

A background image of a city skyline at night, featuring several tall skyscrapers with lights on, set against a dark, cloudy sky. The text is overlaid on this image.

Professional Soft Skills

ITDP Certificate Program

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Professional Soft Skills Program Overview

- This program will give ITDP graduates a range of behavioural skills that will be necessary to facilitate their careers
- The training will be delivered in 2 weeks blocks with 9 days of facilitator led tuition and 1 day of group presentations on Day 10
- The program for both GDP and ITDP groups will be broadly similar but the balance of content flexed to the needs of the different audiences (more Change Project Management for ITDP, more Selling Ideas for GDP for example. Individual topics will not all be confined to 1 day “modules” as in the past but will rather flow through the duration of the programme (themes such as Emotional Intelligence, Communication etc)
- The overarching theme will be to ensure that all participants are capable presenters by the end of the 10 days through constant practice
- The 10 days will be delivered by Peter Willis and Ralph Houston. They have worked together since 1988 and have the same approach to training design and delivery and complimentary skill sets meaning that delivery of the 10 days in 2 blocks of 5 days are interchangeable.

Professional Soft Skills

Our Approach

The program makes use of a range of pedagogical approaches:

- Active learning: Engaging participants through activities such as group discussions, case studies, and role-playing exercises.
- Experiential learning: Participants are given opportunities to apply what they have learned in real-world situations.
- Collaborative learning: Working together with other participants to solve problems and complete tasks.
- Problem-based learning: Presenting participants with real-world problems and challenges to solve using the knowledge and skills they have acquired during the program.
- Mastery learning: Breaking down complex topics into smaller, more manageable units and allowing participants to master each unit before moving on to the next.
- These approaches can help ensure that the program is high-impact and that participants are able to apply what they have learned in their work environment.

Professional Soft Skills

Week 1 Overview

| 8.30 – 9.15 | 9.30 – 12.15 | Lunch | 13.15 – 15.30 | 15.30 – 16.30 |
|------------------------|------------------------|-------|------------------------|--|
| Programme Introduction | Tutorial and Exercises | | Tutorial and Exercises | Coaching with the Team presenting next day |
| Team Presentation | Tutorial and Exercises | | Tutorial and Exercises | Coaching with the Team presenting next day |
| Team Presentation | Tutorial and Exercises | | Tutorial and Exercises | Coaching with the Team presenting next day |
| Team Presentation | Tutorial and Exercises | | Tutorial and Exercises | Coaching with the Team presenting next day |
| Team Presentation | Tutorial and Exercises | | Tutorial and Exercises | Coaching with the Team presenting next day |

Professional Soft Skills

Week 2 Overview

| 8.30 – 9.15 | 9.30 – 12.15 | Lunch | 13.15 – 15.30 | 15.30 – 16.30 |
|-----------------------|--|-------|---|--|
| Team Presentation | Tutorial and Exercises | | Tutorial and Exercises | Coaching with the Team presenting next day |
| Team Presentation | Tutorial and Exercises | | Tutorial and Exercises | Coaching with the Team presenting next day |
| Team Presentation | Tutorial and Exercises | | Tutorial and Exercises | Coaching with the Team presenting next day |
| Team Presentation | Tutorial and Exercises | | Coaching for the Final Presentation | Coaching for the Final Presentation |
| Set Up of Room | Final Group Presentations: Groups 1, 2 and 3 | | Final Group Presentations: Groups 4 and 5 | Conclusion |





Professional Soft Skills

Introduction to Morning Meetings

- Monday – Thursday: Week 1
- Sunday – Wednesday: Week 2
- Each team will prepare & present a range of topics for 15-20 minutes
 - Main News over the last 24 hours
 - ❑ Especially business impact
 - Movements in Markets, including rationale:
 - ❑ Equities
 - ❑ Fixed Income (bonds)
 - ❑ Commodities
 - ❑ Currencies, including a cryptocurrency – not necessarily Bitcoin
 - Special Topic – anything you like – “Free Choice”
 - Provide Summary and Outlook

Professional Soft Skills

Objectives to Morning Meetings

- Improve participants:
 - Presentation skills
 - Time management
 - Teamworking skills
- Find and provide information:
 - Financial news
 - (Macro) economic news
- Develop their understanding of the markets and their views on them
- Add value to the audience





Professional Soft Skills

Aims and Objectives of Topics Across the 2 Weeks

- The following outlines are NOT divided by specific days or running order but rather reflect the range of topics that will be covered during the 2 weeks
- Actual running order will be dependent upon group (GDP/ITP), tutor and priorities at the time of delivery
- We will add or remove certain topics (or reduce/increase amount of time given to each) depending upon needs or issues/challenges at the time of delivery

| Week 1 | Week 2 |
|--|---------------------------------------|
| Presentation and Public Speaking Skills | Managing Change Projects |
| Communication Skills including Questioning and Listening | Introduction to Team Working |
| Self Direction, Self Management, Emotional Intelligence and Managing Upwards | Problem Solving and Decision Making |
| Understanding Personal Strengths and Preferences and Influencing Skills | Assertiveness and Conflict Resolution |
| VUCA Leadership and Motivation | Final Group Presentations |

A nighttime photograph of a city skyline, likely Dubai, featuring a prominent skyscraper (Burj Khalifa) and other illuminated buildings along a waterfront. The scene is reflected in the water.

Module 1:

Presentation Skills

Program Module Aims

Presentations are a fact of organisational life. They are also a source of immense frustration when they are done badly – which research shows us to be more often than not.

This is even more the case with online/digital presentations.

Poor structure, visual aids that do not aid anything, stumbling unrehearsed delivery, bad timekeeping.....the list is endless.

This programme is intended to introduce the core elements of a successful presentation and to enable participants to assess their own presentation skills against those elements with a view to improvement.




Learning Objectives

By the end of this program module participants will be able to:

- Create effective presentations,
- Use well known tips and techniques for delivering presentations successfully,
- Explain methods for reducing presentation fears and stresses - notably through the use of preparation and control, to build confidence
- Use the principles of range, depth to define Must's, Should's and Could's
- Prepare presentations based on understanding the audience
- Plan and prepare effective visual aids
- Prepare an effective and engaging presentation for a "virtual audience"
- Use digital presentation technology effectively



A nighttime photograph of a city skyline, likely Dubai, featuring a prominent skyscraper (Burj Khalifa) and other illuminated buildings along a waterfront. The city lights are reflected in the water.

Module 2: **Emotional Intelligence**

Program Module Aims

Emotional intelligence is an ability that affects every area of life: from school, to work, to interpersonal relationships. Academic intelligence may bring success in education, but it is no guarantee in the wider world for happiness, success and prosperity. Academic intelligence often plays an important part in getting a job - many job descriptions require particular academic qualifications. However, once you are working in that job, emotional intelligence is vital for success

This programme is intended to introduce the core concepts of EI and to enable participants to assess their own levels of EI and the impact of these on interpersonal relationships in all areas of their lives



Learning Objectives

By the end of this program module participants will be able to:

- Recognise different elements of Emotional Intelligence, why they are important and how to use them to build effective relationships
- Understand their own levels of emotional intelligence across a range of factors and plan activities to build their capabilities in each of Goleman's 5 EI factors
- Demonstrate their ability to recognise when it is appropriate to use different approaches in a range of work - related situations





Module 3:

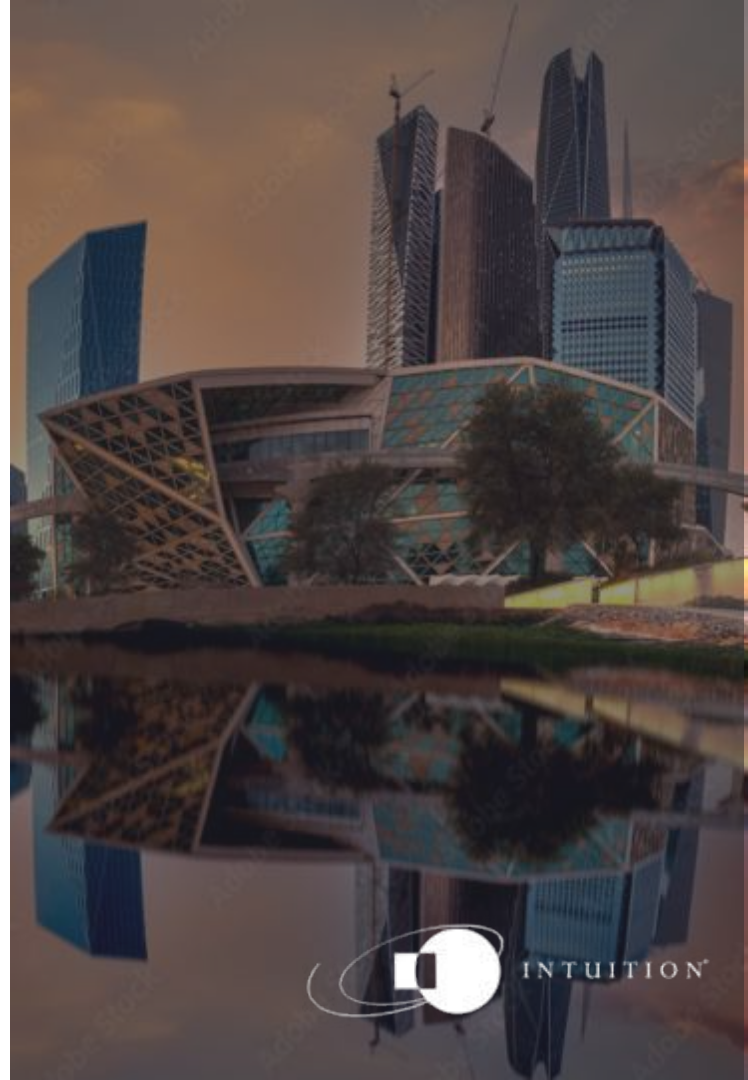
Introduction to Communication, Writing Skills and Networking

Program Module Aims

Emotional intelligence is an ability that affects every area of life: from school, to work, to interpersonal relationships. Academic intelligence may bring success in education, but it is no guarantee in the wider world for happiness, success and prosperity.

Academic intelligence often plays an important part in getting a job - many job descriptions require particular academic qualifications. However, once you are working in that job, emotional intelligence is vital for success

This programme is intended to introduce the core concepts of EI and to enable participants to assess their own levels of EI and the impact of these on interpersonal relationships in all areas of their lives

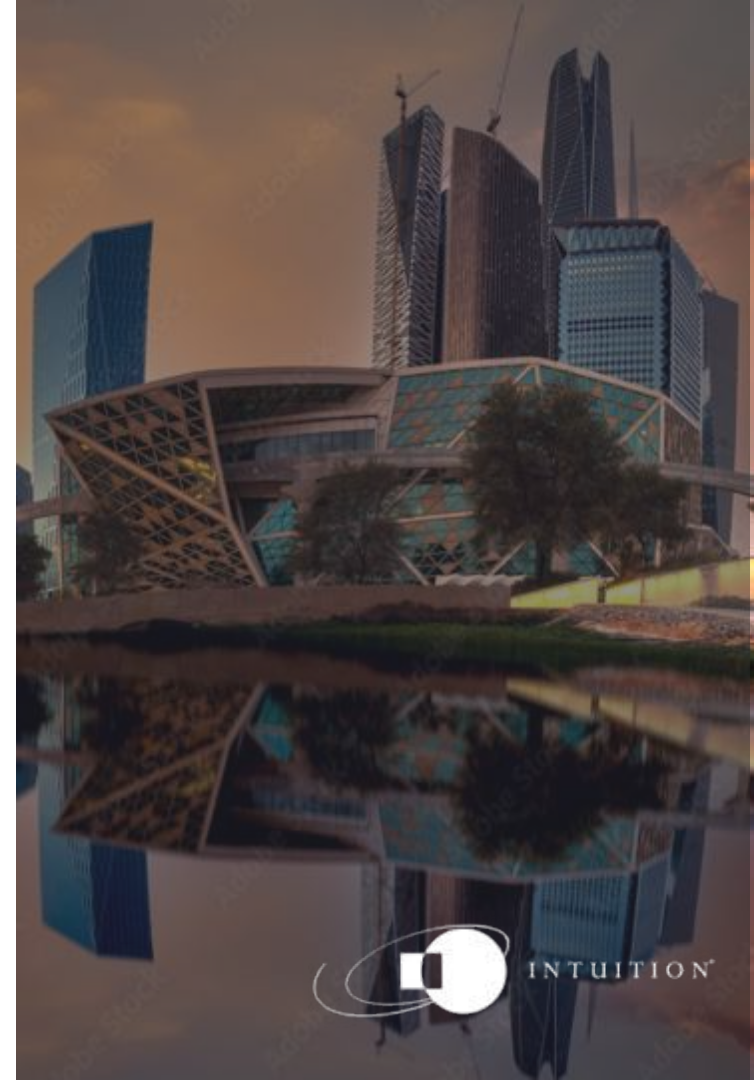


INTUITION

Learning Objectives

By the end of this program module participants will be able to:

- Define Networking, understand it's importance in terms of building a successful career within the bank and create a basic personal network diagram for elaboration as their career's develop
- Demonstrate their awareness of the importance of intrapersonal, interpersonal and cultural factors in communication
- Understand the barriers to effective communication and different ways to approach and overcome these
- Use psychological theory and models to facilitate communication
- Define what "Good Writing" means in a business environment



Module 4:

Questioning, Listening and Non-Verbal Context

Program Module Aims

This module is intended to give participants an insight into the importance of body language and non-verbal behaviours in effective communication – making judgements about communication effectiveness based on the reaction of others

In addition, this module introduces the roles of effective questioning and listening in enabling effective interactions with colleagues, customers and relatives



Learning Objectives

By the end of this program module participants will be able to:

- Differentiate various types of questions and understand how they can be used to enable effective communication and better decision making
- Understand active listening and differentiate it from passive hearing



INTUITION



Module 5:

Self-Direction, Self- Management and Managing Upwards

Program Module Aims

This module is designed to help you to be the best version of yourself that you can be, giving you time and space to consider answers to the questions:

- When am I at my best?
- What am I good at?
- What do I find difficult?
- How can I be as effective as I can be for the maximum amount of time?

It will also look at tools that enable you to keep the answers to these questions at the front of their minds.



Learning Objectives

By the end of this program module participants will be able to:

- Recognise, identify and articulate the triggers or catalysts in their environment for them being 'at their best'
- Explore and experiment with different thinking processes/tools to establish which of them 'work for them'
- Manage upwards
- Understand how to prioritise and why it is important



Module 6:

Understanding Personal Strengths and Preferences

Program Module Aims

Understanding your personal strengths (and weaknesses) and your personal preferences are fundamental to a realistic assessment of yourself and your likely impact at work

This module will look at the relationship between personal awareness and your effectiveness as both a team member and an individual contributor in achieving the results required of you



Learning Objectives

By the end of this program module participants will be able to:

- Understand their personal strengths and weaknesses and the impact that these have on their ability to interact effectively and achieve output execution to organisational standards
- Define their strengths and how to deploy them using the SDI
- Recognise, identify and articulate the triggers or catalysts in their environment for them being “at their best”



Module 7:

Introduction to Team Working

Program Module Aims

In the business environment of today the ability to work effectively as a member of a team and to use that ability when called upon to lead that team whether formally or informally is becoming a critical performance differentiator. This programme will equip participants with the skills and approaches necessary to operate effectively in this environment

This course is intended to give participants an insight into the core skills and behavioural processes which enable effective team working



Learning Objectives

By the end of this program module participants will be able to:

- Explain the differences and similarities between the roles of team member, team manager and team leader
- Understand the ways in which effective teams develop... organically or by “forced evolution”
- Describe the characteristics of a high performing team and analyse teams within the organisation and elsewhere for these characteristics
- Analyse their personal team working style and preferences and those of their colleagues



Module 8:

Problem Solving and Decision Making

Program Module Aims

Successful businesses need their staff to be able to use problem solving and decision making capabilities in their organisation including the use of creative approaches where appropriate.

This course will demonstrate various tools and techniques and will take participants through the techniques in the analysis of problems, identification, resolution and implementing of decisions.

The course will be centred on problem analysis and solution tools demonstrated across a range of problem solving situations.



Learning Objectives

By the end of this program module participants will be able to:

- Employ creative and practical tools to identify the real source of a problem
- State clearly the problem in the form of an objective so that everybody involved in the process understands clearly what needs to be achieved
- Use problem solving tools to reach creative and logical solutions
- Use teamwork approaches and recognise their value in both problem solving and decision making
- Reduce problem solution time and improve the quality of the decisions reached



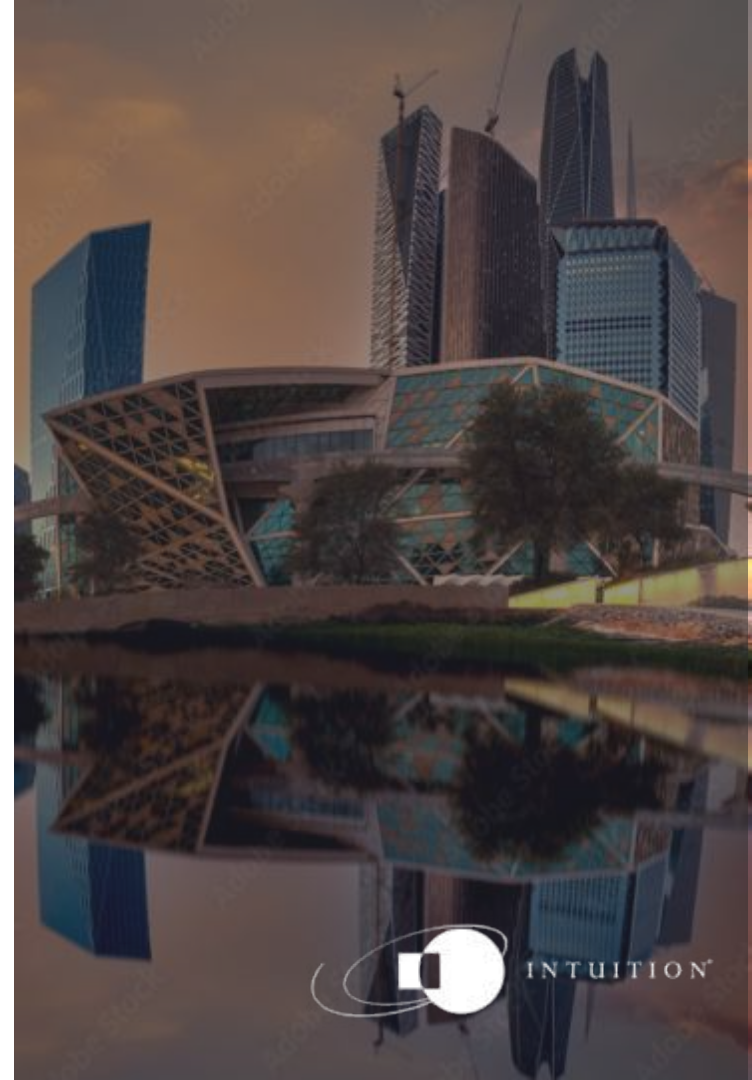
Module 9:

VUCA Leadership

Program Module Aims

Effective leadership is essential to the success of any organisation. VUCA Leadership is a proven approach that enables performance at all levels of the business

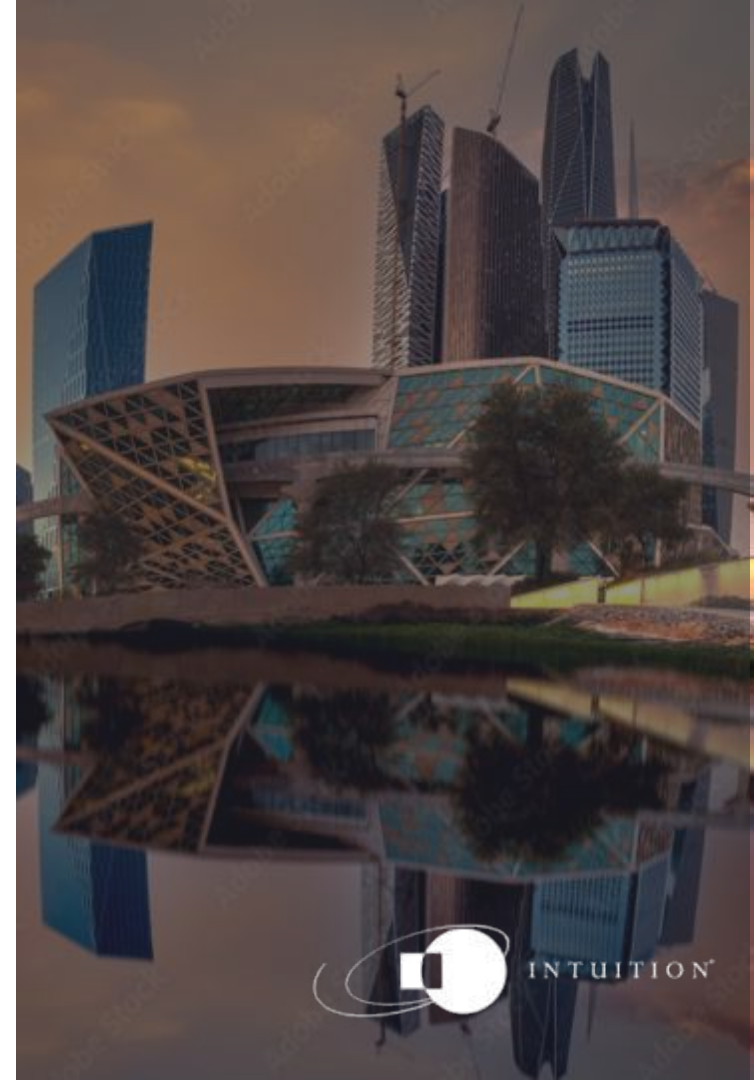
Effective leadership is about making decisions and plans with a sense of urgency in order to respond to the pressures from team members, the organisational hierarchy and customers / service users




Learning Objectives

By the end of this program module participants will be able to:

- Recognise the importance of acting with a sense of urgency in a rapidly changing business environment
- Understand the principles of VUCA Leadership and be able to apply them in practice
- Understand the link between leadership style, the motivation of the team and team effectiveness



A nighttime photograph of a city skyline, likely Dubai, featuring the Burj Khalifa and other illuminated skyscrapers. The city lights reflect on the water in the foreground.

Module 10:

Assertiveness and Conflict Resolution

Program Module Aims

Being able to use an Assertive approach to communication in order to achieve your goals, both personal and organisational, is critical to success at any stage in your career.

Putting your point of view across in a way that supports your right to see an issue from your perspective whilst not denying the right of the other party to see things differently is a vital interpersonal skill

This module will look at the relationship between assertive communication and the management of conflict situations, in particular in relationships where difficult conversations have to be conducted



Learning Objectives

By the end of this program module participants will be able to:

- Define the core factors in a conflict situation and be able to take appropriate actions to deal with potential conflict situations before they arise by recognising their own conflict management approaches and their impact
- Give and receive feedback in a non-threatening and “building” way using the “Feel-Think-Do” Approach
- Define assertiveness and use assertiveness techniques to diagnose interpersonal problems and deal with them
- Demonstrate the techniques learned in “live role play”



A nighttime photograph of a city skyline, likely Dubai, featuring a prominent skyscraper (Burj Khalifa) and other illuminated buildings along a waterfront. The scene is reflected in the water, and the sky is dark.

Module 11:

Motivation and Influencing

Program Module Aims

Being able to use a planned approach to influencing others is a core competence in any large organisation.

The key to this competence is to be able to understand the motivations of those with whom you interact and to align your personal motivations with theirs to achieve an effective result for the team, your management or your customers/other stakeholders




Learning Objectives

By the end of this program module participants will be able to:

- Develop their skills in influencing the decision-making processes and actions of managers, stakeholders' staff and customers through effective use of a range of influencing techniques.
- Analyse and understand their own preferred influencing style and why it works for them
- Understand the development of Motivation Theory and how these theories impact on working life on a day-to-day basis
- Understand their personal motives and the impact that these have on their ability to interact effectively and achieve output execution to organisational standards



A nighttime aerial view of a city skyline, likely Dubai, featuring illuminated skyscrapers and a waterfront area with palm trees and lights reflecting on the water.

Module 12:

Managing Change Projects

Program Module Aims

In his book “Thriving on Chaos” Tom Peters suggests that “the only thing that is predictable about the future is that nothing is predictable ”

In other words, the old certainties that framed our decision making at both strategic and operational levels in a business in the past no longer apply – we manage on shifting sand

The aim of this programme is to support participants’ understanding of change management, how to lead their part of the organisation through change projects and to discuss approaches which will help overcome natural resistance to change at both individual and group levels



Learning Objectives

By the end of this program module participants will be able to:

- Define a coherent model for leading and managing change – John Kotter
- Understand the key catalysts for change
- Define the barriers to change
- Communicate change initiatives effectively in a way which overcomes barriers to change
- Know how to “make change happen”
- Use the basic tools of Project Management – Risk Analysis, Cost /Benefit Analysis, Project Definition, Work Breakdown Structure, Critical Path Analysis, GANTT Charts



Final Team Presentations & Wrap-Up

Program Module Aims

Participants showcase their ability to apply the knowledge, skills, and techniques gained throughout the management program to real-world scenarios and challenges.

Encourage a collaborative environment where participants share insights, experiences, and feedback with their peers, fostering mutual learning and growth.

Provide a platform to recognise and celebrate participants' progress, accomplishments, and personal development achieved during the management program.



Learning Objectives

By the end of this program module participants will be able to:

- Deliver clear, organised, and engaging presentations that effectively communicate key takeaways, project outcomes, and recommendations.
- Demonstrate the ability to integrate various concepts from the programme, assess and provide insights on each other's presentations, promoting a culture of continuous improvement.
- Reflect on their personal growth, identify areas of development, and set goals for their future roles and responsibilities.
- Outline actionable next steps to implement lessons learned and insights gained from the programme.

By focusing on these aims and learning objectives during the final day presentations and wrap-up, the management programme will effectively conclude by reinforcing the participants' knowledge, skills, and confidence as they move forward in their careers.



Learning Consultant

Peter

Peter is an international trainer and management consultant working in over 40 countries delivering strategic, managerial leadership, sales and HR consulting assignments across a range of disciplines and subject areas. He has worked as a trainer and consultant in a range of industries since 1987 and specialises in Europe and the Middle East.

He has designed and delivered well in excess of 3000 development days across the world during a training career spanning 43 years.

With a background in production management, sales and logistics he has been extensively involved in the design of training materials of all types with a specialisation in the development of complex problem-solving case studies and exercises. He has also managed project teams in product development and sales/marketing support documentation for a range of industries. He is a trained proofreader and writer.

Peter has extensive experience in the following countries: Kuwait, UAE, Bahrain, Saudi Arabia, Qatar, Oman, Jordan, Lebanon, Egypt, Morocco, The Maldives, USA, New Zealand, Australia, South Africa, Tanzania, Norway, Sweden, Denmark, Finland, Estonia, France, Germany, Holland, Luxembourg, Belgium, Spain, Italy, Switzerland, Greece, Portugal, Austria, Croatia, Czech Republic, Hungary, Ukraine, South Korea, Thailand, China, Japan, Brazil and Mexico



Learning Consultant

Ralph

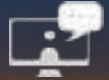
Ralph is an experienced director, consultant and trainer working across a range of public and private sector organisations in over 20 countries. His main focus has been the design and delivery of strategic leadership, organisational development, managerial leadership, finance and change management programmes. He also specialises in advising on reward, remuneration and benefits issues.

He originally trained as an accountant but has spent most of his career in consulting, change management and training. He undertakes several advisory roles for public and private sector organisations including Ethics & Integrity Consultant for the European Commission and its Agencies. Also, he advises Scottish Enterprise on the roles & responsibilities of Directors and Non-Executive Directors.

He holds a BSc(Hons) in Managerial Studies from the University Of Aston in Birmingham where he was a Mobil Oil prize winner in Business Finance. He is a life senator of Jaycees International, the world's largest 'out-of-hours' professional development organisation. He is also an Accredited Trainer, Strength Deployment Inventory - April 1999 to Present



Online Learning Program



PRE-WORK

Online Learning

Workplace Now has a range of tutorials for study. These include the following:

- Collaboration and Communication
- Critical Thinking
- Harnessing Connectivity
- Agile Thinking
- Developing Your Digital Image
- Problem-Solving Skills
- Productivity Skills
- Building Motivation
- Building a Growth Mindset
- Communication with Empathy
- Building Resilience
- Business Habits of Excellence



Critical Thinking

Understand what critical thinking is and fine-tune effective critical thinking to bring powerful reasoning to support organisational decisions.

The Workplace Now experience

Using a learner-centric approach, Workplace Now combines established learning techniques with the latest learning science. It uses micro-learning to engage users in short 15–20-minute modules to impart practical skills in a human way. It uses various learning styles including animations, presenter-led video and quizzes.

Contact us.

Alastair Tyler

Learning Services Director

e: at Tyler@intuition.com

Brendan Thompson

Chief Revenue Officer - MENA

e: b Thompson@intuition.com

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WWW.INTUITION.COM



INFO@INTUITION.COM



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