareness of stakeholder management during the investigation process; ▪ How to plan for interviews and use questioning techniques ▪ Skill development in active listening, probing and funnel techniques ▪ Confidence in handling difficult situations ▪ Understand key legislation requirements in order to ensure compliance ▪ Ability to analyse and weight evidence in line with a clear and accurate Terms of Reference and Summary of Allegations ▪ Complete a thorough and robust report ▪ Acknowledgement of the possible outcomes following a fraud investigation
Indicative Session Outline	<p>Day 1:</p> <ul style="list-style-type: none"> ▪ Welcome and ice breaker ▪ Introduction to course aims and objectives ▪ Accredit / acknowledge prior learning and experience ▪ Group discussion. Putting things into context – misconduct through to criminal offences <ul style="list-style-type: none"> ○ What is a criminal offence? ○ Fraud offences ○ Criminal vs. breach of code of conduct? ▪ Stages of investigation ▪ Evidence <ul style="list-style-type: none"> ○ Legal Standards ○ Types of evidence ○ Standards of proof, burden of proof – class instruction ▪ Legal framework <ul style="list-style-type: none"> ○ Overview, PACE Act 1984 & SOCPA 2005, Human Rights Act 1998, RIPA 2000- class instruction. ▪ Witness interviews <ul style="list-style-type: none"> ○ PEACE Model. Taking a witness statement. - Class instruction. ○ Practical; witness interview. ○ Individual exercise, witness statement re personal perception of incident/scene. ▪ Team exercise- to interview a relevant witness, and produce a witness statement. – Practical from video and role play. ▪ Building a case file ▪ Start building a file – statements, exhibits - to be part of final day court presentation. –

	<p>Group/class discussion.</p> <ul style="list-style-type: none"> ▪ Overview of the day. Q & A <p><i>Day 2:</i></p> <ul style="list-style-type: none"> ▪ Welcome ▪ Quick re-cap on yesterday <ul style="list-style-type: none"> ○ Learning points ○ Burning questions ○ Aims and Objectives- re-visit ▪ Interviews <ul style="list-style-type: none"> ○ Theory, Enforcement officers powers, when to caution, how to caution ▪ Case file preparation and presentation. ▪ Continue file building, key issues from interviews , cross reference to exhibits ▪ Report Writing ▪ HR Issues ▪ Disciplinary Hearing - role play exercise giving learners the opportunity to present to a mock disciplinary hearing as a key witness, presenting the case evidence, answering questions.
Length	2 day's dependant on delegate competence and the use of post-course development
Number of Delegates	12 per course (additional delegates would require a co-facilitator)

Course Title	How to be an Effective Note Taker
Learning Objectives	<ul style="list-style-type: none"> ▪ Understanding constructive resolution and its importance ▪ Knowing the context of impartial investigations ▪ The role of Investigators and note-takers ▪ Recognising the skills required of note-takers ▪ Learning how to stay neutral, non-judgemental; writing what you hear; knowing the boundaries and limits of the investigation ▪ Developing the format and structure of your notes ▪ Recognising the importance of confidentiality and data protection
Indicative Session Outline	<ul style="list-style-type: none"> ▪ Welcome & Introductions, Objectives & Agenda ▪ The context – topics for investigation, the investigation process, roles & responsibilities of the investigation team ▪ Note taking – the challenges & potential pitfalls ▪ Skills, tips & techniques ▪ Practical exercise & discussion ▪ Interactive exercise on note taking and discussion ▪ Capturing key evidence ▪ Remaining impartial - dealing with difficult situations ▪ Review objectives, action and close
Length	0.5 - 1 day dependant on delegate competence and the use of post-course development
Number of Delegates	12 per course (additional delegates would require a co-facilitator)
Delivery Style	All our courses are trainer-led with a high level of interaction to transfer knowledge. Throughout the day delegates will work through a number of exercises, mini scenarios, role plays and case studies. Although there will be a high standard of knowledge development, this programme focuses on skills, behavioural development, and confidence building.
Post-course Support/ Development	In addition to the programme, we offer a post-course development option. We recommend that delegates are given a short assignment to note take during a simulated scenario. Delegates will then have the opportunity to have a personal 1:1 coaching session to refine their learning.

Course Title	Leading a workplace investigation (ILM Endorsed)
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand where investigations fit into the conflict process ▪ Understand what harassment, bullying and discrimination are and the impact these can have on individuals, their families, work colleagues and the organisation ▪ Gain a broad awareness of employment legislation and understand the relevant aspects needed for their specialist role ▪ Understanding how to manage your stakeholders ▪ Understand relevant policies, including grievance and disciplinary, and the Investigator’s role within them ▪ Demonstrate their ability to plan, manage and organise a confidential investigation promptly and thoroughly and within policy and procedural guidelines ▪ Understand and demonstrate the skills and competencies needed to conduct an impartial and effective investigation interview ▪ Understand and practice various methods of note taking, transcribing and structuring records of interview ▪ Demonstrate the application of the required skills and competencies in a simulated investigation interview <ul style="list-style-type: none"> ○ Dealing the difficult situations ○ Understanding the drama triangle ▪ Understand and apply methods of gaining, analysing and evaluating evidence ▪ Identify findings and produce an effective written investigation report ▪ Recognising the principles of one’s own perceptions, biases and the social identity wheel.
Length	3 days
Number of Delegates	12 per course (additional delegates would require a co-facilitator)

Course Title	How to be an Effective Investigations Adjudicating Officer/Appeals Manager
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand constructive resolution and its importance ▪ Be familiar with the context of workplace investigations ▪ Appreciate the importance of impartiality ▪ Understand the steps involved in carrying out an investigation ▪ Understand the difference between an Investigator, a Hearing Manager and an Appeals Manager ▪ Conducting Disciplinary/Grievance Hearings <ul style="list-style-type: none"> ○ How to make effective and accurate decisions relevant to policy ○ The ability to review and analyse evidence ▪ How to manage an Appeal <ul style="list-style-type: none"> ○ Assessing whether reasons for an appeal are substantiated in relation to the Company's policy ○ Consequences and options following appeal hearing ▪ Understand the principles of reaching a fair and transparent decision based on the findings
Length	1 day dependant on delegate competence and the use of post-course development
Number of Delegates	12 per course (additional delegates would require a co-facilitator)

POST CONFLICT RESOLUTION

Course Title	Facilitation Skills
Learning Objectives	<ul style="list-style-type: none"> ▪ The principles and models of effective facilitation ▪ The benefits of facilitation ▪ Managing different team/communication styles ▪ Creating a supportive culture ▪ Effective chairing ▪ Managing differences of opinion and conflict ▪ Evaluating the results
Length	0.5- 1 day
Number of Delegates	12 per course (additional delegates would require a co-facilitator)

Course Title	Post Formal Mediation
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand how post formal mediation is a benefit ▪ Be aware of the workplace mediator’s role and other dispute resolution and prevention approaches available, e.g. investigation, advice and training ▪ Be aware of their own and others' biases and prejudices and the importance of remaining impartial especially following a grievance ▪ Recognising the process involved in post formal mediation ▪ Understand the key skills and competencies required to mediate successfully ▪ Learn a range of mediation techniques and the impact these can have on the parties ▪ Appreciate and practice completion of a Report Closure Form and Record of Agreement
Length	0.5 - 1 day
Number of Delegates	12 per course (additional delegates would require a co-facilitator)
Course Title	Team Building and Collaboration
Learning Objectives	<ul style="list-style-type: none"> ▪ Awareness of different ‘Team Types’ ▪ Understand the benefits of team working ▪ Understand the components of an effective team ▪ Recognise the teambuilding process (Forming, Storming, Norming, and Performing) ▪ Understand the Belbin Theory of Teamwork ▪ The four basic behavioural styles and how to manage each ▪ Rephrase blunt wording for better communication ▪ Identify team strengths and opportunities for improvement
Length	0.5 - 1 day
Number of Delegates	12 per course (additional delegates would require a co-facilitator)
Course Title	Coaching and Mentoring Skills
Learning Objectives	<ul style="list-style-type: none"> ▪ Understand the difference and similarities between coaching and mentoring ▪ Awareness of the skills, principles, and processes to coaching ▪ Introduction to the GROW Model ▪ Consideration of the Seven Stage Problem Solving Model ▪ Development of effective questioning, listening and planning techniques ▪ Awareness of continual development through coaching and mentoring
Length	0.5 - 1 day
Number of Delegates	12 per course (additional delegates would require a co-facilitator)