Investigation Skills Training
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Your training aims are:
To develop the leader-managers’ ability to investigate possible instances of
1. Misconduct
2. Disciplinary issues
3. Grievance issues
4. Poor performance issues

Why the course is needed:
You want to give some practical training to members of staff who need to investigate possible instances of poor performance or poor conduct.

In situations where your investigation needs to get at the truth, you want a level of consistency so that all your managers are operating according to proper principles. You want the training so your people can work to a definite standard; as opposed to everyone doing their “own thing”.

In addition, some of your managers have never had any formal training in the art of asking probing questions, so you need something that will help them in their role as an investigator.

How many people are doing the training?
Approximately ?? delegates

What kind of manager are they?
Staff of varying ages and abilities. Some are new to management. Some are not new, but have not yet received any training in investigation skills.

When will the training take place?
The training will take place in??

Where is the training location?
TBA

How is the course set out?
The course is set out as follows:
Investigation interview skills
Investigation techniques are important skills for investigations officers.

They need to investigate:
1) Formal complaints.
2) Possible bullying.
3) Harassment.
4) Disciplinary issues.
5) Grievance issues.
6) Misconduct.

Investigative questioning is a specialised form of communication
Investigative questioning is a form of conversation that does not follow the normal social conventions, but must still be done with a high degree of professionalism and respect whilst being effective as a tool to get to the truth.
To conduct a professional, respectful and effective interview, this Investigation skills training is designed to help your people make the switch in conversational technique.

“The switch” includes learning how to:
1. Get to the truth of the matter.
2. Uncover any outright lies - by identifying contradictions and errors in the others account.
3. Uncover evasion. Evasion is the art of NOT telling the whole truth, (i.e. missing important bits out); in order to distort the truth without actually lying.
4. Distinguish error from malice or laziness.
5. Take proper “contemporaneous written notes” so that you can use the information gleaned during the interview.

Introduction
The differences between normal conversation and an investigation interview.
Investigation interview is a special context that requires that you make a conscious shift in your normal conversational method.

Distinguish between answers and responses to your questions
1. Some people RESPOND to questions but don’t answer them.
2. The questioner must notice when his-her question has not been answered.

Distinguish between
1. First hand evidence- admissible.
2. Second hand evidence - hearsay evidence - non admissible.
Best Evidence Rule
The best evidence rule is a legal principle that holds an original document is superior evidence than any copy. The rule specifies that a copy cannot be used if the original exists. The implication is to: Keep all your original documents and evidence safe.

Major Communication Skill 1: Facts v Opinions
You need to distinguish between two kinds of statement:
Objective facts and Subjective opinions.
1. Objective facts - the evidence provided by the five senses.
2. Subjective opinions - personal interpretation of facts.

Major Communication Skill 2: Specific and Vague
You need to distinguish between two kinds of statement:
Specific and vague.
1. Specific statements denote only one possible interpretation.
2. Vague statements denote multiple possible interpretations.
Your skill as an investigator is to take their vague statements and by questioning, reduce it down to a specific statement.

Major Communication Skill 3: Truth, Error, Lies and Evasion
Identifying four types of response to a question:
1. Truth – the statement corresponds to the facts and is self-consistent.
2. Error – The statement is NOT TRUE but is believed to be true by the speaker. The speaker is in error.
3. Lie – The statement is NOT TRUE and the speaker knows that it is not true. It is a lie.
4. Evasion – The statement does not answer the original question. The speaker is not actually lying but is evading the truth by not giving full answers. He/she keeps “ducking the question”.

Warning: Evasions are more common than lies. Because lies contradict reality, they are more dangerous to the speaker. If a person has done something wrong, he-she will be more likely to EVADE the question rather than LIE, because NOT answering a question is safer than lying.

Ways people use to EVADE questions.
1. Forcibly challenge the questioner. (The Donald Trump Technique).
2. Change the subject. (The Tony Blair technique).
3. Give the answer to a different question.
4. Have an emotional outburst, (usually an outburst of anger or tears).
Probing questions techniques

1. Key questioning skills.
   How to ask probing questions.

2. Getting to the facts, not opinions or guesses.
   Separate facts from opinions, interpretations and guesswork.

3. Notice when a person says one thing, then later contradicts the statement.
   Contradictions should be noted and investigated.

4. Gaps in the narrative.
   Find out what bits they have failed to mention.

5. Take things in chronological order (time order).
   Structure their statements into a time-sequenced order/

Role play number 1
Taking the witness statement
Take the initial complaint with the right amount of detail.
Separating facts from opinions.

Feedback on your performance, in order that you learn more, by analysing any errors or omissions.

Methods of recording interviews
Taking contemporaneous notes.
Taking handwritten notes: Accurate, complete and legible.
The art of asking questions and taking notes at the same time.
The rules on recording.

Role play number 2.
Questioning the person being accused of doing something wrong.
Practice questioning the trainer who will try to evade your questions.

Feedback on your performance, in order that you learn more, by analysing any errors or omissions.
How to set up the room
1. Where to sit – The relative positions of the interviewer to the interviewee makes a difference to the outcome. You should avoid confrontational positioning.

2. Prepare the environment – Environmental factors such as noise, interruptions, lighting, furniture, all make a difference to the outcome of an interview.

Body language and voice tones
1. Yours – There are some things you should not do with your body language.
2. Theirs – There are some things you should look out for, in their body language.

Body language
1. Posture
2. Eye contact
3. Hand Gestures
4. Facial Expression
5. Congruent and incongruent communications.

Role play number 3
Another chance to interview another person who is accused of bad behaviour. Practice questioning the trainer who will try to evade your questions.

Feedback on your performance, in order that you learn more, by analysing any errors or omissions.

Summary, personal action planning and close
The training is designed to be:

- Highly structured and organised, and then:
- Whilst being consistent with the plan, flexible and responsive to the needs of the individual delegate group.
- Delivered in an enthusiastic and interesting way that will involve the delegates.

The method of training is as follows:

The trainer gives a clear explanation of the point in question. Then demonstrates the specific principle or method or idea and gives specific examples. The delegates then practice by doing an exercise with each other and/or they do a practical exercise with the trainer. Then, the delegates are asked to write down an associated action, for each point made. All the points are therefore tied to the delegate’s specific work context. At the end of the day, the delegates are asked to choose six which are the most personally meaningful from the many points that are made throughout the day. All points are supported with full printed and hand written (by them) notes to take away.
What are the costs / investments?

In-house course
What are the costs / investments? In-house course daily rate is £1,850 + VAT for up to 20 delegates.
Plus £80 for each additional delegate over 20.
Plus, hotel accommodation for trainer if needed (Premier Inn type: not the Hilton!)

The training days are inclusive of:
• Full days training
• Full course notes
• Written action plan to take away
• Audio download of the programme
• Access to our post course portal
• Plus, three months’ FREE telephone coaching to answer any on-going questions

Plus free telephone coaching!
To answer any on-going questions, you will also receive email and telephone support from your trainer after you have attended the course.

We suggest the following plan of action:
You please send to me:
1. Any amendments or changes you wish to make to the programme.
2. Your thoughts
3. The plan of action

Thank you
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Here is a quote from previous delegates:

The course content was very comprehensive and covered relevant points. The trainer’s presentation was interactive, informative and challenging.

Delegate: W Graham  
Company: Ikea

The course I found very interesting, using models that I was not familiar with, different thought processes. The presentation was very professional, informative and interesting.

Delegate: J Dickinson  
Company: Riomay

The course content was excellent, thought provoking and inspiring. The presentation was clear, concise, professional and relative.

Delegate: J Walker  
Company: Telus

The course content was very good, informative and positive. No “Dull Moments”. The trainer’s presentation was good – Well presented.

Delegate: S Bent  
Company: B+V Water Treatment

The course was very informative, with lots of thought provoking questions to think on after. The trainer’s presentation was well produced and slick NO excess content.

Delegate: B Pain-Tolin  
Company: BTCV

The course was very very good. The course was well structured and has provided me with an opportunity to reflect on how I can improve further in my role. The trainer’s was very focused, kept the course moving, related well to the group. Created non-threatening environment.

Delegate: M Ridout  
Company: Sparsholt College Hampshire

The course content was very good, quick win early on kept my interest piqued. The presentation was very good, inspiring and animated.

Delegate: K Rhodes  
Company: RAF Wittering
Excellent course that helped to bring new insight and reinforce and bring back concepts from many years ago. The trainer’s presentation was upbeat, positive and inspiring.

*Delegate: M Judson*
*Company: JSP Ltd*

The course content was comprehensive, eye-opening and informative. Excellent presentation, kept interest up and made the course come to life. Good real-world examples to inspire and inform.

*Delegate: J Gibson*
*Company: Fuji Film*

The course content was very detailed and interesting. The trainer’s presentation was good, with time for re-caps and questions.

*Delegate: R Graham*
*Company: RAF Wittering*

The course content was interesting, could be applied in business environment but also in general life. I like the wrong box / right box! The presentation was very dynamic and directive. Knowledgeable. Good use of examples which helps.

*Delegate: S Chou*
*Company: JSPMLtd*

The course content was excellent, extremely useful tools which I shall use with both students and staff. The presentation was very good, Right mix of talk, discussion and activity.

*Delegate: J Noble*
*Company: The Sittingbourne Community College*

For additional feedback, video testimonials and list of companies that have benefited from our training programmes please [follow this link](#)