

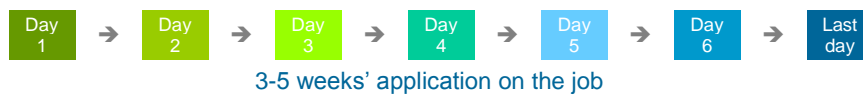
Training approach

Principles

Positively confrontational, all Krauthammer trainings enable participants to discover and understand the impact their behaviour has on their environment, their communication styles, attitudes, strengths and pitfalls, with the aim of optimising their relational competence levels.

Content

The trainings are composed of modules combining didactics and tools with short, practical exercises and role plays on specific themes. The transfer process we propose – one which involves 3-5 weeks' application on the job between training days, allows each participant to integrate the content long-term, and to take ownership of it in the form of new attitudes.



Distinguishing features

Krauthammer trainer/coach	Traditional trainers
Asks questions	Makes statements
Focuses on behaviour (How do you do it?)	Focus on knowledge (How you should do it!)
Helps the participant on a journey of self-discovery	Provides complete solutions, describes models and processes
Creates a self-coaching culture	Creates a culture dependent on external views
Expert in coaching participants to the desired behaviour by confronting positively. Requires limited/no knowledge of the participants' area of expertise	Bases instructions on own expertise in participants field of expertise
The trainer identifies basic behaviours (listening, asking questions, selling ideas, building trust)	The lecturer conceptualises and describes structures, flows and strategies
Focuses on the participant's own actions. (What are you going to do about it?)	Focuses on the participants' opinions and judgements. "What do you think about it? What should be done about it?"
Increases participant's ability through participant's own actions: learning by doing.	Increases ability by professing an idea: learning by listening
Strong aha-experiences inspire participant to act	Logical arguments convince participant of the need for action
Emotional and then intellectual understanding of the need for development	Intellectual and then emotional understanding of the need for development
Practical focus (Short term and concrete)	Academic focus (solid analysis)
Facilitates the handling day-to-day situations	Creates understanding for the complexity of given situations
Looks for common denominators: "What is important when you...?"	Looks for differences: "What is the difference between?"
Leads to lasting results in developed behaviour, and in the ability to walk-the-talk	Gives lasting results in thinking patterns, conceptual models and in the ability to talk-the-walk
Encourages to absorb and adapt learning points	Asks to adopt learning points

Procedure

'Training'

In the case of most training programmes, this option incorporates an integrated 361° feedback process [1]

'Training +'

In the case of most training programmes, this option incorporates a reinforced measurement system - the '4-level scale'[2]. The participant's action plan will be derived from the findings revealed by the results of the scale.

Step 1

Training day/tools and applications

Individual self awareness raising

Anchoring in the professional context



Action plan

Through short and confrontational role plays

Through personal, concrete and ongoing feedback

Through the application of tools and behavioural elements to the participants' own case

Through the selection of a specific point to put concretely into practice, allowing the participant to progress from idea to action

Step 2

3-5 weeks' practical application

This is an 'in-situ' period, devoted to experimentation in the workplace. It allows each participant to put his or her action plan into practice (we only learn through experience)

Step 3

Training day/report back on practical application

Demanding follow-up



Coaching/further tools and applications

Each participant presents his or her experiences on the basis of concrete results obtained (successes or difficulties)

The successes and difficulties will be analysed and commented upon, and the learning points transformed into a new action plan

The training day continues with new modules

[1] **361° feedback** : In the same way as a medical diagnosis assesses our general state of health, Krauthammer's 361° feedback offers a general snapshot of our behavioural strong points, and our points for improvement.

[2] **'4-level scale'** : The 4-level scale is an evaluation process which takes a 360° analysis[1] as its starting point. It allows the comparison and benchmarking of an individual's practice on four levels: exemplary, operative, penalising, disqualifying. This methodology has been designed to avoid the pitfall of personal judgements - as we know, these are by nature based on subjective and inconsistent value scales. For example, each of us has our own conception of 'strong points, weak points, points for improvement'. Instead, the 4-level scale refers uniquely to observable behaviour - described in exactly the same way for all.