

LEADERSHIP COACHING AND MENTORING –PACK

April 2023

Established in 2006

Welcome to this month's edition. Our highlights include:

Damian Piper CBE our Resilience Coach starts this month edition with **the two-minute 'rule'** "Today I want to talk about a simple behaviour that is often overlooked but can have a significant impact on our productivity, performance, and overall well-being. I'm talking about the 2 Minute Rule....."

Rebecca Alexander **The F Factor – how to respond when life gets tough'** "How do you respond when a crisis hits? Are you a roll up your sleeves and go all in 'fixer'? Or do you prefer to step back and wait for more information before you act?

How we behave in challenging situations links directly to our fight or flight response. When our brains sense a threat, they prime us to either stay and fight the attacker, or to run from the danger....."

From me **The 7th Leadership Lesson I learned - Keeping a Momentum** "If asked "what has been my greatest fear in both my careers (and my running)" I always respond with "it is the fear of losing my momentum." So, how do you maintain your momentum?

By Sam Pullan who is the Assistant Head (Executive Operations), Highgate School, London **"The mundanity of excellence** Or, we are what we repeatedly do. I was recently introduced to a new phrase: the mundanity of excellence. (Thanks, Alex Richardson – @1917AndAllThat). I love it and think it's highly applicable to teachers. Here's why....

And finally, another article from me: **Delivering Dosh Money Awareness Training** we recently delivered in Scotland and Cambridgeshire.

There is lots more content. So, let's dive in....

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It's not about how good you are

It's how Good You want to be

the two-minute 'rule'

Today, I want to talk about a simple behaviour that is often overlooked but can have a significant impact on our productivity, performance, and overall well-being. I'm talking about the 2 Minute Rule.

I first learned about this 'rule' in 2005 when I read the book [Getting Things Done](#) by David Allen. The book and David Allen's GTD methodology are full of fantastic ideas and approaches, but for some, the methodology can be overwhelming. However, there are simple takeaways that can be used independently and applied to our lives. The 2-Minute Rule falls into that category.

So, what is the 2 Minute Rule? It's a behaviour or habit that involves doing any task that can be completed in less than two minutes right away. The main rationale behind this rule is that the time it takes to add the task to a to-do list is disproportionate to the time it takes to do it and therefore, we either waste time adding them or as is more often the case forget the item.

From what I've seen personally and working with others, there are two additional elements that are worth bearing in mind when it comes to this behaviour:

- Completing small tasks quickly can add up and make us feel a sense of accomplishment and momentum. This can then motivate us to tackle more significant stuff.
- The flip side is that ignoring small tasks can also mean they add up, leading to a sense of overwhelm and negatively impacting our productivity and, more importantly, our well-being.

To give you some examples, tasks that can be done in under two minutes include sending a message to confirm attendance at an event, putting away tools, ordering something online, or writing a thank-you message.

There are a few things to remember when implementing the 2-Minute Rule. Firstly, each time we are reminded of an incomplete task, it uses energy, so completing it right away can free up mental space for more important things. Secondly, our brains (often subconsciously) won't let go of a task until it's resolved, so it's better to complete small tasks quickly to avoid building up unnecessary stress or psychological drag.

To help develop the habit, try setting up a 'mental interrupt' that resonates with you, such as reminding yourself not to ignore something when you walk past it. You can also use technology to your advantage by using voice assistants or having a readily available place to consistently keep a note of shopping items and ideas you want to discuss with someone.

Another essential thing to remember is that some people over or underestimate how long two minutes is, so try to develop good judgment of how long a task will take. Don't be overly prescriptive about the two-minute timeframe, and if you estimate something will take five minutes and you have 5-minutes, of course, go ahead and do it.

To wrap up, the 2-Minute Rule may seem simple and obvious, but if used, it's a powerful behaviour that can help us be more productive and less stressed. Next time you're in a room, take a look around and see how many 'tasks' you can complete in under two minutes. I've just done this and noticed some coaching notes I need to shred, a letter I need to find an envelope for and a device I need to put on charge.

Like all things I share in these articles, if this resonates with you, have an experiment with it and see what happens. If you are still not sure and want to hear a bit more about this, then episode 40 of the [Effective Challenge podcast](#) covers this topic.

As always, I'm keen to hear how you get on.

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Have a great month.

Damian

Damian Piper CBE

Change and Resilience Coach

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'Hope is the thing with feathers that perches on the soul. And sings the tune without the words and never stops at all' Emily Dickinson

The F Factor – how to respond when life gets tough

How do you respond when a crisis hits? Are you a roll up your sleeves and go all in 'fixer'? Or do you prefer to step back and wait for more information before you act?

How we behave in challenging situations links directly to our fight or flight response. When our brains sense a threat, they prime us to either stay and fight the attacker, or to run from the danger. This helped our ancient ancestors who were often faced with fierce predators and had to decide whether to attack or run away.

It's less useful in the workplace, where we rarely – I hope - face life-threatening situations. Yet our brain's ancient neural pathways still light up with the fight vs flight instinct. It means we might

respond to a workplace conflict by rushing in on the offensive: “You’re wrong, I’m right!” (fight), or by changing the topic, over-analysing it, or leaving the room (flight).

However, there are two other less well known routes we might take when we feel threatened - Freeze and Fawn. Let’s take a closer look.

Imagine you’ve inadvertently offended a valued client. In fight mode, you might tell the client that they have imagined the slight, or perhaps you rush to blame someone else. In flight mode, you might avoid that client for several months.

Freeze is a bit different. When we freeze, we typically zone out, feel indecisive about what to do, or numb ourselves by focusing on something else (work, gaming apps, streaming services, and video games are all great for this, and can indicate that you’re in Freeze mode about something)

Fawn (also described as beFriend) is all about people pleasing or trying to soothe your ‘aggressor’. If this is your default, you might go all out to please your client, perhaps agreeing to actions or compensation that go against your own interests. Outside the workplace, fawning can look like a lack of personal boundaries and assertiveness or saying yes to things that you don’t want to do.

Knowing these other responses can help you to identify your own patterns of behaviour and decide when they’re serving you and when the situation requires something different. None of the responses are bad in themselves. But recognising your default and when to switch it up can be a gamechanger. You can also adapt your responses to better serve the situation.

One of my clients was a habitual ‘fighter’. This had served her in rising to a senior role in a competitive industry. Yet when we started coaching, she had received a damaging 360 appraisal, with negative feedback from her direct reports. Her first instinct was to go on the offensive – trying to prove herself right, discredit the comments, and using the force of her personality to make team members back down.

When we explored her options, she could see that her typical Fight reaction wouldn’t help her in this situation. Instead, she chose Flight, and Fawn/beFriend.

Starting with Flight, she took time to gather more information before rushing to a response. This provided valuable thinking time.

To gather that information, she used Fawn/beFriend. She collaborated with her team and asked them to point out when she was exhibiting some of the intimidating behaviours mentioned in her 360. This helped her identify what triggered her stronger reactions and understand how her naturally energetic style could seem overpowering.

After a few weeks, she had developed a closer connection with her team, and could see how her ‘fight’ instinct didn’t need to come out on top in every situation. She also started to use ‘Freeze’. When she felt annoyed or threatened in a meeting, she would take some deep breaths and pause to reflect before jumping into action. She also got better at using ‘fight’ in a more considered way, as a proactive response rather than a reactive reflex.

So now over to you. What’s your response when you’re faced with a challenge, threat, or disappointment? Do you have a typical default? Perhaps you favour one response at work, and another outside of the office.

Whatever your answer, remember that your first option is rarely the only one. Think about a challenge you’ve faced recently. How might you have used one of the other options in that

situation? Could you have taken your habitual response and softened or tweaked it to get a better outcome?

As with all these insights, it's about increasing your self-awareness and experimenting with different tools in your leadership toolkit. Fight, Flight, Freeze and Fawn are all useful options -experiment with what works for you, and you'll begin to Fly.

Further reading: *Real-Time Leadership* by Carol Kauffman and David Noble

Rebecca Alexander

Executive Coach rebecca@coaching-studio.co.uk



Dad: Rose, people are. Who they are. Daughter: Then they should change! People should do things for themselves, not wait for everyone else to change things for 'em! Dad: You can't beat your luck, love. Daughter: No, you have to be your luck. There's nothing else. There's just you. From Cloudstreet by Tim Winton

The 7th Leadership Lesson I learned - Keeping a Momentum



1986 and A loud bang from the starting gun and the Commando Log Race begins. We had always planned a super-fast start and we were able to maintain the momentum throughout the race. We wanted to get to the (tight) corner first and knew that by getting into our

stride quickly, we would carry the momentum until we had won. I often use my running experiences as an analogy for my work as it helps me explain my approach to life.

1993 at floodlit athletics track on a cold and wet Thursday night and we have been set a tough session. We start with 800m on the track, each lap must be done in 75 seconds, we then move out of the stadium on to a fast 8-mile road run, returning to the track to complete a further 800m in 2minutes 30 seconds. Why are we experiencing this hell? Our coach wants to simulate the National Cross-Country race we will be competing in Leeds soon. The fast 800m segments will ensure we start and finish with momentum. This session was going to help me get comfortable with being uncomfortable.

Related: [30 leadership lessons from 30 years of running and athletics – Leadership in the Raw](#)

If asked “what has been my greatest fear in both my careers (and my running)” I always respond with “it is the fear of losing my momentum.”

In the mid-1970s I was in a job role where I was bored. I was just turning up and no matter how hard I tried I was not stimulated which sent me down a slippery slope, both mentally and physically. I had lost my momentum and it felt I like I was trudging through quicksand.

I regularly revisit this experience mentally from the far recess of my brain to remind me of how I felt at the time and how difficult it was to recover my momentum, so I do not lose it again.

So, what is Momentum? It is a driving force gained by the development of a process or course of events. The impetus gained by a moving object - and I was going to be that object.

How do you develop and grow your momentum?

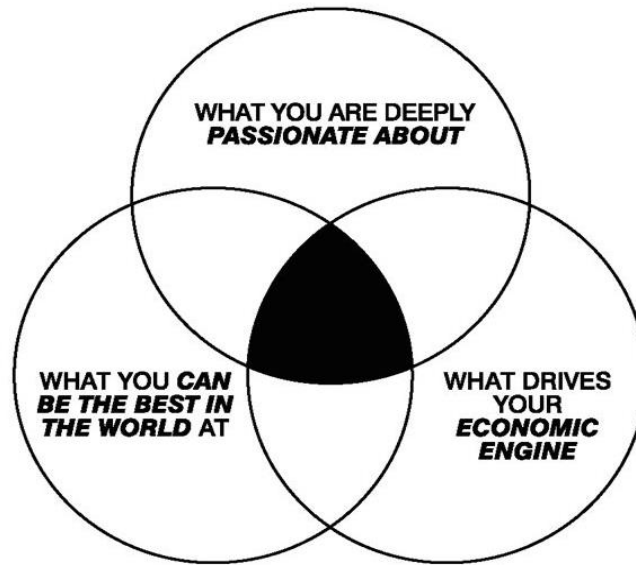
- Start with small actions and incremental changes. You are looking for quick wins to build your confidence.
- Develop a sense of urgency in everything you do. A feeling and an attitude that a task must be conducted quickly and with great intensity. We have created this mindset and culture within our company www.dosh.org Engaged colleagues with a sense of urgency can help their companies and co-workers achieve positive, long-lasting change and improvement.
- A culture of self-discipline and commitment. Self-Discipline is a practice and begins with accepting you will not be perfect every day. What is important though is to turn up ready to go each day. So, what changes am I going to make today?

Related: [The second leadership lesson I learned – Self Discipline – Leadership in the Raw](#)

- Constantly and consistently having greater goals

Related: [Setting 10 Times Goals – Do something Big! – Leadership in the Raw](#)

- Having passion and intensity for what you do (but first you need to understand your passion and what ignites it) I recently re-engaged with a classic Management & Leadership book I bought over 20 years ago. ‘Good to Great’ by Jim Collins. I was reminded of his ‘Hedgehog Concept’.



“The Hedgehog Concept” is developed in the book Good to Great. A simple, crystalline concept that flows from deep understanding about the intersection of three circles: 1) what you are deeply enthusiastic about, 2) what you can be the best in the world at, and 3) what best drives your economic or resource engine.” Source: [Jim Collins - Concepts - The Hedgehog Concept](#)

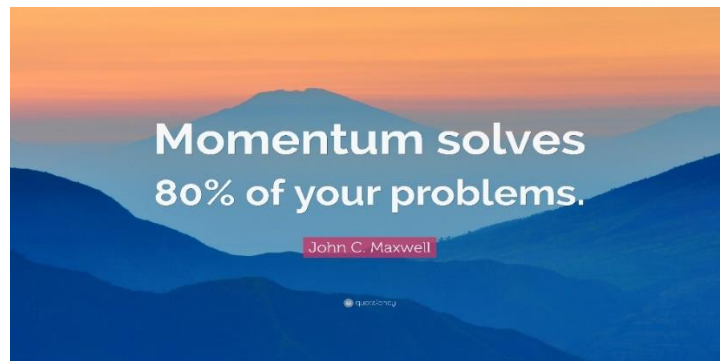
I have adapted this concept to my work – when the circles intersect, it feeds my momentum.

Why?

When you understand the “why” behind a particular goal or objective, and more specifically the “why now,” the challenge is to communicate the concept to your colleagues. I find that increasing a sense of urgency around a particular project or goal is much easier when you get peoples' buy-in on the project from the start. Fostering a feeling of ownership and investment in the project makes an enormous difference for those involved. When your team members feel personal involvement, they are naturally more eager to see it come to fruition. Related: <https://leadershipintheraw.org/2016/01/11/finding-a-why/>

Five reasons why keeping a momentum has been important to me?

1. It maintains my competitive edge.
2. Because I want to be the best version of myself.
3. I want to achieve as much as possible in the time I have.
4. When I have momentum new opportunities open up for me.
5. The alternative can be lethargy – it is super hard to regain your momentum once you have lost it. Did I mention my work experience in the mid-1970s?



2023 and I am just back from a run. As I near my 67th birthday, my approach to life and work has not changed, certainly when it comes to maintaining my momentum.



While fast starts to races are beyond me now, I can still manage a fast finish! I have a goal of (again) finishing first in my age group at our local Park Run (5km).

I can only do this if I maintain my momentum.

Source: Steve Raw www.leadershipintheraw.org and www.dosh.org

‘A professional is someone who can do his best work when he doesn’t feel like it. Alistair Cooke

The mundanity of excellence

Author: Sam Pullan

Or, we are what we repeatedly do.

I was recently introduced to a new phrase: the mundanity of excellence. (Thanks, Alex Richardson – @1917AndAllThat). I love it and think it’s highly applicable to teachers. Here’s why.

We can all produce the odd, brilliant lesson. You know the sort: the ones you really prepped for, maybe created some sh*t hot new resources or lined up a fantastic sequence of questions. Or maybe you know, you just know, that you’ve laid all the groundwork and

today's discussion will fly. These are lessons they love, you're proud of, and you all remember.

But those aren't the lessons that make you a brilliant teacher. They just show that you can do it from time to time. Similar examples:

- In the Euro 2016 football tournament, Wales' Hal Robson-Kanu scored [an undeniably world class goal](#). But he's no-one's idea of a world-class striker.
- My wife has a theory that every band has one great song in them. But that doesn't make them a great band. Yes, I'm talking about you, Babylon Zoo and, er, [Whigfield](#).
- [You can insert your own, more culturally sophisticated, example here.]

By contrast, the truly excellent teachers aren't the ones who sometimes knock it out the park. They are the ones who sometimes knock it out the park but always, always make good contact. The ones who produce not one great single, but an album that's almost all killer and hardly any filler. (I mean, we all have off days, right?)

Socrates put it thus: "As it is not one swallow or a fine day that makes a spring, so it is not one day or a short time that makes a man blessed and happy." Marvellous. But sacrilegious as it may be, I prefer the more modern take by American historian Will Durant: "We are what we repeatedly do. Excellence, then, is not an act, but a habit."

Not an act, but a habit. Not a once-a-season thirty-yard screamer. Not a once-a-month painstakingly prepped, expertly engineered debate on the causes of World War One.

Instead, the screamer now and again but all the mundane, literally every day, things you do to make yourself an excellent teacher. Things like:

- doing your register, accurately and on time.
- turning up for break duty, even in the rain;
- upholding the uniform rules, so that there's a consistent line among all staff;
- marking regularly and helpfully (but not overly frequently);
- being pleased to see your pupils, even if you're not feeling like it;
- asking how your tutee's poorly pet dog is getting on;
- expecting high standards in your classroom, of behaviour, effort and achievement;
- directing your questions to appropriate recipients;
- looking the part;
- not snarking at rules you don't like or policies you don't agree with (there's a time and a place);
- helping colleagues in a jam;

- helping photocopiers in a jam;
- carefully calibrating the amount of challenge;
- remembering that not every lesson can be perfect;
- reflecting on your practice and trying new things sometimes.

None of these are glamorous. They aren't all immediately noticeable and won't all be apparent to colleagues, line managers or SLT. They won't have the commentators off their feet or the critics losing their minds. But they are some of the basics, the building blocks of brilliance. Do them consistently well and you're well on the way to excellence. We are, after all, what we repeatedly do.

[The mundanity of excellence – Blog On \(wordpress.com\)](https://www.wordpress.com)

Sam Pullan

Assistant Head (Executive Operations),

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There is nothing I would not do for those who are really my friends” Jane Austen
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12 Things Human Beings Can Do That ChatGPT Can't

Time to Read – 45 Seconds

Dear Steve

12 Things Human Beings Can Do That ChatGPT Can't

1. Experience emotions and feelings, such as happiness, sadness, love, or anger.
2. Physically interact with the environment, such as moving objects, feeling textures, or tasting food.
3. Use intuition and make decisions based on instinct or gut feelings.
4. Creatively express themselves through various forms of art, such as painting, writing, or dancing.
5. Develop personal relationships and connect emotionally with others.
6. Adapt to new situations and environments by using cognitive and emotional flexibility.
7. Understand sarcasm, irony, or humour that relies on cultural or social context.
8. Experience sensations such as pleasure, pain, or temperature changes.
9. Navigate complex social interactions and read subtle social cues.
10. Experience a sense of self-awareness and subjective consciousness.

11. Physically experience the passage of time and the aging process.
12. Develop a sense of morality and ethics, and make moral judgments based on emotions and empathy.

Source: ChatGPT

David

(David Taylor author, and broadcaster)

@nakedleader across all social media

www.davidtaylorblog.com

My Top 3 Picks from Ted Talks – Leadership Presentations that I hope will inspire you this month.

https://www.ted.com/talks/audrey_choi_how_to_make_a_profit_while_making_a_difference

Can global capital markets become catalysts for social change? According to investment expert Audrey Choi, individuals own almost half of all global capital, giving them (us!) the power to make a difference by investing in companies that champion social values and sustainability. "We have more opportunity today than ever before to make choices," she says. "So change your perspective. Invest in the change you want to see in the world."

https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator

Tim Urban knows that procrastination doesn't make sense, but he's never been able to shake his habit of waiting until the last minute to get things done. In this hilarious and insightful talk, Urban takes us on a journey through YouTube binges, Wikipedia rabbit holes and bouts of staring out the window — and encourages us to think harder about what we're really procrastinating on, before we run out of time.

https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation

When your job hinges on how well you talk to people, you learn a lot about how to have conversations — and that most of us don't converse very well. Celeste Headlee has worked as a radio host for decades, and she knows the ingredients of a great conversation: Honesty, brevity, clarity and a healthy amount of listening. In this insightful talk, she shares 10 useful rules for having better conversations. "Go out, talk to people, listen to people," she says. "And, most importantly, be prepared to be amazed."

strategy+business

10 Principles of Strategic Leadership

1

Distribute responsibility.



2

Be honest and open about information.



3

Create multiple paths for raising and testing ideas.



4

Make it safe to fail.



5

Provide access to other strategists.



6

Develop opportunities for experience-based learning.



7

Hire for transformation.



8

Bring your whole self to work.



9

Find time to reflect.



10

Recognize leadership development as an ongoing practice.



For further insights, see: strategy-business.com/10principlesstrategy
Infographic: Opto Design / Lars Leetaru

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strategy&

A PROJECT WITHOUT A CRITICAL PATH IS LIKE A SHIP WITHOUT A RUDDER

CRITICAL PATH ANALYSIS

In a good strategy plan, **all the activities** that must be completed in order to finish a project **are identified**



These activities are ordered in a **logical sequence**



Where possible, activities are planned to **run simultaneously** to save time



Critical activities that, if delayed, will stop the project from being completed on time **are highlighted**



A project without a critical path is like a ship without a rudder

To minimise the amount of time needed to carry out a complex project, managers frequently use a process known as critical path analysis (CPA). CPA was developed by mathematicians Morgan Walker and James Kelley and first used in 1957 by the chemical manufacturer, DuPont, to schedule a programme of factory closures in the most cost-effective way. By following Walker's and Kelley's advice, Du Pont saved 25% on the shutdowns. In the early 1960s, NASA used critical path analysis to defeat Soviet Russia in the Space Race. Through careful project scheduling, NASA was able to advance its spacecraft and rocket development programmes.

Planning tool

CPA is a planning tool that plots out a project's stages in a logical sequence, indicating which of the component activities need to be finished before others can start. It allows for activities to be scheduled simultaneously to save time. Activities that are critical to the

project are identified – these are steps, which if delayed, will hold up the completion of the whole project.

Project managers illustrate this information visually, using a step-by-step network diagram. The most important part of the diagram is the critical path, which shows activities where there is no float (spare) time. If a critical activity looks like it could be delayed, management will need to act, probably employing extra people and machinery. These resources can be moved from non-critical activities that have float time.

Save time and money

Manufacturers might use CPA to plan the launch of a new product. By identifying tasks that can be carried out simultaneously, the manufacturer should be able to reduce the amount of time needed for development, allowing it to launch into the market sooner. Completing projects earlier also reduces costs. For example, a firm might use CPA to reduce the amount of money spent on hiring expensive machinery. By studying the network the manager can predict when to hire a piece of machinery and for how long.

Case Study

Sydney Opera House

One of the modern world's architectural wonders, the Sydney Opera House is a dramatic example of what can go wrong when projects are not properly planned and managed. When the world famous performing arts centre was opened in 1973, it was 10 years late, and had cost 14 times more than its original budget.

In an attempt to open the building to the public as soon as possible, the government ordered building work to commence in 1959, before the Danish architect, Jorn Utzon, had finalised his drawings.

The decisions to start construction work early led to a series of problems. For example, the podium columns that were initially used proved to be too weak to support the roof. As a result, time and money were wasted replacing these columns. Unfortunately for Utzon, it was initially his design that was unfairly blamed for the delays and cost overruns, rather than poor project management.

(The Sydney Opera House is a feat of engineering and design, despite the difficulties encountered during its construction)

Source: DK 'The Business Book'

"Remember today is the tomorrow you worried about yesterday" Dale Carnegie
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Delivering Dosh Money Awareness Training

Steve Raw

Sitting in the car park of the venue for today's Money Awareness Training waiting for the caretaker to arrive, I am thinking about who I will meet and how the workshop will pan out during the course of the day. It is the feeling of excitement I always experience and is similar to the one I had a couple of weeks ago when I arrived for the training I would be delivering with a colleague in the Scottish Borders.

Whilst this is not my main employment (I am/have been the Managing Director of Dosh* since 2009), it is something I love doing and I think I can speak on behalf of my co-presenters, when I say that they love it too.

Introduction to the workshop and why

Several years ago, a support provider for people with a learning disability experienced some difficulties around their support with money. They had received a warning notice from a regulator that they needed to remedy this situation urgently. My organisation (Dosh Ltd - Financial Advocacy at www.dosh.org) became part of the solution by delivering workshops across the country for their managers and leaders. This is something we quickly found we enjoyed and, from the feedback we received from delegates, were good at it too. Since then, we have been providing our training across England and Scotland. (Not yet in Wales or Northern Ireland, but never say never!)

What the workshop includes:

- ✓ Concepts and Values – the support options around money for people we support
- ✓ Mental Capacity Act (MCA) 2005 and Best Interest Decisions
- ✓ Financial Safeguarding
- ✓ State Benefits Awareness
- ✓ Introduction to Banking and Banking options for people with a learning disability
- ✓ Budgeting, Money Planning, and the Dosh 'Money Plan Game'
- ✓ And a Q & A about supporting people to be more independent and have more control over their money.

Each delegate receives a Money Awareness Workbook which includes information and resources.

Related. [Dosh - Play the game](#) featured in our workshop is an interactive a game which was specifically designed for people with a learning disability. Delegates also have an opportunity to play the paper version during our day together.



Delivering training to a team in Sutton in Cambridgeshire

Five things we can do:

1. We can customise our workshop to fit the needs of your colleagues. Recently in Scotland an organisation wished to have a focus on Banking; in another part of the country, we were asked to include a presentation on 'Safeguarding'.
2. We make our training accessible for the people attending our workshops. Dosh delivers training to people with a learning disability, support teams, their managers, social workers, and finance teams
3. We can deliver workshops anywhere in England, Scotland, and Wales
4. Share our workshop presentation in a pdf after our training so that candidates do not need to worry about note taking during the session.
5. We provide a follow-up service after the workshop.

What the day involves:

Chocolate! Yes, you read it correctly. We have an activity that you can actually eat and when your energy is beginning to sap, we come to the rescue with a liberal sharing of sweets.

We spend time getting to know our delegates, especially during the activities and the breaks. We find out what worries and challenges them and about supporting people with their money.

Working alongside our delegates as the workshop progresses.

We use a range of media and training methods including videos, film, power point, flip chart, paper exercises and Q & A sessions.

Five things that make us different?

1. Financial Advocates who deliver the training also support people daily with their money and state benefits to bank, budget, and plan.
2. I am a parent/carer for a woman with a learning disability who copes with autism, so I bring a family member's perspective to the table.
3. We share stories and experiences from our 'day to day work' to illustrate our presentations.
4. We do not stick rigidly to our programme – if the class wants us to focus on a particular area during the day, we can adjust our programme.
5. Our support and training do not end when the workshop finishes as we share our contact details with delegates so they can continue to request information and answer questions they may have thought of after the training.



Phillipa Gould delivering a Benefits presentation in Cambridgeshire

Claire Willis delivering a Banking Presentation in Scotland

Feedback from our recent workshops

“Very Informative” “Enjoyable, learning” “Nice and friendly speakers” “Friendly, nice speakers, learning enjoyable” “Enjoyable, easy to understand and interact” “It was spot on” “Very good well presented” “Enjoyable” “Enjoyed the day” “Good action points to take away” “Very good training session very informative” “Very informative and fun”

“Valuable information and sweeties”

The best thing about today was: “Gaining more confidence around supporting people with their money” “I will, apply this to my work in the future”

If you would like to hear more about our training and would like to book a workshop, here are some of our contact details

Information about our training: <https://www.dosh.org/training-and-workshops-for-your-group-or-organisation/>

email: Angela and Kerry trainingandworkshops@dosh.org

email me: steve.raw@dosh.org

Note: * Dosh is a not-for-profit company, supporting adults with a learning disability to have more control and independence with their money, since 2007.

