



**FACTSHEETS SOFT SKILLS LICENSE PROGRAMME**

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# ACTION ORIENTED MANAGEMENT

## Goals

- Participants learn to use different leadership styles through outdoor exercises.
- They learn to steer people effectively and they learn to deal with authority, power and influence.
- They improve their communication and leadership skills.

## Competences

- Confronting
- Decisiveness
- Delegating
- People Oriented Management
- Task Oriented Management
- Self-management

## Target Group

- Managers who function on a higher educational level, who have at least nine months experience in a management function leading people who perform and think at various levels.
- You want to gain experience in different styles of leadership, and in this way enhance the effectiveness of your behaviour as a manager.

## Programme of the 1-day course

- Introduction
- Getting acquainted
- Formulating learning goals
- Situational leadership styles, practising
- Power and authority
- Personal action plan, evaluation

## Programme of the 3-day course

- Formulating learning goals
- Instructing/prescribing
- Communication
- Persuading/Adjusting
- Leadership models
- Power and authority
- Consulting/Cooperating
- Delegating
- Group Feedback
- Action plan, evaluation

### **Programme of the 6-day course**

- Formulating learning goals
- Instructing/prescribing
- Communication
- Persuading/Adjusting
- Leadership models
- Power and authority
- Consulting/Cooperating
- Delegating
- Group Feedback
- Leary's rose
- Action plan, evaluation

### **Results**

#### Participants

- Know how and when to chose between People and Task Oriented Management.
- Know how to instruct people, and how to confront them with their behaviour.
- Know how to delegate in such a manner that their goals are obtained. Whether and when to use power, and when authority.
- Are able to cope with and influence difficult behaviour.
- Are able to encourage cooperation and to support employees in the problems they encounter.
- Are able to negotiate with management/ clients about means and conditions.

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# ASSERTIVENESS TRAINING

## Goals

- Participants will be more self-confident in their actions and make conscious decisions.
- They can better state their wishes and objections, with respect for the other person.
- They can set their boundaries and manage difficult situations.
- They will become more assertive, they learn to speak up, open up and stand firm.

## Competences

- Assertiveness
- Confronting
- Daring/taking risks
- Initiative (operating independently/proactively)
- Listening
- Conflict management
- Authority (impact/dominance)
- Stress management
- Independence
- Self-management

## Target Group

The target group for the training course is made up of people who want to learn to be able to choose their style of behaviour so that they can reach their goal without losing sight of the other people involved. In general this does not mean socially fearful people, but people who do not behave assertively in certain situations. The target group also includes people who tend to behave more aggressively than subassertively if there is a suspicion of exaggerated behaviour that is a result of subassertive behaviour in a lot of situations. The behaviour of the ATT target group is based on taking others too much into consideration.

## Programme of the 1-day course

- Personal learning goals, SMART principles
- Difference between assertiveness, subassertiveness and aggression.
- Dealing with tension
- Practising saying 'no'
- Setting boundaries, making requests
- Reacting in difficult situations
- Personal action plan, evaluation

## Programme of the 3-day course

- Personal learning goals, SMART principles
- Difference between assertiveness, subassertiveness and aggression.
- Dealing with tension
- Practising saying 'no'
- Setting boundaries, making requests
- Reacting in difficult situations
- Dealing with conflict and emotional blackmail
- Personal action plan, evaluation

**Programme of the 6-day course**

- Personal learning goals, SMART principles
- Difference between assertiveness, sub assertiveness and aggression
- Dealing with tension
- Practising saying 'no'
- Setting boundaries, making requests
- Reacting in difficult situations
- Dealing with conflict and emotional blackmail
- Personal action plan, evaluation

**Results**

## Participants

- Will gain greater insight into their professional behaviour and consequences thereof.
- Will be more self-confident in their actions and make conscious decisions more often.
- Will state their wishes and objections clearly, while showing respect for the other person.
- Will become aware of their personal boundaries and be able to push them out if they want.
- Will take an active part in the decision-making processes within their organisation.

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# COACHING-STYLE MANAGEMENT

## Goals

- Vision of coaching as an important tool for results-oriented management and self-management
- Learning to improve the performance and the learning possibilities of employees.
- Skills for coaching employees
- Dealing with the dilemma between the role of coach and that of manager

## Competences

- Coaching (people-oriented leadership)
- Confronting
- Task- and results-oriented management
- Conversational skills
- Tact/sensitive behaviour
- Self-management

## Target Group

- Managers who have at least two years' experience in a leadership role who have advanced educational qualifications.
- Your goal in coaching your employees is to enhance their capacity to develop themselves and to come up with their own solutions.
- You want to get the best out of your employees.

## Programme of the 1-day course

- What makes a good coach
- Personal strengths and weaknesses coaching-style management
- Coaching cycle manager
- Results-oriented management, practising making results-oriented agreements
- Practising listening, summarising, asking questions
- Giving and receiving feedback
- The dual role coach/manager
- Personal action plan, evaluation

## Programme of the 3-day course

- What is coaching
- Coaching cycle
- Setting learning goals, contract meeting
- Listening, summarising and questioning
- Feedback
- Making up intervision groups
- Situational leadership and Results-oriented management
- Practising coaching skills
- Intervention styles coaching.
- Practising intervention styles
- Dealing with resistance
- Practise coaching with a team
- Core qualities
- Giving and receiving feedback
- Personal action plan, evaluation

## **Programme of the 6-day course**

- What is coaching
- Coaching cycle
- Setting learning goals, contract meeting
- Listening, summarising and questioning
- Feedback
- Making up intervision groups
- Situational leadership and Results-oriented management
- Practising coaching skills
- Intervention styles coaching.
- Practising intervention styles
- Rational Effectiveness training
- Coaching on competences
- Dealing with resistance
- Practise coaching with a team
- Core qualities
- Giving and receiving feedback
- Personal action plan, evaluation

## **Results**

### Participants

- Acquire a vision about coaching-style management.
- They discover their own leadership style and look at learning and developing competences.
- They have the opportunity to work with the coaching cycle for managers.
- They can help their employees in their development towards self-management.
- They are able to match their leadership style to fit in with the degree of maturity of their employees.
- They learn how to use their coaching skills to encourage their employees to develop.
- They are able to amalgamate their role as a coach with that as a manager appraising employees.
- They become a people-oriented and results-oriented manager.

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# COMMUNICATION SKILLS

## Goals

- Participants become aware of one's first Impression, discover the basic rules of communication.
- They gain Insight Into their own personal communication style and effects on other people.
- They learn to lead a conversation by listening, summarising and asking questions.

## Competences

- Listening
- Taking initiative
- Assertiveness
- Dealing with confrontation
- Self-direction
- Co-operation
- Tact/sensitivity

## Target Group

- Participants regularly experience difficulties in expressing themselves sufficiently accurately.
- They have noticed that their behaviour sometimes causes aversion in others, although they cannot pinpoint the exact cause.
- They wish to improve their communication and co-operation skills.
- They have a low to middle-level education and a practical disposition.

## Programme of the 1-day course

- First impression
- Setting your personal goals
- Basic rules about effective communicating
- Sending and receiving a message
- Active listening, asking the right questions
- Being heard and understood
- Getting the information you need
- Personal action plan, evaluation

## Programme of the 3-day course

- Setting your personal goals
- Basic rules about effective communications
- Sending and receiving a message
- Active listening, asking the right questions
- Getting the information you need
- Aspect of verbal and non verbal communication
- Giving and receiving feedback
- Playing own situations
- Interaction and influencing difficult behaviour: Leary's rose
- Practising empathy
- Personal action plan, evaluation

### **Programme of the 6-day course**

- Setting your personal goals
- Basic rules about effective communications
- Sending and receiving a message
- Active listening, asking the right questions
- Getting the information you need
- Aspect of verbal and non verbal communication
- Giving and receiving feedback
- Playing own situations
- Interaction and influencing difficult behaviour: Leary's rose
- Practising empathy
- Personal action plan, evaluation

### **Results**

#### Participants

- Will gain a better insight into their personal communication style.
- Will be able to communicate effectively and decisively with colleagues, seniors and clients.
- Will be able to express their opinion clearly.
- Will be able to continue to evaluate and question the objectives of the other person.
- Will be able to empathise with the other person without jeopardising their own interests.
- Will be aware of the importance of body language and be able to respond effectively to the non-verbal signals of the other person.

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# EFFECTIVE COMMUNICATIONS

## Goals

- Participants become aware of one's first Impression, discover the basic rules of communication.
- They gain Insight into their own personal communication style and effects on other people.
- They learn to lead a conversation by listening, summarising and asking questions.

## Competences

- Listening
- Taking initiative
- Assertiveness
- Confrontation
- Self-direction
- Co-operation
- Tact/sensitivity

## Target Group

- Participants regularly experience difficulties in expressing themselves sufficiently accurately.
- They have noticed that their behaviour sometimes causes aversion in others, although they cannot pinpoint the exact cause.
- They wish to improve their communication and co-operation skills.
- They think and work at university level.

## Programme of the 1-day course

- First impression
- Setting your personal goals
- Basic rules about effective communicating
- Sending and receiving a message
- Active listening, asking the right questions
- Being heard and understood
- Getting the information you need
- Personal action plan, evaluation

## Programme of the 3-day course

- Setting your personal goals
- Basic rules about effective communications
- Sending and receiving a message
- Active listening, asking the right questions
- Rational effectiveness training
- Aspect of verbal and non verbal communication
- Giving and receiving feedback
- Playing own situations
- Interaction and influencing difficult behaviour: Leary's rose
- Practising empathy
- Personal action plan, evaluation

## **Programme of the 6-day course**

- Setting your personal goals
- Basic rules about effective communications
- Sending and receiving a message
- Active listening, asking the right questions
- Rational effectiveness training
- Aspect of verbal and non verbal communication
- Giving and receiving feedback
- Playing own situations
- Interaction and influencing difficult behaviour: Leary's rose
- Practising empathy
- Personal action plan, evaluation

## **Results**

### Participants

- Will gain a better insight into their personal communication style.
- Will be able to communicate effectively and decisively with colleagues, seniors and clients.
- Will be able to express their opinion clearly.
- Will be able to continue to evaluate and question the objectives of the other person.
- Will be able to empathise with the other person without jeopardising their own interests.
- Will be aware of the importance of body language and be able to respond effectively to the non-verbal signals of the other person.

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## GRADUATES TRAINING

### Goals

- Participants gain an insight into the Critical Factors for Success in career development.
- They practise communication and presentation skills for a job interview.
- They strengthen their self-control (handling stress and frustration, relaxing and eliminating fear and resistance).
- Participants work on intentions for a personal development (career)plan.

### Competences

- Presentation
- Conversational skills

### Target Group

- University graduates

### Programme of the 1-day course

#### Preparation before the workshop

- Access to the Schouten Training Competence Manager.
- Participants should do the competence scan and they will be given a personal graph of strengths and weaknesses.
- Participants draw up a Personal Competence Career Plan

#### Workshop

- Getting acquainted
- Presentation of eight factors crucial to success in your working life
- Life story about career development and willpower
- Practising communication skills
- The power of personal presentation skills
- Making an action plan
- Evaluation and follow-up

#### Results

- Participants have improved their communication and presentation skills.
- At the end of the day they have made up their mind about their personal career plan.



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# LEADERSHIP TRAINING

## Goals

- Results-oriented leadership:** You learn to steer the results of your employees.  
You learn how you can influence the degree of commitment among your employees in order to achieve the targets and tasks of your department.
- Team leadership:** You learn to encourage your employees to develop their talents.  
You learn to encourage collaboration within your team.  
You gain an insight into the socio-psychological aspects of group dynamics and team dynamics.

## Competences

- Confronting
- Task- and results-oriented management
- Collaboration
- People oriented management
- Planning and organising
- Stress management
- Self-management

## Target Group

- Managers who have at least half a years' experience in a leadership role and who wish to reflect on their own behaviour and improve their leadership skills.

## Programme of the 1-day course

- Getting acquainted
- Introduction on the concepts of management and leadership
- Feedback rules
- Management model Adair
- Performing and managing tasks
- Motivation theory
- Situational leadership
- Action plans, evaluation

## Programme of the 3-day course

- Introduction to the concepts of management and leadership
- Getting acquainted
- Learning goals
- Giving and receiving feedback
- Adair leadership theory
- Practising leadership
- Motivation
- Results-oriented management
- Area of responsibility
- Early warning exercises
- Correction and appraisal
- Introduction rational effectiveness training
- Time management
- Building a cooperative team
- Personal action plan, evaluation

## **Programme of the 6-day course**

- Introduction to the concepts of management and leadership
- Getting acquainted
- Learning goals
- Giving and receiving feedback
- Adair leadership theory
- Practising leadership
- Motivation
- Results-oriented management
- Area of responsibility
- Early warning exercises
- Correction and appraisal
- Introduction rational effectiveness training
- Time management
- Core qualities
- Types of teams
- Team or group?
- Team effectiveness
- Enhancing team performance
- Collaboration exercises
- Practising with personal situations
- Personal action plans, evaluation

## **Results**

### Participants

- Have a vision of leadership.
- They have discovered their own leadership style and have developed their skills.
- They are able to match their leadership style to their employees' degree of maturity.
- They are focussed on people and results.
- They have insight into your own collaboration and team-building skills.
- They are able to handle stress and make improvements to their own time management.

## LEADING PROFESSIONALS

### Goals

*Personal leadership:*

*Coaching as a leadership style:*

What are my strengths as a leader and where do I need to improve?

You learn to steer the results of your employees. You learn how you can influence the degree of your employees' commitment to accomplishing the tasks and achieving the targets of your department. You learn to encourage your employees to develop their talents.

*Facilitative leadership:*

*Inspirational leadership:*

Creating conditions and means for your professional employees.

You develop a vision for the future of your team. Expressing your values and ambition so your professional employees are inspired and committed to the organisation/department/ambition

### Competences

- Taking initiative
- People-oriented leadership
- Autonomy
- Sensitivity to the company
- Tact/sensitive behaviour
- Tactical behaviour
- Self-management, self-knowledge, self-direction

### Target Group

- Managers with a great deal of experience leading professionals. At least 3 years.
- He/she has relevant work experience and has attended various courses in leadership and leadership skills.
- He/she is able to reflect on his/her own behaviour.
- He/she takes responsibility for his/her own development as a leader.
- He/she is open and able to state his/her own developmental goals.

### Programme of the 6-day course

- Vision of leadership and leading professionals
- Working on learning goals
- Dilemmas in leading professionals
- Coaching style management
- Personal development path
- Intervision
- Who am I currently as a manager (how does it show)?
- What is my personal vision of leadership (how does this manifest itself)?
- My leadership in the near future (three to five years from now)
- Internal dilemmas
- Tiresome situations at work
- I, the others and my environment
- Working on personal blockages
- Gaining insight into inspiration
- Case histories, personal situations
- Inspirational leadership
- Feedback, action plan, evaluation

**Results**

- You have developed a personal vision of leadership.
- You can connect personal goals with the goals of the organisation and of the professionals.
- You know the dilemmas in leading professionals and can handle them effectively.
- The steering and coaching of professionals is familiar to you.
- You use interventions to create commitment to organisational goals from your professionals both now and in the future.

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## PERSONAL EFFECTIVENESS TRAINING

### Goals

- Participants will be more self-confident in their actions and make conscious decisions.
- They can better state their wishes and objections, with respect for the other person.
- They can set their boundaries and manage difficult situations.
- They will become more assertive, they learn to speak up, open up and stand firm.

### Competences

- Assertiveness
- Confronting
- Daring/taking risks
- Initiative (operating independently/proactively)
- Listening
- Conflict management
- Authority (impact/dominance)
- Stress management
- Independence
- Self-management

### Target Group

The target group for the training course is made up of people who want to learn to be able to choose their style of behaviour so that they can reach their goal without losing sight of the other people involved. In general this does not mean socially fearful people, but people who do not behave assertively in certain situations. The target group also includes people who tend to behave more aggressively than subassertively if there is a suspicion of exaggerated behaviour that is a result of subassertive behaviour in a lot of situations. The behaviour of the ATT target group is based on taking others too much into consideration

### Programme of the 1-day course

- Personal learning goals, SMART principles
- Difference between assertiveness, subassertiveness and aggression.
- Dealing with tension
- Practising saying 'no'
- Setting boundaries, making requests
- Reacting in difficult situations
- Personal action plan, evaluation

### Programme of the 3-day course

- Personal learning goals, SMART principles
- Difference between assertiveness, subassertiveness and aggression.
- Dealing with tension
- Practising saying 'no'
- Setting boundaries, making requests
- Reacting in difficult situations
- Dealing with conflict and emotional blackmail
- Personal action plan, evaluation

**Programme of the 6-day course**

- Personal learning goals, SMART principles
- Difference between assertiveness, subassertiveness and aggression.
- Dealing with tension
- Practising saying 'no'
- Setting boundaries, making requests
- Rational effectiveness training
- Reacting in difficult situations, Leary's Rose
- Dealing with conflict and emotional blackmail
- Personal action plan, evaluation

**Results**

## Participants

- Will gain greater insight into their professional behaviour and consequences thereof.
- Will be more self-confident in their actions and make conscious decisions more often.
- Will state your wishes and objections clearly, while showing respect for the other person.
- Will become aware of their personal boundaries and be able to push them out if they need.
- Will take an active part in the decision-making processes within their organisation.

## PRESENTATION SKILLS

### Goals

- Controlling stage-fright and fear of public speaking, before and during presentations.
- Making more effective use of your voice and expressions as well as audio-visual aids.
- Gaining an insight into the impact of your presentation.
- Learning how to prepare presentations systematically for a particular target audience and with a clear objective in mind.
- Learning to improvise so that difficult questions no longer present a problem.

### Competences

- Expressing yourself verbally
- Authority
- Presentation
- Reducing stress
- Tactful and sensitive behaviour
- Self-management

### Target Group

The target group for the training course is made up of people who:

- Want to develop their public speaking skills
- Are possibly inexperienced and want to know and learn 'everything' there is to know about public speaking
- Still feel nervous, both before and during a speech.
- Have some experience in public speaking, but want to enjoy the experience more or give better presentations.

The training is suitable for both experienced and inexperienced speakers. There are no educational specifications.

Participants should be able to be reflective on their performance during the Personal Goal Setting Interview and course. And must have or create possibilities outside the training to practise their new skills.

### Programme of the 1-day course

- Introductions
- Practise presenting
- Strengths and weaknesses
- Introduction about purpose and making of presentations and structuring speeches
- Regulating physical tension
- Improvement on expressions
- Making an entrance
- Practise presenting and focus on improving learning points
- Personal action plan, evaluation

### Programme of the 3-day course

- Controlling stage fright and fear of public speaking, both before and during presentations.
- Making better use of our voice and expression
- Effective use of audio-visual aids
- Gaining insight into the impact of our presentations
- Knowing how to systematically prepare presentations, to a particular target audience and with a clear objective in mind
- Improvising
- How to deal with difficult questions, so they no longer present a problem.

## Results

Participants:

- Are able to control stage-fright and public speaking during presentations. They know how to prepare presentations systematically for a particular audience with a clear objective in mind.
- They are able to improvise and to answer difficult questions.

# PROFESSIONAL LEADERSHIP

## Goals

- Personal leadership: What are my strengths as a leader and where do I need to improve?
- Result-oriented leadership and coaching as leadership style: You learn to give steer to the results of your employees.
- You learn how you can influence the degree of commitment of your employees to achieve the targets and tasks of your department.
- You learn to encourage your employees to develop their talents.
- Team leadership: You learn to encourage collaboration in your team.
- You gain an insight into the socio-psychological aspects of group dynamics and team dynamics.
- Entrepreneurial leadership: You develop a vision for the future of your team and you learn how to translate this into targets.
- In order to implement and succeed in your ideas, you are able to set boundaries, to create opportunities and you learn to dare to take risks.

## Competences

- Taking initiative
- People-oriented leadership
- Autonomy
- Sensitivity to the company
- Task- and result-oriented leadership
- Tact/sensitive behaviour
- Tactical behaviour
- Self-management, self-knowledge, self-direction

## Target Group

- Managers with academic or advanced qualifications with at least one year's experience in a hierarchical management function.
- You want to gain a deeper insight, acquire more experience and knowledge so that you can get the best out of yourself and out of your employees.
- You want to work more effectively and efficiently.
- If you have been working as a project leader for at least 3 years and you are responsible for your employees' tasks and personal effectiveness, you would also benefit from participating in this training course.

## Programme of the 11-day course

**Block 1.** Leadership models, self-knowledge, self management, learning

**Block 2.** Performance management, situational leadership, coaching

**Block 3.** Teambuilding and group dynamics

**Block 4.** Dealing with conflicts, resistance, negotiations

**Block 5.** Entrepreneurial leadership, proactive behaviour, vision and mission, development own department

**Block 6.** Results of personal development

## Results

- Participants gain an insight in all aspects of leadership as a profession.
- They are able to make contracts about results and carry out a results-oriented discussion.
- They are able to adapt their own leadership style to fit in with the needs of individual employees.
- They are able to give direction in a result-oriented and motivating way.
- They develop their own vision of leadership and are able to behave accordingly.
- They are able to lead their team in your unique, authentic way.



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# PROJECT MANAGEMENT FOR PROJECT AND TEAMLEADERS IT-COMPONENT

## Goals

This workshop aims to give a global image of project management in accordance with the TIPI ® approach. The relation between group dynamics processes and technical aspects is discussed here.

## Competences

- Initiative
- Planning and organising
- Result-oriented management
- Collaboration
- People-oriented leadership

## Target Group

Project managers, team managers and project team members with a responsibility for managing automation (sub) projects

## Programme of the 6-day course

- Acceptance of a project assignment;
- Project management principles: setting goals, phasing, controlling, deciding;
- Defining the client's goal, defining the project result, the set-up of the phased plan
- The management aspects of a project;
- Project scenarios;
- Results cycle;
- Dealing with conflicts;
- Managing and collaborating.

## Results

After the course, participants are capable of:

- Critically assessing a project assignment and recognizing its goals;
- Establishing a phased project plan;
- Establishing how the nine management aspects can be organised in accordance with the integration model: delimitation, personnel & organisation, communication, risk, quality, acquisition, time, costs and integration;
- Planning management activities in accordance with the cycle: accept, prepare, execute, assess, adjust, deliver, close;
- Laying down the project goal, the phasing and the management aspects in a coherent manner in a project handbook, project plan and phased plan;
- Recognizing group dynamics processes;
- Distinguishing leadership styles;
- Managing the progress of projects.



# PROJECT MANAGEMENT FOR PROJECT AND TEAM LEADERS

## Goals

Result oriented working, phasing and planning, determining decision points and writing a management plan. You will learn to apply these skills to your own situation. Through changing roles (project leader/project team member) you learn how to look at the challenges from different perspectives and gain insight into the entire process. Using a case study project, preferably a project from one of the participants, you go through the entire process and methodology.

## Competences

- Task and result oriented leadership
- Cooperation
- Flexibility
- Self management
- Confrontation
- Conversational skills

## Target Group

You notice that you are increasingly handling coordinating tasks within projects. You have gradually become responsible for the collaborative work within a project team. In this coordinating role, you may on occasion undertake contact with the assignor, you coordinate with the project leader and external advisors. You want to practise using communication skills to promote cooperation within your project team. You would like to gain an insight into the fields of influence around your project

## Programme of the 1-day course

- Getting acquainted with project management terminology
- What is your role and knowing this, what are your responsibilities
- How do you start a project
- What documents are necessary
- How to phase
- What are decision making moments
- How to manage the costs/timetable /quality triangle
- How to make an activity planning
- Action plan, evaluation

### Programme of the 3-day course

- The 3 pillars of project based working
- Starting a project, introduction of a case study project
- Pillar 1: result oriented working
- First project document: the assignment note
- Presentation: how do I sell my project
- Influencing tactics
- Pillars 2 and 3: phasing and decision making
- Roles, tasks and responsibilities
- Meeting techniques: steering content, processes and interaction
- Decision making theory, decision making exercise
- Making an activity inventory for a project: the brainstorming method and the mind mapping method
- Activity planning: conceptual framework and technique, making an activity plan exercise
- Project documents: the project plan, writing a project plan for your own project exercise
- Leave tasks to colleagues: drive work method and result
- Exercise: make agreements about results
- Introduction to the SMART concept
- The difference between feedback and early warning
- Delivering feedback: the I/I/you method, giving criticism
- Helpful thoughts when holding a critical dialogue
- Personal action plan, evaluation.

### Programme of the 6-day course

- The 3 pillars of project based working
- Starting a project, introduction of a case study project
- Pillar 1: result oriented working
- First project document: the assignment note
- Presentation: how to sell my project
- Influencing tactics
- Pillars 2 and 3: phasing and decision making
- Roles, tasks and responsibilities
- Work breakdown structure
- Activity planning
- Steering on results instead of working methods
- SMART agreements
- Feedback and early warning
- From result agreements to leading a project team individually
- Various kinds of teams
- From functional roles to team roles
- Meeting skills
- Decision-making process
- Styles of leadership: The Hershey & Blanchard model,
- Force field analysis
- Political games in relation to projects
- Interaction patterns
- Which behaviour is effective with regard to the various stakeholders
- Negotiation
- Own style of negotiating and managing conflicts
- Conflict management
- Rational thinking
- Giving criticism and receiving criticism

**Results**

- Participants know the methodology of working on a project, they are able to think result oriented , to phase and plan.
- They know what decision points and milestones are and can control them.
- They have practised leading a project team and understand the roles, tasks and responsibilities within that project.
- They can lead a project consultation and make result oriented agreements with project team members and address failures to keep to agreements.
- They can apply situational leadership In their projects and can handle the force field around project



# STRESS MANAGEMENT

## Goals

- Go in search of a correct distribution of effort and relaxation.
- Learn to look systematically at the psychological causes of obstacles which prevent you from the best of your ability and how to tackle these obstacles.
- Learn to put problems into perspective.
- Improve physical relaxation.
- Improve social skills to communicate more effectively

## Competences

- Assertiveness
- Confronting/feedback
- Daring/taking risks
- Initiative (operating independently/proactively)
- Listening
- Conflict management
- Authority (impact/dominance)
- Stress management
- Self direction/self management
- Conversational skills
- Independence

## Target Group

The target group for the training course is made up of people who:

- Are weighed down by a great sense of responsibility and are incapable of distancing themselves sufficiently from their job.
- Have physical complaints (e.g., fatigue, RSI, stomach and intestinal complaints, sleeping issues, joint pain).
- Have mental complaints (e.g., worrying, irritability, difficulty in concentrating).
- Suffer from lack of relaxation. Sometimes have already been overwrought, work long hours and/or have personal problems.
- There are no educational requirements.
- Participants should be able to reflect on their performance during the PGI and course and must have or must create possibilities outside the training course to practise their new skills.

## Programme of the 1-day course

- Getting acquainted
- Stress signals
- Positive and negative stress
- R.E.T
- Be SMART
- Relaxation exercise
- Time consumers
- Assertiveness, saying no
- Personal action plan, evaluation

### **Programme of the 3-day course**

- Getting to know each other
- Stress signals
- Introduction to RET
- Working with RET based on own situations
- BE SMART
- Relaxation exercise
- How to take care of yourself
- Language
- RET
- Norms and values
- Musts
- Practise with ABCs
- Menu:
  - Dealing with criticism
  - Time management:
  - Core quadrants
  - Primary Own Tasks
  - Setting priorities
- Tips for planning and organising
- Assertiveness/boundaries
- Setting good intentions
- Action plan, evaluation and goodbyes

### **Results**

- Participants have looked systematically at the psychological causes of obstacles which prevent them from the best of their ability and how to tackle these obstacles.
- Participants have learned to put problems into perspective.
- Participants have improved physical relaxation and social skills to communicate more effectively

## THE MANAGER AS A TEAM BUILDER

### Goals

- Recognising interaction patterns in groups.
- Qualities of yourself, your team members and your whole team
- Your influence on the team: What impact do you have and how can you change it?
- Learning to make interventions on content and on interaction
- Team effectiveness: mission, goals, tasks and roles, procedures and personal relationships.
- Developing communication skills

### Competences

- Confronting
- Task- and results-oriented management
- Collaboration
- People oriented management
- Tact/sensitive behaviour
- Self-management

### Target Group

You are the team leader of a department, project team, management team or working group working towards a joint goal. You put a lot of energy into the way your team operates, but you think it could be more effective. Team members do not discuss irritations and conflicts with each other but come to you. You have obtained higher educational qualifications.

### Programme of the 2-day course

- Types of teams
- Team or group?
- Team effectiveness
- Enhancing team performance
- Collaboration exercises
- Practising with personal situations
- Personal action plans, evaluation

### Programme of the 6-day course

- Introduction teams, critical success factors of teams
- Team effectiveness model
- Practising steering a team, outdoor exercises
- Levels of communication
- Belbin's team roles
- Situational leadership
- Practising style situational leadership, outdoor exercises
- Practising own situations
- Stages of group development
- Working with own cases and questions
- Practising delegating
- R.E.T
- Options
  - Core qualities
  - Leary's Rose
  - Coaching
- Feedback, action plans, evaluation

## Results

### Participants

- Are able to coach their team to collaborate more effectively.
- Understand group processes and know when they have to intervene and when not.
- Are able to recognise the qualities of their team members, to combine these to get optimal results as a team.
- Team-building skills increase and they get more pleasure out of their work.
- Are able to enhance the self-regulation skills and vitality within their team

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# TIME MANAGEMENT

## Goals

- To learn to define your own pitfalls and blockages and being capable of avoiding them
- To be able to define your own qualities and to be capable of developing them
- To be capable of influencing others, who impact your time

## Competences

- Assertiveness
- Delegating
- Effectiveness
- Perseverance
- Planning and organising
- Stress management
- Self management/self steering
- Confronting/feedback
- Daring/taking risks
- Initiative (operating independently/proactively)
- Conflict management/negotiating
- Authority (impact/dominance)
- Independence

## Target Group

The target group for the training course is made up of people who:

- Experience difficulties dealing with their time in an efficient manner
- Feel that time 'slips through their fingers'
- Think they do not achieve their deadlines often enough
- Often take work home with them
- Want to learn how to plan their ideal working day so they can function optimally in a relaxed manner

There are no educational specifications.

## Programme of the 1-day course

- Introduction to the subject
- Person-Work-Time model
- Goals in your life
- Time consumers
- Planning and organising
- Setting priorities
- RET
- Stress
- Physical relaxation
- Saying no
- Personal action plan, evaluation

### **Programme of the 3-day course**

- What is time management
- Goals in your life
- Values: what is really important to you?
- BE SMART
- Time consumers
- Primary Own Tasks (POT)
- Setting priorities
- Planning and organising
- Your qualities and pitfalls
- Rational Emotive Training, solving blockages
- Intentions, evaluation
- Stress
- Role-play situations related to the others concerning your time management
- Possible subjects:
  - Delegate
  - Saying no
  - Feedback
- Intentions, evaluation, saying goodbye

### **Results**

- Participants are able to manage their time efficiently and effectively on the basis of goals and priorities.
- They are able to improve their own time management.
- They have an insight into their pitfalls and know how to avoid them.
- They have developed negotiation and delegation skills.

# TRAINING FOR TRAINERS

## Goals

Become and expert in training and coaching of behavioural development; Train people's development and communication skills; Help professionals to become more successful and more self-confident; Guide individuals in improving their behaviour to achieve what they want in a pleasant and valuable way; Open up new horizons upon those who want to be more successful in their professional lives; Learn how to facilitate learning by individuals and groups by experimental learning methods; Discuss and comprehend behavioural training and the design of learning processes.

## Competences

Authority  
 Confronting  
 Creativity  
 Independence  
 Initiative  
 Presentation skills  
 Self-management  
 Tact/Sensitive behaviour

## Target Group

People who want to become a communication skills trainer, a facilitator of professionals' learning processes or an HR specialist on organisation learning and development. If you are involved in developing and executing training programmes, for example as a therapist, a researcher or a teacher. You have a Bachelor's or Master's degree and over 3 years working in the field of Psychology or Human Resources Management.

## Programme of the 12-day course

- Module 1: Personal Development Plan.  
 Orientation on development in relation to the field of training and behavioural change.  
 Analysis strengths and weaknesses and start with a plan of becoming a soft skills trainer  
 Principles of effective communications and presentations techniques
- Module 2: Learning and changing  
 Introduction learning theories  
 Cognitive training interventions and functional analysis.  
 Assertive behaviour  
 Giving and receiving feedback  
 Training elementary skills  
 Personal confrontation and interventions
- Module 3: Changing behaviour  
 Learning theory and behaviour change  
 Practical exercise in training skills  
 Stimulating and obstructive factors for learning of individuals.  
 Practising how to make an individual diagnosis  
 The six step role play
- Module 4: How to deal with group dynamic processes  
 Group dynamics (processes of interaction)  
 Process interventions and methods  
 Communication and feedback in groups  
 Stimulating and obstructive factors for learning in groups  
 Practising how to use the group and the process as a powerful method for learning

- Module 5:      Change behaviour by interaction: methods and techniques  
                  The role of a training (authority, initiative, creativity and autonomy)  
                  Confrontation and confidence  
                  Training basic skills, play methodologies  
                  How to use drama as an intervention for improving skills
- Module 6:      How to design and develop a course programme  
                  Different approaches which can be used in order to design a learning process  
                  Transfer promoting measures of learning  
                  Model of didactic analysis  
                  Identification of client needs  
                  Design of the learning solution  
                  Evaluation of the training

**Results**

Examination and certification

Upon successful completion of the training programme you will receive the official Training for Trainers Certificate.



For more information on our soft skills license programme please contact:

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