

Courageous Conversations & Effective Feedback Course

Outline

COURSE LENGTH: 1 or 2 DAYS (Less time = Less practice & Feedback)

OUTCOMES

<ul style="list-style-type: none"> • Identify the desired outcome • Manage body language • Speak persuasively & listen actively • Use probing techniques • The tactical use of purposeful questions • Create conversation frames • Create a personalised action plan • Influential Communication • Maintain safety in a conversation • Understand and analyse the other person • Stay in control of the conversation 	<ul style="list-style-type: none"> • Purpose of feedback clear • Use non-verbal messages • Apply a framework for providing formal or informal feedback • Use behavioural language in delivering feedback • Probe effectively • Stay neutral and rational • Understand the characteristics of effective feedback • Use feedback frames
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You'll see a variety of learning strategies: cooperative / collaborative, constructive, experiential, Socratic, accelerated learning. Participants will experience rotation of paired / small group work, the creation or completion of partial existing content to adapt it to their own situations, the tactical use of purposeful questions to guide people to self-discovery rather than just telling, intermittent problem-solving team-based challenges, a welcoming learning environment that gets the learners and their brains ready to learn.

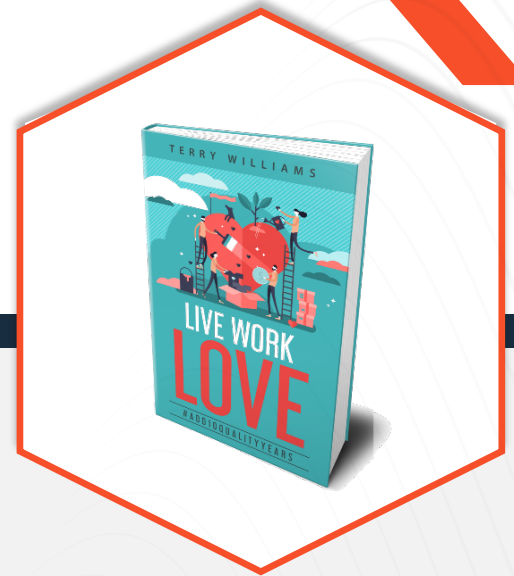
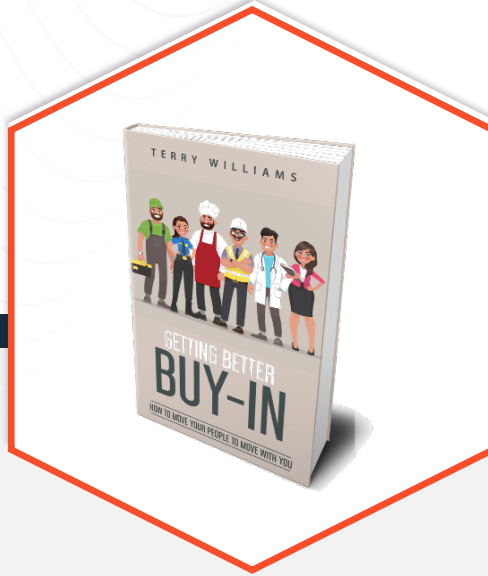
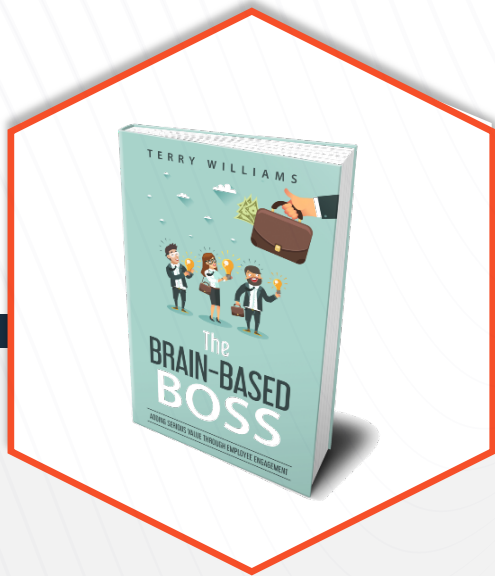
As part of addressing ever-diverse groups, as well as being generally wise principles of learning, I also draw on principles from the field of Maori education:

- Ako (Learners also learn when they teach others)
- Poutama (Like a ladder, learning needs to climb on previous learning)
- Te Whare Tapa Wha (The learner's needs need to be met across multiple dimensions: physical, mental, emotional, social)
- Tuakana Teina ('buddy system')

People are different and some topics lend themselves to being best delivered by particular styles. Therefore, what you get is *variety*, and a professional, experienced facilitator able to take examples and scenarios from the real-world of the participants and workshop them together in real-time, as opposed to didactic linear delivery of generic content. These methods ensure a productive, effective, and efficient balance between the delivery of academic content, and a practical and relevant session that is engaging, memorable, and interactive.

TERRY WILLIAMS

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