



# INTERPERSONAL SKILLS LAB

Education rather than training. Training prepares you for certainty, education prepares you for uncertainty.



Counter-Errorism in Systems™

TIME PRESSURE. LOTS OF PERSONALITIES.



## Imagine this:

You and your team, all handling demanding situations even more effectively. Everyone has a better understanding of the risks and makes fewer critical mistakes. You all know how to build a team quickly with an accurate shared mental model. And it's all done in a psychologically safe environment.

## Interested?

- Benefit from the findings of high performance management**
- Leadership in complex situations
  - Project management in challenging environments
  - Collaboration and team development
  - Efficient communication

MULTIPLE PERSPECTIVES. ONE GOAL.

*"This program brings everyone, no matter what background and experience to the same level. It forges teamwork in minutes rather than days, or weeks, or even months. Explanations of complex ideas and statements were made easy to understand so that retention is assured."*

*Paul Toomer*

## Interpersonal Skills LAB

Managers, team leaders or project managers spend ninety per cent of their time on communication, team management or task coordination. Distributed knowledge, complexity and time pressure are the most exciting challenges in this work.

In the «LAB», important interpersonal skills are analysed and trained under precisely these types of constraints.



## LEARNING AT THE SPEED OF LIGHT

**INTERPERSONAL SKILLS LAB OFFERS TRAINING WITH AN ATTRACTIVE RETURN ON INVESTMENT.**

**1. MEASURES BEHAVIOURAL DIMENSIONS**  
THE MEASUREMENT DIRECTLY SHOWS THE CONSEQUENCES OF BEHAVIOURAL OPTIMISATION

**2. RENDERS THE HUMAN FACTOR UNDERSTANDABLE**  
MANAGEMENT, TEAM DYNAMICS AND BEHAVIORAL PATTERNS AND UNDER STRESS BECOME READILY UNDERSTANDABLE

**3. LIGHTNING QUICK AND HIGHLY EFFICIENT**  
ENJOY SHORTER TRAINING PERIODS AND LONGER RETENTION



Enthusied participants leave the «LAB» with field -tested plans of action that can be implemented immediately. High impact learning enables people to change their attitudes in no time at all.



Gareth Lock, Founder, Human in the System

Gareth founded The Human Diver/Human in the System in January 2016 when he recognised that there was a gap in human factors and non-technical skills knowledge within the diving community and other high-risk industries. Since then, he has been working to bring this knowledge and practice to the fore using a variety of online, face-to-face, and webinar-based programmes, along with a book, a documentary and academic studies.

### **Book with licensed training providers:**

- Two-hour impulse training
- Half day
- Full day
- Special formats

Training can be carried out as a stand-alone event or embedded in your courses. The Human Diver provides education rather than training. Training prepares you for certainty, education prepares you for uncertainty.

### **Our educational approach involves a mixture of methods:**

- Interactive classes
- Simulation under realistic conditions
- Behavioural measurement & assessment
- Feedback via DEBrEIF model
- Reflection phases
- Discussions
- Transfer sessions





# HOW CAN WE USE COMMUNICATION, LEADERSHIP AND TEAMWORK TO COPE MORE EFFECTIVELY WITH DEMANDING SITUATIONS?

With the Interpersonal Skills LAB, participants work out their own individual plans of action under realistic conditions. Guided Discovery makes it 'stick'.

TIME PRESSURE.

LOTS OF PERSONALITIES.

MULTIPLE PERSPECTIVES.

ONE GOAL.



*"I thoroughly enjoyed the Human Factors course. I now understand:*

- the importance of creating psychological safety in having effective debriefs*
- how to look at an event, not from the point of hindsight bias and blame, but rather from the point of what we can learn, what led to these decisions, and,*
- how to create an environment for people to make the right decision*

*I've easily applied what I learned to my work team. If you want to understand the WHY regarding human factors, this is the course for you."*

*- HN*



**INTERPERSONAL SKILLS LAB LEAVES  
THE WORLD OF SPECIALISATION  
BEHIND.  
THE FICTIONAL SCENARIO SHIFTS THE  
FOCUS EXCLUSIVELY TO BEHAVIOR.**

**TRAINER  
OBSERVER,  
LEARNING COACH  
AND  
FACILITATOR**

**CAPTIVATING SCENARIO**  
UPTO 4 GROUPS OF 3-6  
PARTICIPANTS

**TIME PRESSURE**  
DUE TO REAL-TIME SCENARIO

**DISTRIBUTED KNOWLEDGE**  
DUE TO DIFFERENT  
WORKPLACES

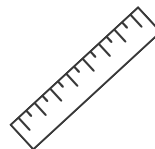
**INTENSIVE INTERACTION**  
AMONG ALL PARTICIPANTS



**Interpersonal Skills LAB  
consists of:**



Real-time computer simulation  
for behavioural training



Measurement instruments for  
precise analysis of behaviour  
within the team



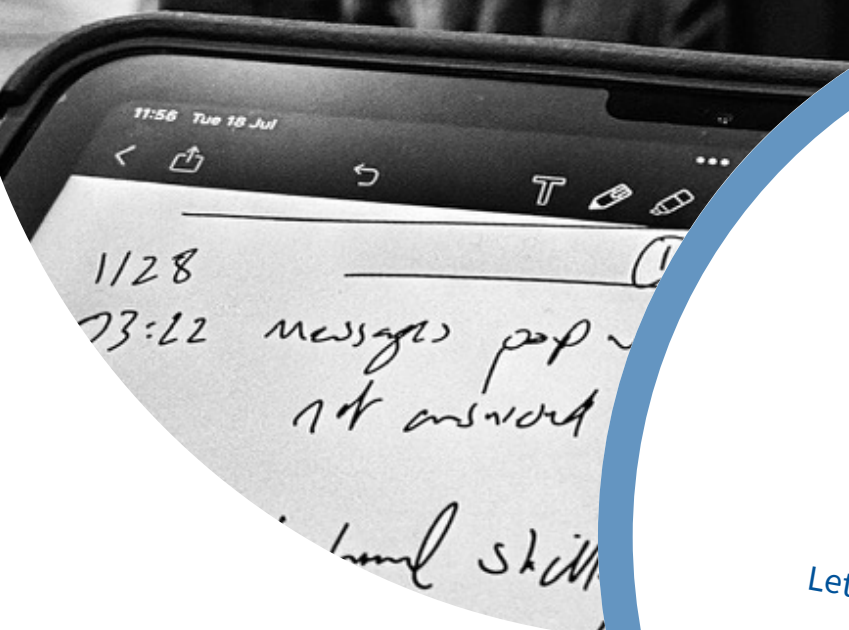
Methodological toolkit for  
effective transfer of learning

*"The course really acted like a mirror for me to see the areas where I need to grow. Being able to take criticism and try to correct behaviour and implement change in a day was very liberating and helped build my self-confidence."*

*Rob Colley, Human Performance Lead, DEEP*







**Here is what Interpersonal Skills LAB offers:**

**Feedback from 3 sources**

Use Trainer, other players, computer!

**«Mindset» far away from reality**

Shift the focus exclusively to behaviour!

**Repeatable sequences**

Let them experience consequences of change!

**Multiple perspectives**

Include real collaboration in your trainings!

**Measuring of behaviour (computer)**

A prerequisite for training of behaviour.

**Originally developed  
for aviation to improve  
non-technical skills or  
CRM. Now translated  
into many other  
domains**

*“You were a resounding  
success! Every single  
person has said it’s been  
the most useful course  
they have been on.” - LS*



## TAKING A CLOSER LOOK AT YOUR TEAM AND THEIR PERFORMANCE

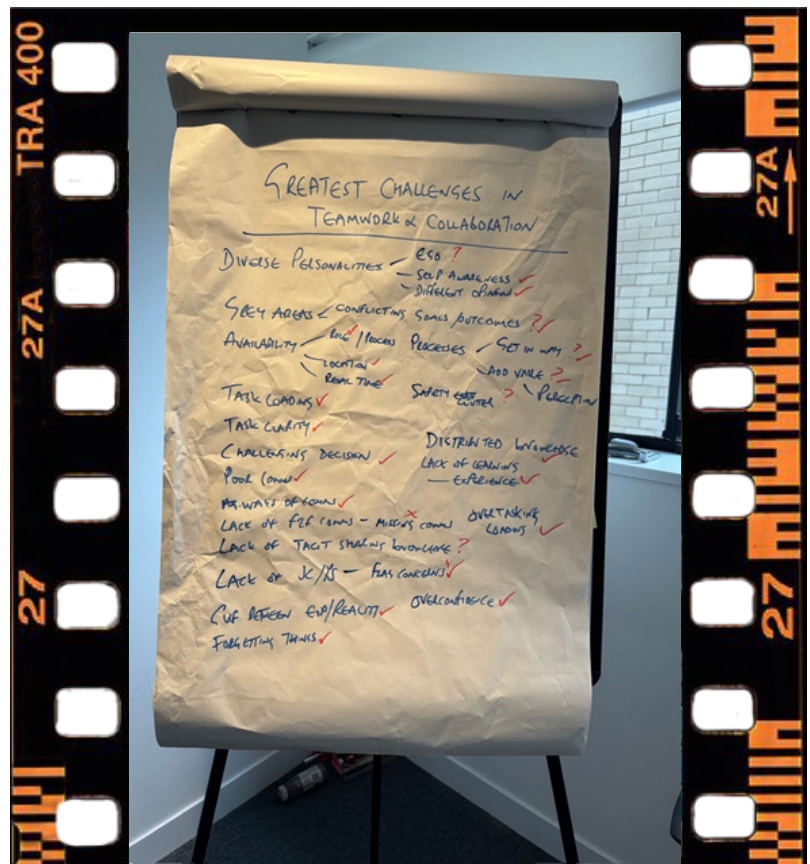
*I thought the course was fascinating and really useful. Definitely fun but also quite confronting in terms of feeling exposed and vulnerable and sharing experiences. It's very well thought out and draws on very solid research and experience to deliver something that we could all benefit from. Every team should do this – and not just editorial people!” -*

Producer/Director



*“The course cemented in my mind some of the things I know make me a good leader, but also helped shine a light on the areas I can easily improve. The practical elements and role plays really take you out of your comfort zone and make you realise your own strengths but also your weaknesses. I'd recommend it to anyone who has to work as part of an effective team.” - HG*

**CONSISTENTLY, WE FIND THE CHALLENGES IDENTIFIED IN THE WORKPLACE ARE ALSO REPLICATED IN THE SIMULATION WITH 85-95% RELIABILITY**





# A TEAM'S OVERALL PERFORMANCE IS COMPOSED OF THE FOLLOWING BASIC DIMENSIONS :

## **Result orientation**

How hard does the team strive to achieve a best-possible result?

## **Capacity**

How much time and energy does the team create for additional tasks?

## **Communication**

How precise and goal-oriented is the exchange of information?

## **Coordination**

How are work processes organized and agreements carried out?

## **Situation awareness**

How precisely does the team perceive information from the environment (people, systems)?

## **Conscientiousness**

How conscientious is the team about observing information and abiding by rules?

*"The course made me aware of different forms of communication and highlighted the need to work as a team. It highlighted that human error is part of who we are but there is ways in which we can reduce it. It taught me how to risk manage, but introduced a fun and exciting way to do it. Others should do this course as it will highlight different techniques to learn about human factors and how they can be used within our company from the top of the tree level down to the base level." - AB*

**ALL BEHAVIOURS RELEVANT TO  
COLLABORATION DIRECTLY  
AFFECT THESE DIMENSIONS.**

**THE CONSEQUENCES OF  
BEHAVIOURAL CHANGE ARE  
DIRECTLY REFLECTED IN EACH  
MEASUREMENT.**

## **Further dimensions**

The 'Human Error Module' measures human errors according to Professor James Reason (execution errors, storage errors, planning errors, breaking of rules).





## **ANALYSIS.**

### **ANALYSIS AND SELF-REFLECTION:**

What are my/our typical patterns of behavior when under pressure?

What effects does stress have on team performance?

How does behaviour (e.g. management behavior, communication,...) affect the outcome?

## **TEAMBUILDING.**

### **TEAM COHESION IS STRENGTHENED:**

Synergies in teams are discovered and unleashed. Mutual trust is exercised and strengthened.

Different personalities (or cultures) are experienced and integrated.

## **COMPETENCES.**

### **Examples of teachable competences:**

#### **Communication**

Communicate precisely and efficiently

Listen actively

Give and receive feedback

Ask questions the right way

#### **Teamwork**

Interact with people of different perspective

Apply efficient collaboration mechanisms

Observe and assess team members

Give & earn trust in ambiguous situations

#### **Leadership**

Lead teams in complex situations

Define goals and stick to them

Coordinate & delegate tasks

Recognize needs of others

#### **Management**

Plan & structure complex tasks

Manage workload & stress

Manage time & resources

Prevent errors

#### **Decision making**

Make decisions in a structured way

Handle information overflow

Assess complex situations

Set priorities

**THE PARTICIPANTS LEAVE THE  
«LAB» WITH FIELD-TESTED  
BEHAVIOUR THEY CAN  
IMPLEMENT IMMEDIATELY**

*“A lot of what is explained in this course, to some extent is information we already know about what it means to be an effective leader. But the key to this course, is that it makes you dig deeper to the root of your strengths and capabilities, and helps you form a plan of how you actually implement certain behavior, utilise your skills and draw on a number of tools, in order to be the most effective leader you can be.” - RH*





Unlocking high performance in teams and individuals

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