Leadership Education and Training Brochure 2018—2019

Developing leadership and organisational culture that enables people to thrive & deliver
Welcome

Leadership and Management Offer

Welcome to our first leadership and management offer. We trust that this will be a helpful and supportive resource for both yourself and your teams.

The Leadership and Organisational Development Team are passionate about developing competent and effective leaders and employees within the Trust at all levels. As such, we have a range of development programmes and tools available to BHT staff to help you develop the skills and knowledge needed within your roles to deliver safe and compassionate care to our patients. Each programme and tool links into the BHT CARE Values and our strategic priorities.

Purpose of this document

This document aims to help you to understand what programmes are on offer to enhance the skills and knowledge you require, and assist you in creating a development pathway for yourself. Please enjoy looking through this document and we look forward to welcoming you to our programmes in the near future.
Education Learning and Development

Meet the team

Amir Khaki
Deputy Director of HR,
Education & Organisational Development

Jason Greasley
Deputy Lead Leadership & Management

Chris Rusz
Appraisal Project Officer

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HR Project Manager

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Organisational Development Lead

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Head of Leadership & Organisational Development

Megan Watters
OD Assistant / Team Administrator

Please send all enquiries to
bht.leadershipmanagement@nhs.net
Guide to our Mapped models

Trust Values

Our CARE values represent the behaviours we should be displaying every day and link into our Trust goals and vision. Every employee at BHT should embrace these values by translating them to their specific areas, for the best possible outcomes.

Keys are displayed as footnotes on pages throughout this document to illustrate which element of the CARE values are best reflected in that particular session, course or programme. The applicable value will be underlined in green e.g. CARE

<table>
<thead>
<tr>
<th>OUR VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUE</td>
</tr>
</tbody>
</table>
| COLLABORATE| • Communicates openly, honestly and professionally.  
             • Encourages two-way communication.  
             • Actively collaborates and works well with others.  
             • Builds strong working relationships and helps others.  
             • Has a good understanding of other teams and services. |
| ASPIRE     | • Puts safety, patient experience and outcomes first.  
             • Shares ideas and suggestions for efficiencies and service improvements.  
             • Shows enthusiastic attitude towards their work.  
             • Encourages personal and professional development. |
| RESPECT    | • Treats everyone with respect and dignity.  
             • Demonstrates empathy to others, considering other’s perspectives.  
             • Handles disagreement calmly and with respect.  
             • Manages themselves effectively under pressure. |
| ENABLE     | • Consults others, listening to their views and ideas.  
             • Adapts their style to bring out the best in others.  
             • Acknowledges and celebrates successes.  
             • Promotes independence and autonomy; enables others to take the initiative and make things happen.  
             • Takes personal responsibility for their work. |
# BHT Leadership Competencies & Behaviours

## Core managerial functions that underpin what we do

An overview of core managerial skills that employees of BHT should be demonstrating to effectively manage themselves or others.

<table>
<thead>
<tr>
<th>All staff</th>
<th>How you manage yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People:</strong></td>
<td>Knowing team structure, managing own appraisal</td>
</tr>
<tr>
<td><strong>Finance:</strong></td>
<td>Understanding own financial responsibility</td>
</tr>
<tr>
<td><strong>Operational:</strong></td>
<td>Understanding organisational priorities, vision and values</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
<td>Good written and verbal communications skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leaders of others</th>
<th>How you manage others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People:</strong></td>
<td>Developing effective team structure, recruitment skills, appraisal skills, learning needs analysis, workforce planning, change management</td>
</tr>
<tr>
<td><strong>Finance:</strong></td>
<td>Budget management, procurement process management</td>
</tr>
<tr>
<td><strong>Operational:</strong></td>
<td>Risk management, future planning, evidence-based decision-making</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
<td>Understands and uses a variety of communication techniques tailored to the needs of the audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>System-wide leaders</th>
<th>How you manage systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People:</strong></td>
<td>Understanding organisational learning needs, long-term workforce planning and change management</td>
</tr>
<tr>
<td><strong>Finance:</strong></td>
<td>Budget planning and income generation</td>
</tr>
<tr>
<td><strong>Operational:</strong></td>
<td>Current and future operational planning to facilitate wider engagement in long-term planning</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
<td>Using a variety of communication methods, tailored to fit the message</td>
</tr>
</tbody>
</table>
### Collaborate

#### Leaders of others

<table>
<thead>
<tr>
<th>Want to see</th>
<th>Don’t want to see</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Championing working as a team</strong></td>
<td><strong>Doesn’t promote working as a team</strong></td>
</tr>
<tr>
<td>Inspires staff to engage fully with a shared purpose and direction</td>
<td>Gives no attention to developing shared purpose or direction, allowing silo working or ill-focused work</td>
</tr>
<tr>
<td>Motivates the team to be flexible in support of each other and the organisation</td>
<td>Encourages team members to work against each other, or to own agenda, failing to promote effective team working</td>
</tr>
<tr>
<td>Promotes a strong focus on adapting approach to meet the professional and personal needs of team colleagues</td>
<td>Focuses solely on the task at hand with no consideration of individual needs and encourages team members to do the same</td>
</tr>
<tr>
<td>Promotes an open and trusting environment in which individual suggestions and perspectives are heard</td>
<td>Creates an environment of competition with limited trust</td>
</tr>
</tbody>
</table>

### System-wide leaders

<table>
<thead>
<tr>
<th>Want to see</th>
<th>Don’t want to see</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Driving system-wide networking</strong></td>
<td><strong>Failing to network</strong></td>
</tr>
<tr>
<td>Forges pathways for integrated working across divisions</td>
<td>Gives no consideration to internal or external partnerships for the benefit of patient pathways</td>
</tr>
<tr>
<td>Actively drives engagement with both internal and external EHT partners</td>
<td>Focuses solely on own area of work, paying no attention to the wider organisation or health economy</td>
</tr>
<tr>
<td>Champions integrated working and creates opportunities for working with other public and private sectors</td>
<td></td>
</tr>
</tbody>
</table>

### Aspire

#### Leaders of others

<table>
<thead>
<tr>
<th>Want to see</th>
<th>Don’t want to see</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating a learning culture</strong></td>
<td><strong>Prohibiting a learning culture</strong></td>
</tr>
<tr>
<td>Champions learning from successes and service improvements</td>
<td>Does not recognise good practice, nor celebrate or learn from it. Actively encourages team to hide poor practice/overlook it</td>
</tr>
<tr>
<td>Encourages feedback from all levels, driving innovation and service improvement</td>
<td>Does not maintain currency with operational/clinical guidelines nor do they enable the team to</td>
</tr>
<tr>
<td>Develops shared understanding of operational/clinical guidelines</td>
<td>No clear or coherent understanding of risk; poor risk management and mitigation from self or within team</td>
</tr>
<tr>
<td>Advocates a full understanding and mitigation of risk, enabling others to do the same</td>
<td></td>
</tr>
<tr>
<td><strong>Driving a shared understanding of organisation vision, values and priorities</strong></td>
<td><strong>Doesn’t communicate organisational vision, values and priorities</strong></td>
</tr>
<tr>
<td>Inspires shared purpose and understanding of vision, values and priorities, bringing these to life within team and tailoring for all team members</td>
<td>Does not communicate vision, values or priorities with team members, and/or consider within decision making</td>
</tr>
<tr>
<td>Driving direction of team activities to achieve organisational priorities</td>
<td>Does not work with team to understand role in meeting priorities or how to work effectively using the values and behaviours</td>
</tr>
<tr>
<td>Promotes a strong focus on future horizon of workforce, operations and finance</td>
<td>Develops future service with no input from team and does not effectively engage team with understanding</td>
</tr>
</tbody>
</table>
Leaders of others

Want to see

Talent management to develop both current and future capability
- Drives workforce planning to meet the future operational needs of the service
- Recruits for both current and future effectiveness
- Inspires shared understanding of team strengths and fully embeds into future planning
- Demonstrates understanding of current and future learning needs of the team
- Demonstrates a ‘can do’ attitude towards individual learning and development, considering a range of learning options
  - Actively succession plans for the future

Don’t want to see

Lack of forward thinking
- Gives no thought to the future needs of the service or team
- Does not consider current skills within the team or future requirements of the team when recruiting, resulting in poor team structures/management
- Encourages staff to work on own objectives and focus without consideration for colleagues
- Does not think about skills development within team or consider full range of learning opportunities available
- Displays poor attitude towards staff development, blocks requests or opportunities to develop; displays ‘cannot do’ attitude rather than can do

System-wide leaders

Want to see

Inspiring shared understanding of wider health economy and encouraging innovation
- Actively celebrates innovation and successfully applies new approaches
- Inspires teams and departments to find new ways of working to exceed longer term aspirations

Active planning for the future
- Drives the division/service to engage with realising our organisational vision
- Inspires meaningful understanding and actively drives the development of focused actions

Don’t want to see

Inspiring shared understanding of wider health economy and encouraging innovation
- Does not foster an environment where innovation is welcomed
- Does not consider long-term operational needs and/or health economy in current work and does not encourage others to do the same

Inward focus
- Makes decisions based on own experiences, not engaging team/department/division in longer term planning
**Respect**

**Leaders of others**

**Want to see**

- Promoting an inclusive environment
  - Strips away hierarchy to create a safe, inclusive work environment for staff and patients/service users
  - Leads by example, valuing diversity and adopting a person-centred approach
  - Actively demonstrates and displays self-awareness of own approach when handling difficult situations and inspires others to do the same

**Don’t want to see**

- Creating a negative environment
  - Actively works in a command and control style, discouraging challenging conversations from team
  - Does not behave in a way that aligns to core organisational values, nor do they encourage team members to do the same
  - Does not consider impact of approach when engaging with colleagues, resulting in poor working relationships; actively encourages team to focus on task rather than person

**System-wide leaders**

**Want to see**

- Developing inclusive leadership at all levels
  - Role models inclusivity and actively seeks out opportunities to develop self-awareness for leaders in their teams
  - Actively challenges inappropriate behaviours and encourages others to do the same

**Don’t want to see**

- Poor leadership
  - Is not inclusive in approach and does not adapt style to suit the needs of team members
  - Overlooks poor behaviours and encourages others to do the same; takes passive approach to unacceptable behaviour rather than upholding standards

**Enable**

**Leaders of others**

**Want to see**

- Actively coaching and mentoring
  - Adopts a strong coaching approach with team members, driving innovation and service development
  - Actively promotes autonomy, accountability and responsibility within team, resulting in dispersed decision making authority
  - Actively alters approach to suit differing learning needs within the team

**Don’t want to see**

- Limiting autonomy and development
  - Discourages team members to consider new ways of working
  - Is directive in leadership approach and task allocation, thus limiting innovative thinking, authority and autonomy
  - Does not consider differing learning needs of team members and applies a one size fits all approach

**System-wide leaders**

**Want to see**

- Mentoring and coaching leaders for the future
  - Actively develops high potential talent in support of retention and succession planning

**Don’t want to see**

- Lack of succession planning
  - Gives no thought and/or consideration to succession planning activities. Does not spot or support talent in developing skills within BHT
**Using this Brochure**

**Your learning journey**

Below is a tool designed to help you plan what learning would most benefit your continuous personal development.

Start with writing what you want to achieve at each time scale. Think positively about your aspirations.

Next list the steps you need to take to achieve your goal. Use this as a guide on how to choose courses in this document and as a checklist for your own progression.

When you have achieved your goal, use the final box to state what you learnt while completing the steps and what you will do next.

<table>
<thead>
<tr>
<th>3 month goal</th>
<th>6 month goal</th>
<th>12 month goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps required to achieve goal</td>
<td>Steps required to achieve goal</td>
<td>Steps required to achieve goal</td>
</tr>
<tr>
<td>Results and learning points</td>
<td>Results and learning points</td>
<td>Results and learning points</td>
</tr>
</tbody>
</table>
Using this Brochure

Your learning journey

When you're ready to begin your development plan and after discussing your needs with your line manager, you will then decide on which of our dynamic programmes you would like to take part in. There is no need to complete everything, we can help you choose what fits your needs. Here is a selection of what’s on offer.
Enter the name of the course in the search box using 434 before the course name. This identifies it as a BHT course, then click go.

For example: 434 Coaching to Promote Positive Behaviours

Click Choose or Enrol in class next to the course name you want enrol onto

A list of the available dates, times and locations will now be shown. Choose a session and click onto the enrol button

The details of this session will now be shown click onto the apply button to register for the course

You will now receive an email confirming you have been registered for the course. The course will show in the enrolments section on NLMS.

If you need to cancel the booking you can do that here by clicking onto Un-enrol
When you’re ready to begin your team’s development plan, and after discussing the needs of the team with Learning and Development, you will then decide on which of our dynamic programmes you would like your team to take part in. There is no need to complete everything, we can help you choose what is most effective.
Team Building - Team Days

1/2 day / 1 day

What are the benefits?

Team building in the workplace significantly contributes towards employee motivation. It can build trust, mitigate conflict, encourage communication, and increase collaboration. Effective team building means more engaged employees, which is good for the Trust’s culture and is linked to better patient care. It can also be adventurous and enjoyable.

Content

Your needs/requirements, your team and the Trust’s priorities will help in designing the content of your team building training programme. Some examples of things which have been included in previous team building days include:

- Pre/Post survey to identify needs and developments with the team.
- Group work using coaching tools to identify workplace improvements and solutions to challenges.
- Ground maps for the team to explore their stakeholder network.
- Patients providing feedback on their experience of care provided by the team.
- A game linked back to the need of the day.
- Updates on the service and where it is going.
- Teams presenting back what they want to do and how they will do this.

Items for consideration:

- Why do you want the event?
- Who is the team day for?
- What funding is available to support this? (charitable funds, divisional funding, sponsorship)
- How will you involve all stakeholders?

The Leadership and Management Team can help to design and facilitate your team building day. If you are interested in running an event for your team, department or SDU please get in touch with one of the team.

bht.leadershipmanagement@nhs.net
Pioneer Teams Programme

What are the benefits?
Staff engagement is important to BHT as the relationship staff have with their work and the Trust can make a real difference to their experience at work and the care patients experience. The Pioneer Teams Programme will help teams improve the way they work together, and create a working environment where staff and patients can thrive.

Content
Being a part of the Pioneer Teams Programme means you have the opportunity to improve and sustain staff engagement within your team, with guidance and support at each step of a 26 week journey. The programme includes:

- **Diagnostic report**—a survey which your team complete to provide an overview of how your team are feeling and functioning, areas which are going well and areas for development. You will complete this at the beginning and end of the programme to support your improvement journey.

- **Toolkit**—training in best practice techniques and tools to increase engagement within your team.

- **Action learning sets**—you will attend three action learning sets which will allow you to learn from other teams, and share with others the successes and challenges of applying your staff engagement tools.

- **Staff engagement celebration event**—At the end of your 26 week journey, you will have the opportunity to present your success story at a celebration event. The event showcases and celebrates all that has been achieved by the teams, and allows you to pass on your knowledge and experiences to the next cohort of teams.

If you would like to more information on how your team could benefit from this then please contact one of the team.

bht.leadershipmanagement@nhs.net
Team Toolkit

What are the benefits?

The Team Toolkit consists of exercises and techniques to help you develop engagement within your teams. The toolkit is based around 9 topics which commonly help to create effective and closer team working. You can use this toolkit when working with your teams to encourage team working and recognise the contribution it can make to the delivery of safe and compassionate patient care, from committed staff working within a common culture. It offers:

- Theories to help you work effectively with your team.
- Evidence demonstrating the importance and impact of team development within the NHS.
- Tools and exercises to help you develop team working in your area.

**Influence** – the extent to which staff are involved in wider decisions that may impact upon them.

**Clarity** – the extent to which staff have clear understanding of the Trust’s/Team’s vision, objectives, and values.

**Work relationships** – the extent to which staff perceive support from their line manager and colleagues.

**Perceived Fairness** – the extent to which staff perceive fair treatment within the Trust.

**Recognition** – the extent to which staff receive recognition and perceive their contributions are valued.

**Personal development** – the extent to which staff perceive opportunities for personal growth or experience opportunities to use their strengths.

**Communication** – the extent to which staff feel informed about what is going on in their area/department/Trust.

**Resources** – the extent to which staff believe they have the necessary tools, training and equipment required to do their work.

**Trust** – the extent to which staff are trusted with responsibility and freedom to act.

Content

All of the documents can be found on Swanlive under:

Learning & Development ➔ Leadership & Management ➔ Team Development

http://swanlive/learning-and-development/leadership-management/team-development

http://buckshealthcare.nhs.libguides.com/bhtteamtoolkit
Team Coaching

What are the benefits?

- Team coaching is an individual and team development process that uses an integrated combination of interventions to improve collaborative leadership skills, and team performance.
- Team coaching can help people understand how to work better with others, how to reduce conflict and improve their working relationships, build a team purpose, vision, and strategy.
- It’s a long-term, sustainable method of development to enable the team to adapt and innovate for the future, as well as being able to react to challenges in the moment.
- Knowledge and learning stays within the team and is developed by its members, rather than the knowledge being “brought in” by a third party, increasing ownership and engagement. In this way, the team discovers its own rhythm, and team members are invested in each other’s development.


Content

A facilitator will work closely with the team lead/manager to tailor a bespoke programme which suits the needs of the team.

This may start with the Trust's CARE values to see how you as a team want to be working together in the future. This can form your contract as a team and give everyone a voice.

Learning Outcome

- Provides a framework for a coaching style conversation
- Introduce T-Grow Model
- Provides skills and tools which will enable different ways of working with staff and colleagues
- Improve relationships
- Enable individuals to think more about how they engage with others

If you would be interested in coaching for your team, please get in touch with one of the team.

bht.leadershipmanagement@nhs.net
Why use the 70/20/10 rule?

Development generally begins with a realisation of current or future need and the motivation to do something about it. This might come from feedback, a mistake, watching other people’s reactions, failing or not being up to a task – in other words, from experience. Approximately 70% of development should come from on-the-job experiences - working on tasks and problems; about 20% from feedback and coaching; and 10% from courses and reading.

Training has changed over the years with fewer people actually attending face to face training compared to other methods of learning. Face to face training still has a part to play but we can learn more and make the training stick if we adopt a more blended approach to learning.

Mrs Gutman attends the coaching to Promote Positive behaviours programme which provides her with some great coaching tools and a better understanding of coaching, mentoring and counselling. This two day programme has raised her awareness of a few things that she would like to work on in her department to help support her team.

Mrs Gutman is new to management and still does not feel that she has the confidence to try and in put new ideas in to the workplace. Mrs Gutman approaches a manager on another ward that she worked with in the past and asks for some help and advice. Following this first conversation Mrs Gutman then returns to ask if the manager would mind being her mentor as she has lots of experience in leadership and feels she could learn a lot from her.

Now that Mrs Gutman has the skills from the training and the support of the mentor, she is willing to try out some new ideas with the team. She starts by using a coaching approach with team members, allowing them the space to think and come up with their own solutions. This starts to build confidence in the team and reduces the amount of repeat questions that she receives.
### Examples of how you could develop in line with 70/20/10:

<table>
<thead>
<tr>
<th>10% Formal Learning</th>
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</thead>
<tbody>
<tr>
<td>- Attend a face to face programme</td>
</tr>
<tr>
<td>- Complete some e-learning or an online programme</td>
</tr>
<tr>
<td>- Rotate to another ward or department</td>
</tr>
<tr>
<td>- Act up to the next level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20% Feedback and Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Find a coach to help you</td>
</tr>
<tr>
<td>- Look for a mentor in the topic area you are interested in</td>
</tr>
<tr>
<td>- Complete a 360 feedback questionnaire</td>
</tr>
<tr>
<td>- Have a peer appraisal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>70% On-the-job Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Try out what you have learnt and ask for feedback.</td>
</tr>
<tr>
<td>- Run an action learning set to support others.</td>
</tr>
<tr>
<td>- Continue with further reading in the area of interest</td>
</tr>
</tbody>
</table>
Introduction to Line Management
2 days

Introduction
This workshop has been designed to fulfil some of the needs of our managers within BHT. We understand that moving up into a managerial position requires support and training both in leadership and in the processes to support you and your team.

Content
The 2 day programme will:
Introduce you to tools and techniques that will support you as a manager in BHT whilst sharing ideas and examples with other managers from across the Trust.

Learning Outcomes

- Know the difference between Leadership and Management
- Know how to access and use the Trust policies.
- Have an introduction to finances and your role.
- Know what forms you are required to complete to support your team.
- Recognise the different leadership styles and when they could be used.
- Produce a skills development plan.
- Learn how to manage different types of performance.

To book a place on Introduction to Line Management workshop please go to NLMS, search 434Introduction to Line Management and self enrol.

| Pre course work | No |
| Certificate of attendance | No |

Who is it for?
This interactive workshop is aimed at anyone new to management, and at new managers joining BHT. Existing managers may also want to complete this workshop to learn new skills.

Core Values                                                                                                 Leadership Competencies
CARE                                                                                                 Managing Others
Leaders of Others
Leadership Pathway

8 Days in total

Introduction

The Leadership Pathway is a core programme for senior leaders within BHT. Delivered in partnership with The Performance Coach (TPC), this excellent programme will provide you with the knowledge and skills to lead yourself, others and teams.

Content

The Core Development will provide you with credible knowledge, skills and tools to support you as a leader. Modules will include:

**Personal Leadership:** Developing an understanding of your own personal leadership styles and those of your colleagues

**Relational Leadership:** Developing knowledge and gaining practical experience of tools and techniques that will support you when interacting with others e.g. coaching techniques, highly valuable for empowering others

**Team Leadership:** Developing knowledge and gaining practical experience of interacting with teams and others in the organisation

**Leadership in Action:** By working in a small project team you will look at work related examples, and by using the knowledge gained during the programme see if you can improve a process or solve an issue.

Learning Outcome

- Understanding different styles of leadership and when to use them.
- How to coach others
- Understanding yourself, your team and how and why you are different.

Core Values

- **CARE**

Leadership Competencies

- Managing Others
- Managing Self
- Leaders of Others
- Leading Self
Coaching to Promote Positive Behaviors

2 days

Introduction

Coaching is a valuable leadership tool. This 2 day programme is particularly aimed at individuals who lead a team and wish to use coaching skills to improve the performance of individuals or the team.

A highly interactive programme supporting you to develop a coaching style of leadership that can help facilitate team cohesion and promote positive management and team behaviours.

Content

The programme will:

- Clarify what coaching is and how you could best use this leadership style in the workplace. It will provide you with the tools and confidence to try a new approach to support yourself and your team.

Learning Outcome

This workshop will give you an introduction to coaching whilst providing a safe environment for you to practice the skills learnt during the day. During this we will:

- Clarify what coaching is
- Provide coaching frameworks for use in your work with colleagues
- Create opportunities for practice and application of coaching skills
- Learn to self-reflect and appraise coaching capabilities through feedback, to identify key strengths and areas for personal development
- Equip you with the essential models, skills and tools required for effective coaching
- Discuss your wellbeing and measures to support stress.

To book a place on Coaching to Promote Positive Behaviours, please go to NLMS, search 434Coaching to Promote positive Behaviours and self enrol.

Core Values

CARE

Leadership Competencies

Leading Self

Leaders of Others
**B5 Emerging Leaders**

**1/2 Day**

**Introduction**
To support you in preparing for the next step, this training will provide you with some great tools that will help you plan your career and your training needs. It will help you to prepare for future promotion and development opportunities.

**Content**
- Individual learning styles and how we may be different to others
- The difference between Coaching, Mentoring and Counselling
- Sign post you to what other support is out there for you
- How to produce a Personal Development Plan

**Learning Outcome**
- Be able to have a basic coaching conversation with those that you work with
- Have a training plan for your future
- Know what training is available for you, both internally and externally.
- Know how to find other support including Coaching and Mentoring

To book a place on Band 5 Emerging Leaders, please go to **NLMS**, search **434Band 5 Emerging Leaders** and self enrol.

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**Core Values**

**CARE**

**Leadership Competencies**

- Leading Self
- Leaders of Others
Introduction to appraisal using Actus

One hour

Introduction
This workshop aims to look at the Actus Non-Medical appraisal system. It will involve a walk through of the system to ensure that staff are engaged and prepared to undertake their appraisal during the appraisal cycle.

Content
- What is Actus and how to log on
- How to add an appraisal and get it published
- How to add and record an objective
- How to add and record a 1-1
- How to add and record a development need
- How to add and hold a career aspiration discussion
- How to ask for feedback from peers and colleagues

Learning Outcome
- Be able to log onto the Actus Non-Medical appraisal system and have an understanding of it
- Understand how Actus can support you in the appraisal process
- Be able to record all aspects of your work on the system and use it throughout the year

There is no need to book a place for Introduction to appraisal using Actus as these are drop in sessions so just turn up on the advertised dates.

Core Values
- CARE

Leadership Competencies
- Managing Others
- Leading Self
- Managing Self
- Leaders of Others
Finance for Managers Training

1/2 day

Introduction

Financial sustainability is everyone’s responsibility within the Trust and we need to make the best use of our resources.

Content

- Learn how money enters and leaves the BHT
- Your role and responsibility for budgets as a manager
- What eProc is and when to use it
- How to budget set
- The budget policy and what it means to us
- The business case process
- Savings / Cost improvement programmes

Learning Outcome

- To understand the responsibilities of your role as budget holders – and the support available to you.
- To understand the budgetary process
- To understand and interpret financial statements
- To understand financial challenges facing the Trust and how you play a part in resolving them
- To understand the Trust’s Standing Financial Instructions, financial governance and internal financial processes

To book a place on Inclusivity training, please go to NLMS, search 434Finance and self enrol.

Pre course work | No
Certificate of attendance | No

Who is it for?
Aimed at all those that manage a budget and have budgetary responsibilities.

Core Values

CARE

Leadership Competencies

Managing Others
Inclusivity Training

1 day

Introduction
We hold the principles of equality and inclusion close to our hearts and we aim to lead on making inclusion a reality within the NHS. This programme aims to help leaders to develop awareness and skills to create truly inclusive environments within BHT.

Content
- How to build trust and rapport
- Looking at the layers of diversity
- Why pursue an inclusive workforce?
- Psychological factors in inclusion
- What activates our biases

Learning Outcome
- To increase your self-awareness and understanding of inclusive leadership
- To understand the impact of unconscious bias and stereotypes
- Gain an understanding of practical tools and techniques to enhance inclusive leadership
- Reflect on one’s own leadership capability and plan strategies for introducing a more inclusive approach

To book a place on Inclusivity training, please go to NLMS, search 434Inclusivity and self enrol.

| Pre course work | No |
| Certificate of attendance | No |

Who is it for?
This is a should do for all that manage a team or have recruitment responsibility. Also open to anyone that would like to learn more about how to respect and understand others.

Core Values
CARE

Leadership Competencies
- Managing Others
- Managing Self
- Leaders of Others
- Leading Self
Policy Training

1/2 day

Introduction

This bite-sized workshop will provide delegates with an overview of the key HR policies within BHT, including managing sickness absence, dignity and respect, and capability. It will help managers to understand the core components of each policy, processes, and steps to take before initiating use of a policy.

Learning Outcomes

- What are the key policies you need to know?
- Where can you find all of the information required?
- What support is available to you?
- The difference between Knowledge, Skills and Attitude
- Transactional Analysis—how we behave around others

To book a place on Policy Training, please go to NLMS, search 434Policy Training and self enrol.

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### Time Management

#### 1/2 day

**Introduction**

Are you always rushing around with not enough hours in the day? Could your time be better planned? Do you find yourself struggling to get everything done? If you answered yes then this half day programme might be the right one for you.

**Content**

An interactive half day programme which will provide you with some useful tools to manage your time and resources for you to take away and practice in the workplace.

**Learning Outcome**

- To focus on the most valuable tasks
- Identify your own bad time management habits, and what you can do about them
- Being able to delegate the right task to the right person
- To be able to distinguish between busy work and productive work

To book a place on Time Management, please go to [NLMS](#), search 434Time Management and self-enrol.

**Core Values**

- **C**, **A**, **R**, **E**

**Leadership Competencies**

- Managing Self
Departmental Managers Level 5 CMI Apprenticeship

24 Months - 1 day per month (tbc)

Introduction

NHS managers face an increasing number of unique challenges on a day-to-day basis. They are constantly required to model effective management behaviour whilst maintaining motivation in their teams. This highly participative programme is designed to use facilitated sessions with discussions, presentations, case studies and group work to help managers understand and develop effective management and leadership practices.

Successful completion of the programme leads to the awarding of a CMI level Diploma in Management and Leadership.

Content

- Operational Management
- Project Management
- Finance
- Leading People
- Managing People
- Building Relationships
- Communication

On completion, apprentices can register as full members with the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years’ of management experience can apply for Chartered Manager status through the CMI.

How to apply— Due to limited places on this programme we will be asking Divisions to nominate individuals to be put forward for this.

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Who is it for?

Departmental Managers both clinical and non-clinical who manage a budget and projects.

Core Values

- CARE

Leadership Competencies

- Managing Others
- Managing Self
- Leaders of Others
- Leading Self
Project Management Apprenticeship

24 Months

Introduction

Projects are the way that organisations accomplish change and specific objectives. They differ from day-to-day activities in that they are directed to a clear and planned ending (with specific outcomes and definite start and end dates), not at maintaining a continuous activity. Project management skills are vital for numerous jobs within the NHS.

This Project Management Apprenticeship will run over 24 months and will include off the job training at a local college and then time spent in your work place transferring your learning into practice.

You will be fully supported in with this training with a mentor and a training supervisor.

Learning Outcome

- Planning what work needs to be done, when and who’s going to do it
- Looking at the risks involved in a particular project and managing these risks
- Making sure the work is done to the right standard
- Motivating the team of people involved in the project
- Co-ordinating work done by different people
- Making sure the project is running on time and to budget
- Dealing with changes to the project as and when necessary
- Making sure the project delivers the expected outcomes and benefits

If you are interested or require anymore information please contact—
Jason.Greasley@nhs.net

Core Values

CARE

Leadership Competencies

Managing Others
Managing Self
Leading Self
Maximising, poor, average and strong performance

1.5 hours Drop in workshop

Introduction
This workshop aims to look at poor, average and strong performance and performance management. There will be 2 group exercises where firstly groups will discuss poor, average and strong performers to identify what these look like and how to manage the different groups. Secondly groups will look at some of the key areas that make up Performance Management and how to apply these during the year. The Will / Skill matrix will also be discussed as a tool to use.

Content
- What are poor, average and strong performers
- How do we manage the different groups
- Using the Will / Skill matrix to identify what is needed to help the different groups
- What is performance management and why is it important
- What are the Key elements of an effective performance management process that empowers staff

Learning Outcome
- Be able to identify poor, average and strong performance and describe how to empower these staff
- Be able to list the key elements of Performance management and the role of Actus as a key enabler
- Take away from the workshop to think about where managers and their staff sit on the Will / Skill matrix and how managers can help their staff progress and to energise performance management in their part of the organisation.

To book a place on, Maximising, poor, average and strong performance please go to NLMS, search 434Maximising, poor, average and strong performance and self enrol.
Becoming a Coach

Different levels dependant on awarding body.

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Who is it for?
Anyone within BHT who would like to become a coach and support others with coaching. You would be asked to commit to at least 2 hours of coaching every month.

Introduction
A coaching culture is about delivering results, improving performance and making the most of people’s potential. The emphasis is on delivering results and making each other (and the wider organisation) stronger and more capable.

We at BHT are committed to growing our coaching culture so we can support our valued staff so they can decide and shape their future. We aim to have coaches at all levels throughout the organisation and those that qualify will be expected to coach others from any where in the trust.

Content
- Foundation Coaching Skills
- Creating Insights
- Applied Positive Psychology and Building Resilience
- Coaching Leaders

Learning Outcome
- Have the knowledge and skills to coach people at all levels
- Be able to effectively ask questions that raise awareness
- Have a bank of tools and skills that can be used to suit the needs of the coachee

How to apply—A separate application form will be sent out for this programme. To register your interest please contact Jason.Greasley@nhs.net
One 2 One Coaching

1 hour x 4-6 sessions

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Who is it for?
Open to anyone who would like to have time to focus on working towards personal or professional goals with a coach.

Introduction
Coaching enables individuals to develop their skills, increase their effectiveness and maximize their potential. Through a series of structured sessions, coaches aim to increase awareness in their clients and provide fresh insight that can be put into immediate action.

Content
Coaching focuses on a specific challenge and typically a coaching relationship lasts for 6-8 sessions over a 6-8-month period, 1 hour per session. However each relationship should be considered on a case by case basis.

- A coach uses a combination of observation, questioning, listening and feedback to create a conversation that’s rich in insight and learning.

- The coachee will experience a greater focus and attention that enables them to develop a awareness and appreciation of their own circumstances. In addition, they will also create new ways to resolve issues, produce better results and generally achieve their goals more easily.

To apply for one2one coaching please visit Swanlive, Learning and Development, Leadership and Management page, here you’ll find an application form and more information on Coaching.


Learning Outcome
Here are some examples of why people have coaching:

- To improve self confidence
- To help enhance relationships
- You’re going through a change (new job, returning to work)
- Career progression
- Help getting a project off the ground

Core Values
Managing Self
Leading Self
Presentation Skills

1 day

Introduction
Getting the right message across to the right people can sometimes be a challenge. This programme will provide you with some useful information and tools to enable you to be able to present effectively in meetings and presentations.

Content
We will look at not only how to build your presentation but also how to keep your delegates interested in what you are saying. Not everyone is the same so we will look at different learning styles and what this means for you as the facilitator.

Learning Outcome
- Have a clearer understanding of how to communicate messages
- Understand how to best inform and motivate your audience
- To be able to stand up in front of people and deliver your message.
- To be able to structure a presentation and tips to make your presentation lively and effective
- The importance of voice projection
- Overcoming those nerves.

To book a place on Presentation Skills, please go to NLMS, search 434Presentation Skills and self enrol.

Core Values

Leadership Competencies

CARE

Managing Self
**PowerPoint Training**

**1/2 Day**

**Introduction**

We have all at some stage sat through a boring PowerPoint lesson. This training is there to help you to develop and deliver interactive and engaging presentations.

**Content**

- How to put a PowerPoint presentation together
- The basic rules of PowerPoint
- How to insert Clip art/images, video clips tables and charts
- The Do’s and Don’ts of PowerPoint
- How to use NHS templates

**Learning Outcome**

- By the end of this training you will have the confidence to produce your own PowerPoint lesson that is clear, concise and interesting. You will be able to produce a lesson that keeps the audience on the edge of their seat wanting more.

To book a place on PowerPoint Training, please go to [NLMS](#), search 434powerPoint Training and self enrol.

**Core Values**  
**Leadership Competencies**

**CARE**

- Managing Self
- Leading Self
Introduction
Most people have a story of a poor or badly-organised introduction to a workplace. At the beginning of an employee's relationship with their new employer, getting the induction process right is really important, and a key opportunity to explain what the department is all about.

A well designed induction programme results in a positive first experience of an organisation. This means that the employee integrates into their team, becomes productive quickly and works to their highest potential.

Content
- What should and shouldn't be included in a local level induction
- How to make this a two way conversation that involves Interaction, discovery and conversation
- The support that new starters might need in the first few months
- Inducting staff into the values and culture of teams

Core Values
CARE

Leadership Competencies
Managing Others
Leaders of Others
Myers Briggs Type Indicator

1 day

Introduction
The world renowned Myers-Briggs framework has helped millions of people across the globe gain a deeper understanding of themselves and how they interact with others.

This course offers a constructive framework for understanding differences between personalities at work. The MBTI tool is based on many years of research, starting with the groundbreaking work of Carl Jung (Swiss Psychologist). It can be a valuable tool in conflict resolution, team building, resilience training and communication skills.

Content
This one day event will take you through an assessment tool and best fit analysis of your own personality type as well as giving you the background learning and understanding to understand yourself and the people around you.

Learning Outcomes

- Be able to identify what personality type you are
- Be able to recognise the 4 dichotomies of the indicator
- Have useful knowledge to aid communications and relationships to get the best outcomes
- Have action plans of how you will use your new knowledge

To book a place on Myers Briggs Type Indicator, please go to NLMS, search 434Myers Briggs Type Indicator (MBTI) and self enrol.
Confidence Training

3 Hours

Introduction

Being confident at work is crucial for career success. It doesn’t matter what work situation you are in - be it just starting out or managing large teams - confidence plays a massive part in the day-to-day activities in most occupations. Having a strong sense of self-belief can have a massive impact on your effectiveness and enjoyment in your job. It also affects how we communicate with friends and colleagues.

Being confident in the workplace enables you to be proactive, assertive and focused. Having true confidence not only allows you to have a positive impact at work, it also helps you make choices that will benefit your home life too.

Content

• Looking at beliefs, memories and values and how they can steer our lives
• Positive belief exercise
• Rehearsing for a future situation
• Producing positive anchors to support our future.
• The use and effect of body language

Learning Outcome

• To have a better understanding of what’s been knocking your confidence
• Exercises that you can take away and practice to improve your confidence over time
• Feeling more confident to complete your work and be more positive day to day.

To book a place on Confidence Training, please go to NLMS, search 434Confidence Training and self enrol.

Core Values

Leadership Competencies

CARE

Managing Self
Various Programmes

Introduction

The TVWLA team is passionate about developing leaders at all levels, whether it is the start of your leadership journey, taking on broader responsibilities or as an established leader facing the challenges of managing complex services and delivering change.

As your local academy, we want to provide leadership development for a purpose. NHS staff are at the heart of delivering the patient centric system articulated in the Secretary of State’s speech in July 2015 and the recommendations in the Rose Review "Better leadership for tomorrow". TVWLA’s purpose is to support your leadership journey through the provision of high quality leadership and organisational development that develops you, your team, your organisation and now, your wider system.

Courses include:

Edward Jenner, Mary Seacole, Elizabeth Garrett and Nye Bevan programmes.

Please note that some of these programmes have a fee and all enrolment should be approved by the Learning and Development manager before you apply.

Copy this link below into your browser to see the full offering from Thames Valley and Wessex: http://www.tvwleadershipacademy.nhs.uk/sites/default/files/TVWLAProspectus_2015_0.pdf