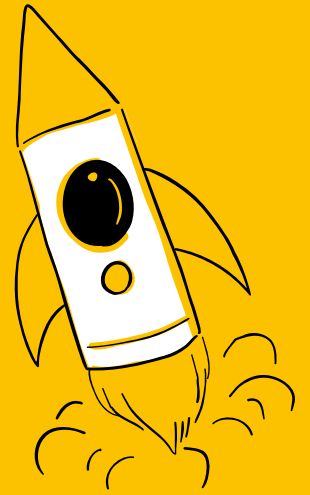


Embed'd

Prospectus



Giving companies the tools to embed accountable cultures using our Accountability-Centred Management approach

embed'd

Contents

Welcome to Embed'd where we support companies to embed Accountability-Centred Management. Our courses offer the flexibility to customise the length and outcomes, ensuring they perfectly align with specific goals.

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Our prospectus details all of the current courses we provide as part of our management development offer, which uses the approach we call Accountability-Centered Management.

Why do we call it Accountability-Centered Management?

Well, what we love most is helping organisations, as well as individual managers and leaders, to get more consistent results to a higher standard, more often, from a group of sometimes imperfect and inconsistent humans. Being frank, we just don't know another way to get super consistent results from a team of people without high levels of accountability, hence we focus on that as the core.

While accountability is at the heart of our approach, it's certainly not all of it. We cover a lot about helping people to thrive and be their best, and all of our content is founded on a strong base of emotional awareness and building healthy, accountable, and engaging environments.

Many aspects of our content can be customised. Clients often personalise it by adding their own links or processes, using our core material as a foundation for their managers and leaders. It also works well as a supplement to their existing initiatives.

We hope you enjoy reading through, and if you have any questions, feel free to reach out.



Tom Manning
Founder, Embed'd

Our Unique Approach

The problem we found

Embed'd was created in response to the shortcomings we identified in traditional management development approaches.

We set out to address several key issues:

- **Limited skill retention**
Even the most engaged participants struggled to develop deep, lasting skills within the short timeframe of traditional programmes. Skills that require consistent practice and feedback simply can't be mastered in a few days.
- **Lack of accountability**
There was little to zero accountability for participants to apply what they had learned. Some would attend, enjoy a free lunch, but revert to their old ways afterward.
- **Poor skill evaluation**
Organisations lacked robust methods to evaluate participants' skill levels both before and after training. Without a clear measure, it's difficult to track progress or determine the impact of training.
- **Diluted impact over time**
Once a programme ended, new managers were left out, leading to a gradual dilution of the training's impact over time.

Our distinctive solution

Embed'd works by using a three-step process:

STEP 1: Data & Insight

1. We use feedback tools like **360s** to gather company-wide feedback data to help us identify current skill levels and behaviours. Our Embed'd online platform enables us to capture this feedback and produce data for the organisation.
2. Through our **Skill Verification** method, line managers score individuals on their progress after completing each course, using a custom template to evaluate how well the desired skills and outcomes have been met. These scores are stored in our platform as key indicators of capability.
3. Organisations can use our performance management module to track objectives for colleagues. Each objective is scored for how well it was achieved, and we can also use this score to help us determine competence.
4. All data is combined to give the organisation a clear understanding of their management capability, showing how it evolves over time.

Skill Verification

We use a process called Skill Verification for all of our courses.

- ✓ **Guarantees** real skill development instead of just checking off tasks.
- ✓ Holds learners **accountable** by requiring them to apply what they've learned.
- ✓ Engages line managers in the process, encouraging **feedback** and involvement.
- ✓ Prevents passing without demonstrated **proficiency**.
- ✓ Solves the common issue of training programmes lacking **follow-up** and **accountability**.
- ✓ Provides clear, measurable outcomes through our **Skill Verification** system.
- ✓ Automatically issues verified **certificates** upon successful completion, recognising genuine achievement.

STEP 2: Develop Skill

All of our courses are designed to be down-to-earth and applicable, we are expecting that following every single module participants can start applying the tools and learning *immediately* to have an impact on team and personal performance.

Our prospectus offers upto 36 months worth of courses, starting at Level 1 and progressing to Level 3, which we call Mastery - however we can tailor this to suit your needs, customising the length of courses and the target outcomes by picking and choosing which modules you most want to use.

All of our courses centre around the art of building accountable, engaged teams. Generally, we begin with emotional and behavioural awareness, moving to clarity of expectations, creating truly accountable environments, being active in others' development and growth, and building united teams.

As participants move through the courses, they build on the skill levels they have developed from the previous courses so they can truly embed these skills and make them their own, rising to Mastery where they can become true masters of their craft and navigate difficult issues with skill and develop very strong communication skills.

STEP 3: Embed

Unlike traditional management development that sheep-dips colleagues through a programme that then comes to an end. We focus on building skill over the long-term and giving organisations an approach they can use for both current and new managers. For instance, if a new manager joins the day after an in-person session, they can begin learning immediately through our online courses and programmes.

We use drip-fed content to remind participants of key course elements and share examples of successful application. This supports ongoing reflection and encourages embedding the principles in everyday situations, regardless of where they are in the training process.

Our approach enables organisations to truly embed these skills and behaviors over time.



Course Overview

Level 1: Embed'd Introductory Level

Online with manager support and certification.

Embed'd estimated education level: ILM Level 3

General Outcomes:

Has awareness and can identify key issues and themes that may prevent good performance and engagement, can begin to take action to resolve. Following the course would be able to evidence appropriate responses and actions.

Level 2: Embed'd Practitioner Level

Online with Manager support and certification.

Embed'd estimated education level: ILM Level 5

General Outcomes:

Good understanding of key issues and themes that may prevent high levels of accountability and engagement. Can demonstrate consistent skilled application of high quality actions and responses within this area.



Embed'd Online Platform

Level 3: Embed'd Master Level

Online with Manager support and certification. Managers can receive support from Embed'd staff.

Embed'd estimated education level: ILM level 6/7

General Outcomes:

Has embedded a deeper understanding and internalised skilled delivery for a variety of situations and can deal with an array of different behaviours, and situations in a robust manner, ensuring high levels of accountability and engagement among teams and individuals. Has demonstrated consistent skilled delivery over an extended period and is able to now guide others and share knowledge and application of advanced tips and tricks – is able to respond to issues quickly and under pressure where necessary.

An Introduction to the Art of Accountability Centered Management

For each module there's 10 learning hours over 1 month, with 2 Guided Learning Hours

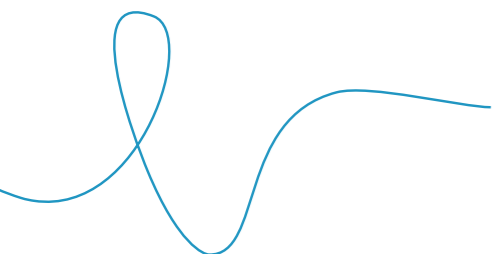


Module	Outcomes
The Art of Being Aware	<ul style="list-style-type: none"> • Explain why people lie, hide, defend, deflect and engage in many other protective behaviours. • Recognise more accurately their own behaviours and how that impacts their own performance. • Demonstrate more responsibility for their own choices and feelings. • Demonstrate a greater level of compassion and empathy for others. • Improve their listening skills by understanding how people speak with their behaviours. • Navigate difficult behaviours and achieve good outcomes from it. • Create more trust in their relationships and teams.

Module	Outcomes
The Art of Creating Clear Expectations	<ul style="list-style-type: none"> • Explain how their assumptions about what others may or may not know prevents them from being clear about their own expectations. • Demonstrate more clarity about what is expected and what good looks like. • Use this clarity to generate both more support and more accountability. • Elicit clear expectations from others to prevent confusion and disappointment. • Own one's own expectations and not blame others if we haven't already made it clear what we are expecting.
An Introduction to Good Accountability Principles	<p>Participants should be able to:</p> <ul style="list-style-type: none"> • Implement sound principles of accountability to make better decisions when managing and leading others. • Apply these principles practically to different situations to achieve more consistent results from your teams. • Balance support and accountability better. • Recognise common mistakes and errors in how people commonly approach accountability and what might be done instead. • Implement a progressive increase in consequences, evolving from informal to formal. • Have more confidence to address long standing issues.

Module	Outcomes
An Introduction to Good Accountability Conversations	<ul style="list-style-type: none"> • Open up and hold more honest conversations while reducing the risk of others reacting defensively. • Communicate honestly without the other person hearing an attack. • Frame conversations and set the context to open up more general candour within the team. • Help people feel safer even while being more honest with them. • Enable their team to be more honest with each other and open up more honest conversations with their peers. • Increase the likelihood of others being more receptive to what is being said by choosing language more deliberately.
An Introduction to Implementing Accountability Strategies	<ul style="list-style-type: none"> • Implement an array of different strategies to increase accountability. • Hold others accountable to a higher standard without the need for conflict or difficult conversations. • Respond to defensive or evasive behaviours in a constructive manner while holding them accountable for their choices. • Apply several informal consequences together to increase accountability and set high standards. • Respond effectively to others who want to deflect, avoid, or blame and re-direct them to maintain personal responsibility. • Structure your approach to conversations to help others become more aware of their behaviours so you can hold them accountable for them.

Module	Outcomes
The Art of Being Active in others Development	<ul style="list-style-type: none"> • Provide and receive feedback more effectively and help their team to do so in a collaborative manner. • Demonstrate an ability to use the Communications Cards insights with their team members. • Create clarity around the gaps in people’s performance and what is preventing them from progressing. • Work collaboratively with colleagues to close gaps progressively, using the 4-box Performance vs Behaviour model. • Ensure performance management has impact rather than being a tick-box exercise, working with conversations around Skills, Soft Skills, Experience, Behaviours and KPIs. • Use learning logs with their people to improve candour and impact in their development conversations. • Achieve a consistent impact on the growth of their people as they achieve goals more effectively for the organisation.
The Art of Building Teams that work Together.	<ul style="list-style-type: none"> • Recognise barriers that can prevent teams working together well. • Identify how these barriers may have arisen, such as a lack of empathy, personal defences, or conflicting priorities. • Describe how to contribute to a team’s clarity of priorities so that it’s clearer and easier to get different teams aligned together. • Foster trusted connections and navigate relationships in a productive and healthy way while valuing differences so that barriers can be reduced effectively. • Describe how to use Work Rules to reduce these barriers and conflicts, clarify priority change conditions, escalation processes and get teams aligned and working together.



The Art of Applying Accountability-Centred Management Principles

For each module there's 17 learning hours over 1 month, 6 Guided Learning Hours.



Module	Outcomes
PART 1: Foundations of Accountability	<ul style="list-style-type: none"> • Describe what good accountability looks like and the principles that underpin it. • Move around an Accountability Cycle with consistent purpose and skill. • Describe different types of informal consequences. • Increase the volume of accountability progressively to improve performance. • Use informal consequences consistently as a bridge to formal ones, utilising an array of different strategies. • Increase trust with their team and across the team.

Module	Outcomes
PART 2: Capability, Willingness and Validating Performance	<ul style="list-style-type: none"> • Differentiate between willingness and capability to perform. • Build a stronger process for validating performance. • Improve how they evaluate current performance and what might be causing underperformance. • Approach conversations with more confidence. • Increase trust with their team and across the team. • Implement the Zoom In, Zoom Out techniques effectively to manage performance.
PART 3: The Purpose and Balance of Management	<ul style="list-style-type: none"> • Explain the core of what management is about. • Clarify the role of a manager. • Ensure people keep the work in the right place and with the right person, consistently. • Recognise where people may say they want to be accountable, but don't. • Recognise and manage their own discomfort so they are able to approach conversations with more confidence. • Reduce fear and increase trust with their team and across the team, by consistently balancing safety and accountability and making room for mistakes. • Demonstrate the Closing Doors approach to removing excuses. • Recognise when the pain people feel from the consequences of their own choices is sometimes (but not always) the only or best way to self-learning and behavioural change.

The Art of Communication in Accountability-Centred Management

For each module there's 17 learning hours over 1 month, 6 Guided Learning Hours.



Module	Outcomes
Introduction to Effective Communication	<p>17 learning hours over 1 month, 6 Guided Learning Hours.</p> <p>Participants should have more confidence in having more honest conversations, and know how and when to have them, including:</p> <ul style="list-style-type: none"> • Being able to approach conversations with more confidence. • Reducing the fear they may introduce into a conversation without meaning to. • Increasing trust with their team and across the team. • Stacking conversations (spreading them over time) appropriately, for greatest effect.

Module	Outcomes
Tone	<p>Communicate with a more even, objective Tone so that the people around them feel less controlled or judged, and are more likely to respond positively to challenges that are needed to be set or raised. Participants and their managers might notice that:</p> <ul style="list-style-type: none"> • They are able to build more trust, more quickly. • The people they manage are more receptive to their suggestions. • They are more able to deal with colleagues' emotions more easily. • They are more able to help others think clearly for themselves. • They can increase their reputation as someone that people can discuss difficult issues with. • Others become more transparent and honest with them. • The people they manage are more honest and objective with each other.
The Power of Context-Setting	<p>Consistently and confidently communicate context with their team in an impactful way, as well as with other peers. Participants should see changes in how others respond to them as a direct result of that context setting. They might notice that:</p> <ul style="list-style-type: none"> • They avoid assuming that others see the same context as them. • They notice how feelings from people's past influence their conversations in the present. • They learn which key messages are better to repeat with each person, and when. • They can be more direct with team members. • People are more receptive to their feedback. • People they manage become more honest with each other.

Module	Outcomes
Setting Expectations Early to Avoid Disappointment	<p>Set expectations much more proactively to head off future possible disappointment, confusion and even anger in their relationships at work. Participants should notice that:</p> <ul style="list-style-type: none"> • They are less worried about how people might respond to their requests – because they already set expectations clearly. • Others seem to have more acceptance of what they are saying or asking of them. • There is less disappointment in the team. • Their team seems happier even if (or even because) they are able to have more honest conversations with the team. • Their team are setting expectations better between themselves. • They understand better the limitations of their own previously-assumed expectations.
Give Them Room	<p>Give People Room in the way they communicate, in order to achieve better outcomes and relationships from their conversations. Participants should be able to:</p> <ul style="list-style-type: none"> • Maintain specificity – avoid generalisations and inaccuracies that can easily be picked up on and disagreed with. • Use less definite (‘provisional’ or ‘subject to’) language to avoid making people feel trapped or cornered. • Reduce the level of defensiveness and resistance in those they speak with. • Manage responses from their team more smoothly. • Get more of what they want done with less effort. • Have more honest conversations. • Help their team communicate with each other better.

Module	Outcomes
Depersonalise	<p>Employ depersonalisation naturally in how they communicate, enabling them to communicate honestly with others without the other person feeling like it is a personal attack. They should be able to:</p> <ul style="list-style-type: none"> • Know when and how to use words such as ‘we’ instead of ‘you’ to help the other person hear what they are saying without it feeling like a personal attack. • Recognise others’ triggers for feeling under attack and approach them in a way that reduces the trigger. • Recognise different people’s levels of innate sensitivity, and respond accordingly. • Recognise when not to use ‘we’.
I Am and I’m Not	<p>Integrate the I Am and I’m Not technique into how they communicate and be more aware of how others may respond to them based on their own assumptions. They should be able to:</p> <ul style="list-style-type: none"> • State their intentions in a conversation in a way that consistently makes it clear to others. • Use I Am and I’m Not to clarify what they are not saying. • Say what they are not saying, either before or after what they are saying, for best impact in each situation. • Give examples of where Incompletions, Lack of Transparency, Lack of Awareness, Omissions, Diversity and Assumptions can act as barriers to effective communications. • Reduce these barriers in their communications. • Recognise underlying assumptions that someone might be making when in conversation with them. • Ask and check to test these assumptions diplomatically. • Make their points without triggering a defensive reply, consistently.

The Advanced Application of Developing Accountable Teams using Accountability-Centred Management

For each module there's 202 learning hours over 18 months, 75 Guided Learning Hours.

Outcomes

Demonstrate a deep skill level in building emotionally aware, engaged and accountable teams. They should be able to:

- Build high levels of emotional awareness in themselves using the tools provided.
- Demonstrate a depth of skill when it comes to ensuring high levels of clarity around expectations.
- Address an array of different behaviours effectively, confidently and consistently.
- Address performance issues consistently and have high quality conversations.
- Use multiple strategies to deal effectively with an array of different situations and people.
- Demonstrate validation of what strong team performance comprises.
- Use multiple strategies to address evasive or defensive behaviours in teams.
- Build strong development plans to help develop people in their teams.

Supplementary content beyond Level 3 is provided to match participant need ongoing, on a just-in-time basis. It is consumed in bitesize chunks to support learning.

Supplementary Materials to support all Levels

Our approach is grounded in emotional awareness and behaviour principles. To support this, we've developed extensive materials designed to help individuals and teams better understand their own and others' behaviours, while expanding their options for responding to both work and life challenges. As this awareness builds, it drives not only outward behavioural change but also deeper personal development, leading to lasting improvements for both the organisation and its people.

Below is a summary of our behaviour cards. Each card is accompanied by videos and actionable steps that individuals and teams can use to enhance their self-awareness.

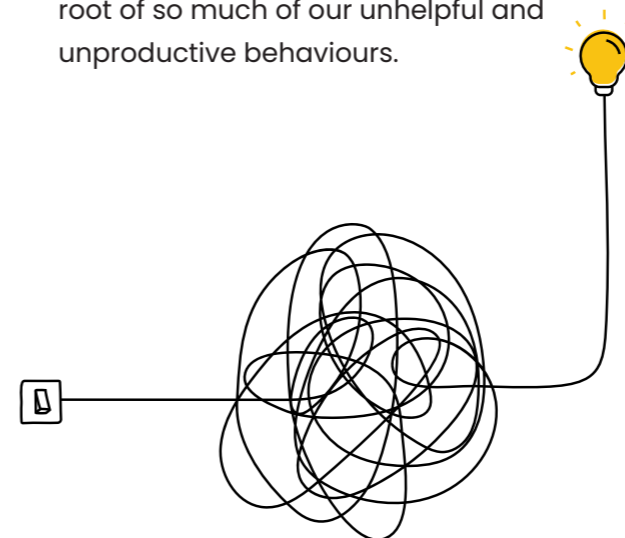
Big Four Attachments

Power: We seek power when we otherwise feel powerless, it helps us to feel important, validated, in control and... powerful!

Pleasure: We seek pleasure to help us avoid otherwise unpleasant feelings, or as an escape.

Praise: We seek praise and validation so we don't feel so isolated and alone.

Safety: We seek safety when we otherwise feel unsafe. The need for safety is at the root of so much of our unhelpful and unproductive behaviours.



Big Six Behaviours

We use these behaviours to maintain or attain these attachments:

Running: An act of withdrawal or avoidance of some kind in the pursuit of safety.

Lying: An act of protection, either to avoid something or to seek gain from a perceived place of lack.

Clinging: An act of protection, to cling to something that helps us to feel safe when we don't otherwise feel safe.

Attacking: An act of seeking to attack others in order to give us a sense of superiority or power, it can often be much more common that we realise and even micro-attacking comments can be damaging.

Acting like a Victim: We act like victims because it gives us a sense of control, as we ultimately try to control others' choices.

Drama: Drama is a behaviour we use to get what we want and to feel better about ourselves when we don't otherwise.



Embed'd

Tom Manning
Founder

TWMS Rugby Ltd
20 Market Hill,
Southam
CV47 0HF
M: 01788288001
E: tom@thepathwayacademy.co.uk



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