LDA
LEARNING & DEVELOPMENT
ASSOCIATES

MANAGEMENT & STAFF DEVELOPMENT COURSES

CLIENT INFORMATION

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QUALITY & CUSTOMER SERVICE EXCELLENCE

ACCREDITED MANAGEMENT DEVELOPMENT

The Professional Manager Programme in Public Service Leadership *Candidates for the programme can be drawn from aspiring managers, or those who are new to a managerial role, or those who have been in post for a number of years but who have had little or no formal training in management, or those who simply want to update their skills and knowledge in this area. (On successful completion, delegates will receive the Professional Manager's Certificate in Public Service Leadership as recognised by the Chartered Management Institute)* *Suitable for Managers in all areas of the Public, Voluntary, Not-for-Profit and Health & Social Care Sectors*	Page 59 to 65
The Professional Manager Programme in Management & Leadership *Candidates for the programme can be drawn from aspiring managers, or those who are new to a managerial role, or those who have been in post for a number of years but who have had little or no formal training in management, or those who simply want to update their skills and knowledge in this area. (On successful completion, delegates will receive the Professional Manager's Certificate in Management & Leadership as recognised by the Chartered Management Institute)* *Suitable for Managers in a wide range of Sectors to include Health & Social Care* N.B Both Professional Manager Programmes have similar 'Aims' however, their content will be adapted to suit the target audience and type of organisation. Clients are free to choose which ever option suits their organisation best.	Page 66 to 72

CLIENT ORGANISATIONS INCLUDE:

University of West of Scotland
Napier University
Compaq/Hewlett Computers Ltd.
Margaret Blackwood Housing Association
Scottish Association of Mental Health
Turning Point Scotland
Enable Scotland
Fair Deal 1 in 100
The Advocacy Project
Moray District Council
Western Isles Council
Glasgow City Council
South Lanarkshire Council
South Ayrshire Council
East Ayrshire Council
North Ayrshire Council
Renfrewshire Council
Western Isles Council
Scottish Enterprise
Renfrewshire Enterprise
Strathclyde Fire Service
Carstairs NHS Hospital Trust
Greater Glasgow Health Board
CORA Foundation
George Wimpey Homes Ltd.
Glacier Vandervell
Sense Scotland
British Bakeries
Mungo Foundation
Trinity House Dublin
St Mary's Kenmure
The Averon Centre
The Pheonix Project
St Phillips Centre
Scottish Children's Reporters Administration

ADDITIONAL SERVICES

LDA can also offer a number of certificated and non-certificated Management Development programmes specifically designed for key target audiences (see our Brochure), these include:-

Management Qualifications

The Professional Manager Programme in Public Service Leadership – for Supervisors/Team Leaders & Middle Managers working in the Public, Voluntary, Not-for Profit & Health & Social Care. Sectors (Accredited by the Chartered Management Institute)

The Professional Manager Programme in Management & Leadership – for Supervisors/Team Leaders & Middle Managers working in a variety of sectors to include Health & Social Care. (Accredited by the Chartered Management Institute)

Managers who wish to undertake the Professional Manager Programme will need to register with the Chartered Management Institute through LDA.

Those who wish to undertake an S/NVQ programme will need to register with an approved S/NVQ centre. This can be arranged through LDA.

For Further Information - Contact
Gordon Hendry FCIPD/FCMngt.I
Director of Development - LDA
Mill View. 29, Mauchline Road,
Ochiltree. Ayrshire KA 18 2QA.
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LDA

Learning & Development Associates

'Working in Partnership to create Business Excellence'

Our Mission: To help and support organisations in the pursuit of excellence, through the delivery of 'high quality' learning and human resource consultancy.

WHAT WE HAVE TO OFFER

We specialise in 'In-Company' training courses, which can be tailored to suit your own environment and add value to your business.

You provide the venue and participants, we provide the Trainer, quality delivery, comprehensive course notes as well as post-course evaluations; all at a much reduced cost to you and your organisation.

We offer a wide range of learning and development events covering the following areas:-

ORGANISATIONAL DEVELOPMENT

- Managing Organisational Change

- Managing Organisational Culture

- Transformation and Reinvention

- Setting Strategic Goals

- Mission and Values

N.B.
If you don't have a venue, we can help arrange one at considerably reduced rates

CONT'D

GENERAL MANAGEMENT
- Building High Performing Teams

- Performance Management

- The Role of the Manager

- Dealing with Discipline

- Effective Leadership

- Managing Meetings

- Time Management

- Managing Change

- Conflict Management

INTERPERSONAL SKILLS
- Coaching for Performance

- Negotiating & Bargaining

- Developing Your Staff

- Selection Interviewing

- Communication Skills

- Trainer Training

- Appraisal Skills

- Assertiveness

CONT'D

PERSONAL EFFECTIVENESS
- Career Planning/Job Search

- Preparing for Management

- Business Report Writing

- Dealing with Diversity

- Project Management

- People and Change

- Stress Management

- Presentation Skills

- Minute Writing

CUSTOMER SERVICE & QUALITY
- Customer Service Excellence

- Developing Quality Systems

- Managing Customer Service

- ISO 9000 – Quality Systems

- Quality Tools & Techniques

- Total Quality Management

- Auditing Quality Systems

- European Foundation Quality Model

GORDON HENDRY

Gordon is the Director of Development and founder of Learning & Development Associates which he established in May 1998. Since then, he has been working with a wide range of clients in the Public, Private, Care & Voluntary Sectors designing and delivering staff and management development programmes in both Scotland and Ireland. He has over 30 years experience working in a variety of General Management, Personnel and Training roles.

He joined Glasgow City Council's central Personnel Unit in 1986 from British Rail Engineering where he was Head of Technical Services and Executive Board Member at their Springburn Plant. He was later appointed as the Head of Management Development for the City Council with responsibility for the development of over 6,000 managers. He designed and established the Council's In-house Post Graduate Programme in conjunction with Strathclyde University's Local Authority Management Centre.

Gordon is qualified at Post Graduate level in both Training and Management Studies. He is a Chartered Fellow of the Chartered Institute of Personnel & Development and a Fellow of the Chartered Institute of Management. He also been an Associate Lecturer with the University of the West of Scotland and Napier University and is a qualified SVQ Assessor.

KEITH MILLER

Keith is a Senior Associate with LDA. with around 20 years experience in the Public, Private, Care & Voluntary Sectors analysing, designing, preparing and conducting Training & Management Development Programmes.

He joined LDA from Glasgow City Council. where he was the Communication Manager for the Council's 'One Business – SAP Project' with responsibility for overseeing one of the Council's largest 'Best Value' Projects at a cost of £12 million pounds. Prior to this role, Keith was a Senior Training & Management Development Adviser in the City Council's Chief Executive's Department. .

Keith has a Degree in Community Studies from Jordanhill College and is a qualified EFQM Assessor , assessing companies and advising them in the use of the European Foundation's Quality Model. He is a qualified Prince 2 Practitioner and has managed a number of large scale Projects and is also an Associate Lecturer with the University of the West of Scotland.

LORRAINE FORSYTH

Lorraine is one of LDA's newest recruits, bringing over 13 years experience as a Chartered Occupational Psychologist in both the private and public sector. She was Resourcing Manager for Strathclyde Fire & Rescue for 4 years, tackling projects ranging from Assessment & Development Centre Design to Executive Coaching. Until recently, she held the post of People & Organisational Development Manager for the new Scottish Fire and Rescue Service

Lorraine has a BA (Hons) in Social Science as well as MSc in Occupational Psychology. She is a member of the British Psychological Society (BPS) holding both A Level and B Level registration in psychometric and personality testing. She is also registered with the Health Professional Council (HCPC), holds an ILM Level 5 Certificate in Coaching and is fully trained in Emotional Intelligence Profiling.

GORDON CRAIG

Gordon is another of LDA's Senior Associates with over 30 years experience in the Private & Public Sectors. He joined LDA as an Associate shortly after leaving Local Government in 1999 and has worked on a variety of projects.

During his employment in Local Government he was the Depute Director of Personnel within Glasgow City Council's Corporate Personnel Department, and latterly, held the post as Depute Director of one of the largest Local Authority Cleansing Departments in Scotland.

Gordon is qualified at Post Graduate level in Human Resource Management and is also a qualified SVQ Assessor. Until recently he was the Chairman of the Board at Carstairs State Hospital.

GRAHAM HAUGH

Graham recently joined us as a Senior Associate, bringing over 30 years senior experience in Local Government and the Fire and Rescue Service.

During his employment in Local Government he was the Head of Human Resources for East Ayrshire Council prior to joining Strathclyde Fire and Rescue Service in 2004 as their first civilian Director of Human Resources. Graham's strategic and practical experience at employer level is complemented by significant experience of influencing HR strategy at Scottish and UK levels.

His Change Management experience includes Local Government reorganisation and the recent reform of Scotland's Fire and Rescue services.

Graham is CIPD qualified and a Fellow member. His interest in employment law led to him becoming a Master of Law in 2004, which encompassed both Employment Law and Practice.

SARAH LAWLESS

Sarah joined LDA in 2004 and has a home base in both Scotland and in Ireland. Sarah has over 20 years experience mainly in the public sector and began her career in the NHS in 1982. Since that time Sarah has held a number of Senior Training & Personnel roles within the NHS and Local Government,

Sarah holds a Masters Degree in Training Management, is a Chartered Member of the Chartered Institute of Personnel & Development and a Member of the Chartered Management Institute. She is also an Associate Lecturer at the University of the West of Scotland and a Member of the Society of Personnel Directors in Scotland.

SHELAGH DOYLE

Shelagh joined the team in 2005. With over 20 years experience, Shelagh started her career in Hotel Management where she worked in a variety of managerial roles, during this period she also Lectured at Southgate College in London.

She joined Local Government in 1988 as a Senior Staff Trainer with North Ayrshire Council. Since then, Shelagh has held a number of Senior Training Posts in Local Government the most recent of which was the Corporate Training Manager for Glasgow City Council. This particular role gave her and her team the responsibility for ensuring the corporate training needs of around 38,000 staff were met.

Shelagh is qualified at Post Graduate level in Further Education and Management and is an accredited EFQM Assessor as well as an ISO9001 Internal Auditor Trainer. She is also an Associate Lecturer with Strathclyde University and the University of the West of Scotland, and is a Chartered Member of the Chartered Institute of Personnel & Development.

RECOGNISED PROGRAMME PARTNER - CMI

LDA has a partnering arrangement with the Chartered Management Institute to provide accredited Management Development programmes which meet the National Occupational

Standards for Management & Leadership.

LEARNING & DEVELOPMENT ASSOCIATES

PROPOSALS FOR

COURSE DELIVERY AND CHARGING ARRANGEMENTS

Learning & Development Associates agree to provide:

1   Delivery of the course to the specification/objectives as agreed with the client.

<u>N.B.</u> The maximum number of delegates for each course is 16 unless otherwise agreed. Minimum number to be agreed.

2   Complete set of Course Masters and Handouts for customising and reproduction by client. (Copyright retained by LDA)

3   Master sets of any pre-work material delegates need to complete and have issued with Joining Instructions.

4   Any 'instruments' included in the course work.

5   Any DVD's and specialised equipment needed to enhance the content and delivery of the course.

6   Delivery of the course and any additional courses (as indicated in para 1) if required, on mutually agreed/convenient dates to both the client and provider.

7   Full set of delegate evaluations for each course delivered.

8   Billing arrangements as agreed.

IN RETURN

The client will provide:

1   An agreed day rate fee for each training day delivered, plus mileage/parking expenses.

2   Fully equipped Training Room(s) for course delivery together with 1 or 2 syndicate rooms if possible.

Main Training Room

LCD Projector/Screen/Laptop

Flipchart Stand/Pad/Pens (Also in syndicate rooms)

Delegate Name Cards/Signing In Sheet

The main training room laid out in a "u" shape with table at front for Tutor.(Unless otherwise agreed).

3   Catering / catering facilities, as appropriate. (Tea/Coffee @ 8.45am for a 9.15am start as well as **10.30am**. and **2.30pm**. Lunch @ **12.30pm**. Courses to commence at **9.15am** prompt and will finish at **4.30pm** - unless otherwise agreed).

4   Copies of course handbooks and handouts for each delegate attending.(Copied from originals provided).

5   Issue of any Joining Instructions/pre-work material and course administration..

6   Settle all accounts within 30 working days of receipt of invoice.

7   All payments to be made gross of tax. (Learning & Development Associates are V.A.T. exempt).

ORGANISATIONAL DEVELOPMENT

MANAGING ORGANISATIONAL CULTURE – Transforming your Organisation

INTRODUCTION
The 'Culture' or 'Climate' within an organisation is dependant on the attitudes, values and beliefs of the employees. This can have a significant impact on the efficiency and effectiveness of the organisation as a whole and can either promote or constrain future strategy as well as the process of change. This course aims to equip managers with the knowledge, skills and level of understanding necessary to diagnose and where appropriate change their organisation's culture in line with future strategy.

OBJECTIVES – The benefits to you and your organisation
By the end of this course you will be able to:
- Define organisational culture and discuss its importance to the process of change.
- Describe how organisational culture impacts on most aspects of organisational life.
- Analyse the culture and sub-cultures which, exist within your own organisation and their relationships to the attitudes, values and beliefs shared by its' employees.
- Describe and classify different types of culture including their strengths and weaknesses.
- Diagnose the dominant and less dominant cultures which, exist within your organisation at present and identify employee preferences for the future.
- Identify ways of bridging the gap between the negative and positive aspects of organisational culture and translate this into meaningful 'Action Plans' for the future.

CONTENT
Organisational Culture and the process of change
- Defining organisational culture in terms of beliefs, values, rituals, myths and shared perceptions.
- How organisational culture influences the behaviour and attitudes of individuals and teams.
- The importance of organisational culture to the process of change and its' management.
- Managers and in particular Senior Managers' role in influencing organisational culture.

Classifying different types of organisational culture
- Provide a common framework/language for identifying and discussing organisational culture.
- Power, Role, Achievement and Support orientated cultures including their strengths and weaknesses.
- How the dominance of certain types of cultures/sub-cultures can impact on the success or otherwise of organisational operations and performance.

Diagnosing organisational culture
- Introduction to the Harrison Instrument for diagnosing organisational culture.
- Analysis of pre-course work and the results produced.
- How to provide an objective critique of the culture which exists within the organisation at present, as well as employee preferences for the future.
- Compiling 'value statements' and their role in influencing the organisation's culture in the future.
- Developing 'value statements that realise the organisation's Mission.

Creating a cultural shift
- How to use your knowledge of organisational culture to create a more positive climate.
- How to translate a 'cultural diagnosis' into meaningful 'Action Plans' for the future.
- How to create a shift in organisational culture in line with future strategy.

METHOD
The course is highly participative and combines formal presentations with group discussions, syndicate exercises and case studies. An important element in the course will be how to use a diagnostic instrument designed to identify organisational culture at present and how it can be used to create a cultural shift in the future.

TARGET AUDIENCE
Managers, particularly Senior Managers who are responsible for developing the strategic direction of their organisation to include merging different units and departments. The course is also suitable for those who simply wish to know more about organisational culture as part of the process of successfully managing change.

DURATION– 2 Days

MISSION & VALUES – Creating the future.

INTRODUCTION

For organisations wishing to transform or reinvent themselves, change their culture and management style and set a new strategic direction, the need to formulate a unifying statement of direction and purpose, or 'Mission', is a pre-requisite to future success.

In addition, those involved in developing the Mission Statement need to formulate a set of core values designed to support it and unify the unit/organisation as a whole. These values should reflect the way managers and their staff will deal with their customers and each other in the future, in order to achieve their Mission's aims.

This course gives managers and their staff the opportunity to carry out a detailed analysis of their unit /organisation's customers, products and services, environment, stakeholders, critical success factors and existing culture. The results of this analysis will be used to develop their Mission Statement and underpinning Core Values, which will determine their future direction.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course, you will be able to:
- Develop a unifying statement of 'Mission/Purpose' for the unit/organisation in which you work, which will set the strategic direction and cultural tone for the future.
- Develop a set of Core Values which will reflect /determine how you as a unit/team will work with your customers to achieve best value as well as each other, in support of your Mission.
- Develop action plans which will ensure your new 'Mission' takes root within the unit/organisation and your Core Values are translated into practical reality over the next two to three years.

CONTENT

Developing a Mission Statement:
- Define the term 'Mission Statement' and identify the main reasons for having one;
- Identify the key factors which must be considered when formulating a 'Mission Statement';
- Draft a 'Mission Statement' which will set the future direction for your unit/organisation, based on an analysis of your existing and future customers, products and services, environment, stakeholders, critical success factors and culture.
- Identify your unit/organisation's strengths in achieving its Mission's as well as any weaknesses that it may have, threats that it may have to counter as well as opportunities it may wish to exploit.

Developing Core Values – Working with our Customers:
- Develop a set of core values in support the Mission Statement which will clearly identify how managers and staff will deal with their customers/stakeholders, both now and in the future, in order to achieve the Mission's aims.

Developing Core Values – Working with each other:
- Define the term organisational culture and discuss its importance to the process of change and the development of the unit/organisation's Mission Statement.
- Describe and classify different types of organisational culture including their strengths and weaknesses. (Harrison, Handy)
- Analyse the culture and sub cultures which exist within your own unit at present and their relationship to the attitudes, values and beliefs shared by other members of your organisation.
- Diagnose the dominant and less dominant cultures, which exist within your unit/organisation at present, and identify employee preferences for the future.
- Develop a set of core values which will take account of employee preferences in supporting the unit's Mission Statement for the future, and which will clearly identify how managers and staff will work with each other, in order to achieve the Mission's aims.

Formulating Actions Plans:
- Identify the 'Critical Success' factors managers and their staff need to consider on order to ensure their Mission Statement takes root and their core values for dealing with their customers and each other are translated into practical reality.
- Develop a set of Action Plans which will identify the key issues, objectives and priorities which will need to be addressed over the next 12 to 18 months, in order to ensure the Unit/Organisation's Mission is achieved.

METHOD

The course is highly participative and combines formal presentations with group discussions, and practical exercises as a means of reinforcing the learning.

A Culture Questionnaire is issued to all staff prior to attending the course and the results are used to shape the Core Value statements during the course itself.

TARGET AUDIENCE

Managers and their Unit Team(s). Departmental Teams. Senior Management Teams. (The course can be adapted to suit a variety of Teams who want to come together to develop a unifying statement of 'Purpose')

DURATION – 2 Days

MANAGING & INITIATING CHANGE – How to do it.

INTRODUCTION

For most organisations 'Change' and its implications have become synonymous with working routine. The ability to manage, as well as initiate change therefore, are seen as key areas of competence which all 'effective' managers should possess.

This course is designed to provide delegates with the knowledge and understanding required to effectively plan, manage and implement change in the workplace.

The course will also give delegates an insight into how a manager and their team can initiate change themselves, in order to bring about improvements. To include, how to prepare their case and mobilise the resources in order to make it happen.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:
- Define the concept of Change and differentiate between 'incremental' and 'transformational' change.
- Understand what's involved in the 'Change' process and identify the key skills and knowledge elements required in order to effectively plan, manage and implement change.
- Outline the manager's role in managing change, to ensure change projects don't run into trouble.
- Identify the key stages involved in 'initiating' change and how to mobilise the resources necessary to make it happen.

CONTENT

Getting started – and planning ahead.
- Defining change – is it incremental or transformational?
- The 'Analysis and Decision Making' process – asking the right questions before you start.
- Using the concept of 'Task, Structure, Systems and People' as the means of focusing on the way ahead.

The Human aspects of Change
- How and why do people react to change in different ways?
- Resistance to change.
- The 'Change Models' – how people cope with change.
- How managers should manage the 'people' aspects of change.

Managing and Implementing change.
- Why do change projects get into trouble?
- Avoiding the problems associated with 'ineffective' change management.
- Applying the 'Six Key Action Areas' concept to every change management project; in order to ensure they are managed and implemented successfully.

Initiating Change.
- How to make your case – and ensure it's complete, coherent, comprehensible and convincing.
- Who do you need to influence – mobilising resources.
- Selling your case – to those that matter.

METHOD

The course combines formal presentations, group discussions, case studies and syndicate exercises to aid the learning process.

TARGET AUDIENCE

Senior Managers, Managers, Team Leaders and Project Managers who have to 'Initiate' and/or simply 'Manage Change' effectively, as part of their job.

The course can also be adapted to suit particular teams and their managers who have to manage a specific change within their organisation.

DURATION - 1 Day

DEVELOPING STRATEGY – Getting to grips with Strategic Planning

INTRODUCTION
This programme explores the concepts of integrating strategic planning into operational management.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:

- Explain the key principles and components of developing your organisation

- Understand the process of translating your vision into operational plans

- Apply the principles of providing value for money in the context of using strategic leadership techniques.

- Implement effectively performance management & benchmarking.

- Apply effective problem solving techniques within your working environment

- Define what determines best practice within partnership working

- List key aspects which assist in the effectiveness of Partnerships and examine tools which can be used in each area

CONTENT
- Organisation's Vision
- Strategic Planning
- Strategy into operational plans
- Managing Performance
- Leading Teams
- Problem Solving
- Partnerships and Joint Working

METHOD
The course combines formal presentations, group discussions, case studies and syndicate exercises to aid the learning process.

TARGET AUDIENCE
The programme is aimed at experienced and senior managers who wish to enhance there knowledge and skills to create a more productive working environment.

DURATION - 2 Days

GENERAL MANAGEMENT

DEALING WITH DISCIPLINE – in a fair and consistent manner

INTRODUCTION
With recent changes to Employment Law and the ACAS Code, dealing with 'Discipline' in a fair and consistent manner has become crucial to the manager's role at every level. This course sets out to ensure that managers deal with staff in a fair and consistent manner and in keeping with organisation's policies and procedures

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:

- Discuss the concept of 'Discipline at Work' and how it relates to your role as a manager in general terms.
- Review the organisations Code of Discipline and how it relates to current Employment Legislation and the ACAS (Advisory Conciliation & Arbitration Service) Guide/Codes of Practice on Dealing with Discipline
- Carry out an appropriate 'Investigation' into any incident(s), which may give rise to formal Disciplinary Action being taken. Ensuring that it is carried out in accordance with the organisation's Code of Practice as well as the ACAS Guide on Dealing with Discipline
- Conduct and/or participate in a 'Disciplinary Hearing' (if ever called upon to do so), in accordance with the organisation's Code of Practice and the ACAS 'Guide on Dealing with Discipline'.
- Identify what's required in terms of the follow-up action after a Disciplinary Hearing, to include employee notification of outcome and rights of appeal, as well as monitoring future standards of behaviour/conduct.

METHOD
The course will include group exercises, skills practice, case studies and group discussions.

CONTENT

- Defining Discipline. Why have a Code of Discipline? Who's responsible for Disciplinary matters?

- How does the organisation's Code of Discipline relate to the ACAS Guide/Code of Practice on Dealing with Discipline as well as current Employment Law?

- The organisation's Code of Discipline – some Questions answered.

- Conducting an incident 'Investigation' – the rules and procedures.

- Conducting an 'Investigation' in practical terms – how to do it. (Skills Practice)

- Conducting a 'Disciplinary Hearing' – the rules and procedures.

- Conducting a 'Disciplinary Hearing' in practice – how to do it. (Skills Practice)

TARGET AUDIENCE
Managers/Supervisors and Team Leaders at all levels, who have a responsibility for dealing with and managing, the Disciplinary Process. (Please note that the content of this course in terms of policies and procedures will be adapted to suit the organisation concerned)

DURATION - 2 days

EFFECTIVE COMMUNICATION – improving your skills

INTRODUCTION
Research shows that when communication is embedded within corporate goals there are significant benefits to the bottom line performance of the organisation as well as in it's efforts to serve it's clients and customers.

An effective communication strategy cannot exist in isolation but needs to be set within a culture of continually improving management and leadership skills including the competent use of a range of communication techniques. Without these competencies, the manager is unlikely to be effective either in managing him/herself or in managing other people.

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:

- Describe the effects of organisational culture and management structures on communication
- Identify your own and other people's communication styles
- Adapt communication style and techniques to facilitate effectiveness
- Apply a range of communication techniques appropriately
- Demonstrate communication skills via small group exercises

CONTENT
- The importance of effective management communication
- Effective internal communication
- External environment
- Management structure and communication matrix management
- Effect culture has on communication
- Communicating change
- Delivery mechanism and channels
- Communication planning
- Personal communication styles
- Emotional intelligence & transactional analysis
- Influencing skills using NLP

METHOD
The course will comprise a combination of participant and trainer input. Participants will complete individual, small group activities and exercises which will emphasise the objectives of the course.

TARGET AUDIENCE
The course is aimed at managers who have responsibility for managing or implementing communications either internally or externally for their organisation.

DURATION – 2 Days

EFFECTIVE LEADERSHIP – gaining a competitive advantage.

INTRODUCTION
By attending this course delegates will gain a valuable insight into the latest thinking in the field of Leadership and learn <u>how</u> highly successful blue-chip companies are using effective Leadership to retain their competitive advantage and build exceptional and high performing teams.

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:
- Discuss and define the importance of Effective Leadership to your role as a manager
- Compare and contrast various approaches to analysing Leadership and identify the key ingredients for success.
- Identify your strengths and weaknesses as a Leader and plan a strategy for development.
- Adopt an appropriate style of Leadership with your team in a variety of situations with a variety of tasks in order to optimise performance.

CONTENT
Defining Leadership:
- Differentiating between Management and Leadership
- Your role as a Leader – what makes it effective?

Analysing Leadership:
- Situational Approach – leadership styles.
- Functional approach – a framework for effective leadership.
- Behavioural approach – challenging the process, inspiring a shared vision, enabling others to act, modelling the way and encouraging the heart.

Exploring & Applying the Models:
- Ken Blanchard
- John Adair
- Kouzes & Posner

Personal Development:
- Skills analysis – how do you compare with exemplary leaders?
- Getting ordinary people to achieve extraordinary results.
- Formulating action plans to improve your approach.

METHOD
The course combines formal presentations, workshop sessions, practical exercises, case studies and group discussions.

There is an important skills development aspect to this course and opportunities will be given to reflect on effective leadership skills through the use of various exercises.

<u>Self analysis and critique form a major component of the course which includes a Leadership Analysis questionnaire which needs to be completed prior to attending.</u>

Delegates will also be provided with additional 'Instruments' (free of charge) which will enable them to measure their effectiveness as a Leader with their teams back in their workplace.

TARGET AUDIENCE
People managers/team leaders at all levels who have responsibility for getting the best out of their staff as well as those who simply wish to add to their skills and knowledge in terms of how to become a more 'effective' leader.

DURATION – 2 Days.

EFFECTIVE SUPERVISION – through a one-to-one session.

INTRODUCTION
One of the key processes managers will be involved in, particularly in the Care Sector, is the management of staff through the supervision process. The quality of the service provision depends directly on the performance of the staff and this is managed directly through the supervision process.

This course aims to provide managers with the skills, knowledge and confidence to offer effective supervision in line with their organisation's supervision policy.

OBJECTIVES – The benefits to you and your organisation
By the end of this course you will be able to:

- Describe the key benefits of effective Supervision for you, your team and your organisation

- Prepare for an effective one-to-one Supervision Session with a member of your team

- Carry out an effective one-to-one Supervision Session with a member of your team

CONTENT

- Review the three main functions of supervision

- Analyse the key benefits associated with effective supervision

- Compare and contrast the benefits and drawbacks of various different settings and formats for supervision

- Develop your understanding of the key principles underpinning the development of positive and effective supervision

- How to maintain anti-discriminatory practice through supervision

- Identify a number of methods you can use to achieve the main functions of supervision

- Develop your knowledge and skills to enable you to provide feedback to individuals on their performance through an effective Supervision Session.

METHOD

The course is highly participative and combines formal presentations with group discussions, syndicate exercises and case studies.

TARGET AUDIENCE

This course is aimed at Team Leaders/Managers who wish to develop their understanding of what can be achieved through the provision of effective supervision with staff, and to improve their skills in carrying out an effective one-to-one Supervision Session with a member of their team.

DURATION– 2 Days

FACILITY MANAGEMENT – getting to grips with facility management

INTRODUCTION
By attending the course delegates will be provided with information and guidance to develop strategies for succeeding in a high-tech and legislative market place.

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:

- Explain the concept of facility management

- Aware of the legislation and how it relates to your organisation.

- Aware the role employees responsible for facilities have in implementing the legislation.

- Aware of the benefits of implementing effective policies and procedures for facilities.

CONTENT

- What is facility management?
- Understanding the impact of legislation
- Creating workable policies and procedures
- Risk Assessments
- Identifying key procedures
- Fire Safety
- Security
- Electrical Safety
- Asbestos management
- Legionella management
- Information Technology
- Energy/Waste Management
- Disability Discrimination Act
- Permit to work systems
- Assessing your workplace
- Action Plan

METHOD

The course combines tutor input, self assessment analysis, practical exercises, case studies and group discussions

TARGET AUDIENCE

The course is aimed at managers or staff who are responsibility for facilities.

DURATION - 1 Day

FINANCIAL MANAGEMENT & BUDGET CONTROL – getting your sums right

INTRODUCTION
Managing the organisation's finances and controlling costs are a critical element of most managerial roles. This course has been designed to cover the basics and provide managers with an understanding of the terminology used in financial reporting. It also provides managers with the knowledge and understanding on how to construct and monitor a financial Budget.

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:

- Highlight the differences between Financial Accounting and Management Accounting and how their associated reports/statements are used to provide management information on the performance of an organisation.

- Identify and understand the differences between Direct, Indirect, Fixed, Variable and Unit costs, and how these terms are used and applied in the process of Management Accounting to construct a financial 'Budget'.

- Construct a financial 'Budget' and use it as a means of providing management information for the control and monitoring of costs/performance.

CONTENT

- Distinctions between Financial Accounting and Management Accounting - as part of a Management Information System.

- The 'Budget', as part of Management Accounting and the cost factors which go towards its make up.

- Compiling a Cash Flow Budget

METHOD

The course combines tutor input with group discussions and syndicate exercises.

TARGET AUDIENCE

The course is aimed at managers who have responsibility for Budget formation and financial control.
NB.
During the course delegates will have the opportunity to construct a financial Budget. In order to do this delegates should bring a calculator with them to the course.

DURATION - Half Day

INTRODUCTION TO MANAGEMENT PROGRAMME

INTRODUCTION
The programme covers the core elements of a Supervisor/Team Leader's role. To ensure transfer of learning has taken place, participants are required to carry out practical tasks at the workplace during and after the programme.

PROGRAMME MODULES & OBJECTIVES

Effective Leadership (2 Days)
- Discuss and define the importance of Effective Leadership to your role as a manager.
- Compare and contrast various approaches to analysing Leadership and identify the key ingredients for success.
- Identify your strengths and weaknesses as a Leader and plan a strategy for development.
- Adopt an appropriate style of Leadership with your team in a variety of situations with a variety of tasks in order to optimise performance.

Teamwork (2 Days)
- Identify what makes a team 'effective' in terms of the characteristics of both the Leader & Team Members.
- Identify the key stages in team development and how this can impact on team performance,
- Identify the actions required in order to build, motivate, develop and maintain an effective team.
- Develop an awareness of your strengths as a team member & team leader as well as areas which may require further development.

Performance Management & Delegation
- To examine and identify key elements involved in managing performance.
- To examine and understand the relationship between clear and measurable objectives and smart targets
- Identify performance indicators /measures to help improve your service.
- To examine how effective delegation can be used to enhance and/or improve performance.

Effective Time Management
- Identify your own major time stealers and formulate action plans to overcome them.
- Recognise the value of effective time management to yourself and your organisation.
- Plan and prioritise your time in a more efficient and effective manner.
- Apply a wide range of tools and techniques to enable you to maximise the use of your time and become better organised in your job.
- Take positive steps to gain control of your time and reduce your stress.

Managing Meetings
- Identify the various purposes and aims of different types of meetings, including their benefits and costs.
- Plan and prepare more effectively for all types of meetings, including the formulation of effective agendas.
- Understand your role and responsibilities as a chairperson and a participant at meetings.
- Keep your meetings more focused, productive and time efficient.
- Formulate effective minutes and ensure they are appropriately actioned.
- Encourage participation, manage different types of behaviour and control conflict.

Managing Change
- To outline the managers role in the management of change.
- To develop awareness of the change processes leading to increased positive attitudes towards the future.
- To summarise the steps managers should take when initiating, as well as managing, change.

TARGET AUDIENCE
This introductory programme to management is aimed at new managers or those with no formal management training.

DURATION – 2 x 2 Day and 4 x 1 Day

Each of the Modules in this programme are normally delivered on a fortnightly basis. The programme can also be accredited on an In-house or external basis.

MANAGING ABSENCE – from sickness to health

INTRODUCTION
By attending the course delegates will gain knowledge of their absence policy and the skills to carryout effectively the absence process.

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:

- Understand the managers / supervisors role in managing absence

- Understand the procedures for control and management of absence within your organisation

- Identify the potential root causes of absenteeism

- Be aware of what action to take to reduce absenteeism

- Feel confident about setting the scene for an absence interview.

- To identify a range of techniques to defuse situations, which are potentially difficult

- Be able to agree a way forward to solving any issues or problems from the absence interview.

CONTENT
- Barriers to absenteeism

- Cost

- Causes

- Organisations procedures / pro-forma

- Managers responsibilities

- Managing short and long term absence

- Absence interview

- Follow up from interview

METHOD
The course combines tutor inputs, practical exercises and group discussions.

TARGET AUDIENCE
The course is aimed at managers who have responsibility for carrying out absence interviews.

(Please note that the content of the course in terms of policies and procedures will be adapted to

suit the organisation concerned.

DURATION – I Day

MANAGING MEETINGS – making your meetings more effective.

INTRODUCTION
Meetings provide a vital forum for decision making, exchanging information, problem solving and debate. However, too many meetings are poorly prepared and inadequately managed, leading to high costs and low morale.

This course is designed to give delegates the skills to plan and manage meetings more effectively both as a Chairperson and as a participant. (Having attended this course, your meetings will never be the same again).

OBJECTIVES –The benefits to you and your organisation.
By the end of this course you will be able to:
- Identify the various purposes and aims of different types of meetings, including their benefits and costs.
- Plan and prepare more effectively for all types of meetings, including the formulation of effective agendas.
- Understand your role and responsibilities as a chairperson and a participant at meetings.
- Keep your meetings more focused, productive and time efficient.
- Formulate effective minutes and ensure they are appropriately actioned.
- Encourage participation, manage different types of behaviour and control conflict.

CONTENT
Meetings in general:
- Meetings as a form of communication.
- Types of meetings, aims, purposes, objectives.
- The problems and costs of meetings.

Preparing for meetings.
- Venue, seating, equipment, timing..
- Planning your structure in line with the purpose**.**
- Designing your agenda to achieve your objectives.

Chairing the meeting.
- Roles and responsibilities.
- Communicating effectively.
- Encouraging participation whilst controlling conflict
- Sticking to the agenda and staying within the time budget.
- Dealing with people – types and disruptive influences.
- Summarising key issues and gaining agreement for future action.

After the meeting
- Formulating minutes.
- Distribution and follow –up action.
- Using your minutes for future meetings.

METHOD.
The course combines formal presentations, workshop sessions, group discussions, video case studies and syndicate exercises as a means of reinforcing the learning.

Delegates will also be given the opportunity to practice their meeting skills both before and during a meeting through simulation exercises and role plays.

TARGET AUDIENCE.
Managers, team leaders and staff at all levels who have responsibility for chairing formal or informal meetings and who simply want to enhance their professionalism, and make their meetings more productive,

DURATION – 1 Day.

MANAGING DIVERSITY – valuing our differences

INTRODUCTION
Modern and forward thinking organisations take steps to ensure that all their stakeholders, including their clients and customers are treated with dignity and respect. This course sets out to ensure that Diversity is valued throughout the organisation.

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:

1. Able to define the meaning of diversity and equal opportunities within your organisation
2. Aware of the policies, procedures and legislation for diversity and equal opportunities and how it relates to you.
3. Aware the role the manager has implementing the policies and procedures.
4. Aware of the benefits of promoting diversity and equal opportunities within the workplace.

METHOD

The course is a combination of delegate and trainer input covering direct and indirect discrimination in relation to sex, race, disability, religion & belief, sexual orientation and gender reassignment. It involves examining personal experiences and case studies in dealing with diversity and equal opportunities in the workplace. These practical exercises run in parallel with trainer's input on policies, procedures and legislation.

CONTENT

1. What is diversity and equal opportunities?
2. Why is diversity and equal opportunity a key area for your organisation?
3. The policies, procedures and legislation and how it affects you.
4. The role of the manager in implementing the policies.
5. What are the benefits of managing diversity and equal opportunities effectively?
6. Analysing case studies.

TARGET AUDIENCE

The course is ideal for Managers who need to implement the policies and procedures relating to Diversity and Equal Opportunities. (Please note that a half day version is also available for employees who simply require a basic understanding of the subject.)

DURATION - 1 Day for Managers. (Half day can be arranged for all other employees)

PERFORMANCE MANAGEMENT – **maintaining and/or improving individual and organisational performance.**

INTRODUCTION
This course provides the opportunity for managers at all levels to examine some of the key elements of Performance Management and how the underlying principles can be applied in practice.

It also takes a look at the links between Performance Management and the concepts of Motivation and Delegation and how managers can use these concepts to maintain and/or improve performance.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:
- Define the term Performance Management and how it is applied in an organisational context.
- Identify and discuss a range of different 'frameworks' which organisations use in order to apply the principles of Performance Management to the workplace.
- Understand and apply some of the basic rules and techniques used in the Performance Management process, in order to set clear and measurable objectives and standards of performance.
- Define and understand the concept of 'motivation' and its links with 'delegation' and how the theories can be applied to the workgroup in order to sustain and/or improve performance.
- Understand the concept of creating a culture which encourages innovative and creative ideas/ solutions in order to sustain and/or improve performance

CONTENT
Performance Management in context:
- Defining the term Performance Management from an organisational and individual perspective.
- Using a variety of Performance Management 'Frameworks' to monitor and measure individual and organisational performance.
Measuring and Monitoring Performance:
- Using performance indicators as a means of measuring business success.
- Setting objectives and SMART targets.
- Setting and using 'Standards' as a means of measuring and monitoring performance.
Performance Management- Motivation & Delegation:
- Defining the concept of motivation and its links with performance management.
- The motivators and de-motivators in our working environments and their effects on individual and organisational performance.
- The theories of motivation – what can we learn?
- The importance of effective delegation as a means of sustaining and/or improving performance.
Applying the principles of performance management in practice:
- Setting clear and measurable targets with your customers/clients, individuals and workgroups.
- Creating a culture which encourages innovation and stimulates creativity in order to maintain and/or improve individual and organisational performance.

METHOD
The course is highly participative and combines formal presentations with group discussions & syndicate exercises.

TARGET AUDIENCE
Managers at all levels who have responsibility for managing and improving performance within the organisation.

DURATION - 1 Day.

PREPARING FOR MANAGEMENT – for new and potential managers.

INTRODUCTION
This course has been designed to provide staff who are thinking about a career in management, or who feel they have the potential to become a manager, or who have been newly promoted to a managerial position, with a basic understanding of the roles and responsibilities associated with managing.

It will also provide delegates with a valuable insight into some of the key skills and competencies required in order to be a successful manager/team leader.

OBJECTIVES – The benefits to you and your professional development.
By the end of this course, you will be able to:
- Define the term First Line Manager/Supervisor/Team Leader from an organisational perspective.
- Describe the roles and responsibilities of a First Line Manager and what is expected of them in organisational terms.
- Identify some of the key skills and competencies required for the effective management of Human Resources.
- Identify, through analysis of personal strengths and weaknesses, how conducive your potential leadership qualities and management style are, to building high performing teams.
- Use the knowledge and information gained from the course to help plan your future development and prepare for a managerial role.

CONTENT
Defining the term First Line Manager/Supervisor
- Who can be classified as a First Line Manager?
- What is a First Line Manager's main objective?
Roles and Responsibilities
- What does a First Line Manager do?
- What are the key areas of managerial responsibility?
- What is expected of a First Line Manager?
Skills and Competencies
- Differentiating between Leadership and Management
- What makes a manager successful in leadership terms?
- How do highly successful blue chip companies use effective leadership to retain their competitive advantage?
- How does a successful manager build high performing teams?
Self-analysis and Personal Development
- Explore your own Leadership potential and examine some of your current strengths and weaknesses.
- Examine your current Management Style and how this might impact on any future managerial role.

METHOD
The course is highly participative and combines formal presentations with group discussions, video case studies and syndicate exercises as a means of reinforcing the learning.
Self- analysis and critique are also features.

TARGET AUDIENCE
The course is ideal for staff, from a variety of disciplines, who are thinking about a career in management. It would also suit those who feel they have the potential to become a manager (or those who have been identified by their organisation as having the potential) and who want to prepare themselves for taking on this role. It is also suitable for those who are new to a managerial role.

The course assumes little or no prior knowledge and has been designed to provide a general introduction to the concept of management and some of the key skills and competencies involved in managing and leading a team.

DURATION - 1 Day.

PROJECT MANAGEMENT – managing your projects successfully

INTRODUCTION
Managing deadlines and achieving targets are crucial to the success of any project large or small. This course is designed to ensure that managers are equipped with the knowledge and skills to manage their projects successfully.

OBJECTIVES – The benefits to you and your professional development.

By the end of the course you will be able to:

- Understand the process of project management

- Understand the skills required for a project leader

- Evaluate the effect of team dynamics on project management

- Recognise and develop skills to overcome the constraints on projects

- Develop skills in the use of tools and techniques of project management

CONTENT

- Process of project management

- Understanding the process

- Communication within projects

- Negotiating with stakeholders

- People management

- Risk analysis

- Tools and techniques (Gannt Charts, Critical Paths)

- Project management software framework

- Project evaluation

METHOD

The course will include group exercises¸ case studies and group discussions.

TARGET AUDIENCE
The course is ideal for newly appointed Project Managers in the Public and Voluntary Sectors. It would also suit more experienced managers who simply want to update their skills and enhance their existing knowledge on the 'effective' management of Projects.

DURATION - 3 days

PARTNERSHIP WORKING – multi-agencies working together

INTRODUCTION
Within the past few years there has been an increasing need for organisations – particularly in the Public and Voluntary sectors – to come together and work under partnership and joint working arrangements. In order for staff within these organisations to manage these partnerships successfully, it is imperative that they understand the requirements for partnership working both internally and externally.

This course has been designed to provide the participants with the knowledge and skills to effectively initiate, manage and evaluate their partnerships.

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:

- Define partnership working and list the benefits / concerns of this approach.
- Explain the types of partnerships which can exist.
- Define what determines best practice within partnership working.
- List key aspects which assist in the effectiveness of Partnerships and examine tools which can be used in each area.
- Discuss specific examples of partnership working and consider the issues and subsequent solutions surrounding these.
- Analyse your own partnership approach in relation to the issues discussed.

CONTENT
Why Work in Partnership
- Definition
- Reasons for Partnerships
- Benefits & Risks
- Types of Partnerships
- Successful Partnership Criteria

Preparation for Partnerships
- Your Organisation's Preparation Work
- Negotiating the Partnership
- Partnership Agreements

Interpersonal Skills
- Partnership Leaders and Teams
- Creating the Partnership Culture
- Managing the Change

Technical Skills
- Key Deliverable Planning
- Risk Analysis
- Problem Solving
- Monitoring and Evaluation

Conclusion
- Key Learning Points
- Action Plan

METHOD
The programme will comprise a combination of participant and trainer input. Participants will complete individual, small group activities and exercises which will emphasise the objectives of the course.

TARGET AUDIENCE
The course is aimed at those who have responsibility for managing or implementing partnerships either internally or externally for their organisation.

DURATION:- 2 Days

TEAMBUILDING – building and maintaining high performing teams.

INTRODUCTION
To perform effectively, a manager/team leader has to understand the importance of group dynamics and how to get the best out of his or her team.

This course is designed to provide delegates with an understanding of the knowledge and skills required in order to build, develop and maintain high performing teams.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:

- Identify what makes a team 'effective' in terms of the characteristics of both the Leader & Team Members.

- Identify the key stages in team development and how this can impact on team performance,

- Identify the actions required in order to build, motivate, develop and maintain an effective team.

- Develop an awareness of your strengths as a team member & team leader as well as areas which may require further development.

CONTENT

Characteristics of 'effective' teams:
- Why is teamwork important – the power of group synergy.
- What makes teams 'effective' in terms of the leader and its members?
- What makes teams ineffective?

How teams develop:
- The role of 'conflict' in teams – and its links with creativity and innovation.
- Understanding group dynamics.
- The four stages of team development – forming, storming, norming & performing.

Building high performing teams:
- Improving team performance – using tried and tested methods in order to 'build' an effective team.
- Developing your team – the manager as a 'developer' of individuals and teams.
- Team role behaviour – the Belbin approach.

Action Planning:
- Assessing the strengths and weakness of existing teams.
- How to analyse the 'blockages' to effective team performance and tackle these on a collective basis.
- Developing action plans in order to improve your own team's performance

METHOD
The course is highly participative and combines formal presentations with group discussions, case studies and syndicate exercises.

Self analysis and critique also form a major component of the course.

TARGET AUDIENCE
Managers/team leaders at all levels who may become involved or are involved in building and/or maintaining high performing teams.

DURATION – 2 Days

TEAM DEVELOPMENT – taking a day out with the team to review progress

INTRODUCTION
To perform effectively, a team must have the opportunity to take stock and review its progress.

This course is designed to provide team leaders and their teams with the opportunity to come together outwith their normal environment to take stock, review progress and plan for the future.

OBJECTIVES – The benefits to you and your team
The objectives of the 'away day' are to:

- To bring the group together to develop as a team (and have some fun as well).
- To review the importance of teamwork to the success of our team.
- To discuss our 'Team Roles' within the group with a view to enhancing our effectiveness as a team.
- To focus on the future and plan 'The Way Ahead' for our team over the next 12 months.

CONTENT
Review of the characteristics of 'effective' teams:
- Why is teamwork important – the power of group synergy.
- What makes teams 'effective' in terms of the leader and its members?
- 'Guess who's crashed on the Moon' – a fun exercise for all the team

Building and maintaining our team:
- The importance of Team Roles to effective team working
- Merideth Belbin's Team Role Profile
- Sharing our results

Progress Review:
- Taking stock – of the past 6 to 12 months
- What have we achieved – what are our 'Prouds'
- What have we not achieved – what are our 'Sorries'

The Way Ahead:
- Where to we want to be in 6 to 12 months time?
- What are the issues we'll need to address?
- Do we wish to consider revisiting any of our 'Sorries?'
- Who will do what?
- What are our short, medium and longer term objectives
- Do we have a timescale – when do we start/when do we finish?

METHOD
This away day is highly participative and is designed to help a team review the past and focus on the future whilst having some fun as well.

TARGET AUDIENCE
Managers/team leaders and their teams at all levels in the organisation. (The content of the day can be adapted to suit immature teams as well as mature teams. it can also be adapted to try and iron out problems a team might be having in it's efforts to become effective).

DURATION – 1 Day

INTERPERSONAL SKILLS

APPRAISAL – to maintain and/or improve performance

INTRODUCTION
By attending the course delegates will gain knowledge of the organisation policy and the skills to implement the appraisal process effectively.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:

- Understand the principles of the organisations appraisal schemes

- Describe the skills required to conduct an effective appraisal interview

- Conduct an appraisal interview in accordance with the organisations policy.

- Understand the process involved in gaining maximum benefit from the appraisal interview.

CONTENT
- Background to the policy

- What are the benefits & problems?

- Outlining the policy

- Operating principles

- Implementing the process

- The interview process

- The documentation

- The appraisal interview

- Identifying development needs

- Monitoring and evaluation

METHOD
The course combines tutor inputs, practical exercises and group discussions.

TARGET AUDIENCE
The course is aimed at managers who have responsibility of implementing the appraisal scheme. (Please note that the course will be adapted to suit the Appraisal Scheme of the organisation concerned)

DURATION - 1 Day

COUNSELLING IN THE WORKPLACE – to support your staff

INTRODUCTION

By attending the course delegates will gain knowledge and skills to provide an effective counselling process to support employees

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:

- Understand different types of counselling

- Identify when a workplace counselling interview is required

- Feel confident about setting the scene for a counselling interview

- Be able to assist the employee being counselled to reveal any concerns and wishes

- Be able to agree a way forward

CONTENT
- Definition of counselling and workplace counselling

- Why do you require workplace counselling?

- When do you provide workplace counselling

- Core conditions

- Key skills

- Styles of helping

- Structuring the session

- Eight principals of workplace counselling

METHOD
The course combines tutor input, self assessment analysis, practical exercises, case studies and group discussions

TARGET AUDIENCE
The course is aimed at managers who to utilise counselling principals to support staff

DURATION - 2 Days

DEVELOPING AND COACHING YOUR STAFF – a practical guide

INTRODUCTION
Staff development should be a conscious process of change and growth by which individuals and groups meet present and future individual, professional and organisational needs

This course has been designed to enable managers at all levels within the organisation to carry out this process in an effective and professional manner.

OBJECTIVES – The benefits to you and your organisation

By the end of this course, you will be able to:

- Objectively analyse the career development of staff for whom you have development responsibilities

- Successfully conduct a development review with member of your team

- Produce an agreed Personal Development Plan which reflects the needs of the organisation and the individual

- Prepare carry out and evaluate a coaching session with member of your team

CONTENT
- Using the job description in Training Needs Analysis

- Learning Styles and how to use them for developing staff

- A review of techniques for developing staff and their value in various circumstances

- Coaching as a key development technique

- The development review interview

- Formulation of Personal Development Plans

METHOD
The course is highly participative and combines formal presentations with group discussions, video case studies, syndicate exercises and skills practice.

TARGET AUDIENCE
The course is suitable for any manager who is interested in developing their staff through a coaching or mentoring process

DURATION – 1 or 2 Days

MANAGER AS A DEVELOPER – developing your staff

INTRODUCTION
By attending the course delegates will gain knowledge of staff development processes and the skills to identify the appropriate methods to utilise.

OBJECTIVES – The benefits to you and your organisation

By the end of this course, you will be able to:

- Understand your role in developing others

- Use a variety of techniques for developing staff

- Successfully conduct a development review with your staff

- Develop a practical personal development plan which reflects the needs of the organisation and the individual

CONTENT

- Using the job description in training needs analysis

- Learning Styles and how to use them for developing staff

- A review of techniques for developing staff and their value in various circumstances

- Coaching as a key development technique

- The development review interview

- Formulation of Personal Development Plans

METHOD

The course combines tutor input, self assessment analysis, practical exercises, case studies and group discussions

TARGET AUDIENCE

The course is aimed at managers who have staff development responsibility

DURATION - 1 Day

MANAGING CONFLICT – staying in control

INTRODUCTION
By attending the course delegates will gain knowledge of conflict in the workplace and the skills to defuse it.

OBJECTIVES – The benefits to you and your organisation

By the end of this course, you will be able to:

- Determine the importance of the managers role in conflict situations
- Identify the causes and types of conflict that exist
- Examine a variety of styles which can be used of managing conflict
- Identify and analyse your main conflict management style
- Understand your organisations policy on violence, conflict
- Identify and examine key areas of local conflict and conflict areas – change, bullying and harassment
- Identify and analyse key de-escalation strategies, tools and techniques

CONTENT

- Defining conflict

- Analysing the use of conflict

- Managing conflict effectively

- Causes and types of conflict

- Styles of managing conflict

- Relevant policies

- Key conflict areas – local hotspots ; change ; bullying

- Strategies for de-escalation

- Managing conflict action plan

METHOD

The course combines tutor input, self assessment analysis, practical exercises, case studies and group discussions

TARGET AUDIENCE

The course is aimed at managers who wish to utilise defusion techniques to manage workplace conflict

DURATION - 2 Days

NEGOTIATING & BARGAINING – gaining agreement through 'win-win' solutions

INTRODUCTION
Competition, value for money and the need to maximise scarce resources makes it essential for managers at all levels, to possess the skills and knowledge required to prepare for, conduct and successfully conclude negotiations in a wide variety of situations.

This course is designed to provide delegates with both the basic and more advanced skills necessary to achieve 'win – win' solutions and more successful outcomes in a range of different negotiating settings.

OBJECTIVES – The benefits to you and your organisation
By the end of this course you will be able to:
- Define the concept of negotiation and how it can be applied to achieve 'win – win' solutions.
- Plan and prepare to negotiate using the 'MSC'chart to develop your strategy.
- Compare and contrast Constructive Vs Destructive debate and utilise your skills in order to break any deadlocks.
- Demonstrate your understanding of what goes on in a negotiating situation in behavioural terms, in order to improve your approach.
- Present proposals in an effective way and trade and bargain to gain agreement.
- Take a lead role and participate in a wide variety of negotiating situations.

CONTENT
Preparing to negotiate:
- Defining negotiation in the context of 'win – win' solutions.
- The importance of effective preparation.
- Planning your structure and developing your strategy.
- Using an 'MSC' chart to clarify your priorities and identify your tradeables.
Conducting the negotiation:
- Presenting proposals and opening statements.
- The use of questioning techniques, listening and influencing skills, rapport building and body language.
- The use of 'signalling' in debate.
- How to develop constructive debate and avoid destructive argument.
- Using recesses to evaluate your progress.
- Trading and bargaining to help break any deadlocks.
Concluding the negotiation:
- Summarising your proposals and gaining agreement.
- Verifying and clarifying what has been agreed.
- Formulating agreements both verbally and in writing.

METHOD
The course is highly participative and combines formal presentations with group discussions, video case studies, syndicate exercises and role plays.

TARGET AUDIENCE
This course is suitable for employees at a variety of levels who are, or who may become involved in, 'negotiating' as part of their job.

The course will help develop both the basic and more advanced skills necessary for carrying out 'win win' negotiations in a variety situations; ranging from dealing with customers, clients, buyers and suppliers to staff, colleagues and Trade Union representatives.

DURATION– 2 Days

RECRUITMENT & SELECTION – getting the right person for the job.

INTRODUCTION
Selection interviewing, whilst costly in terms of time and resources, is a vital part of the recruitment process. However, developing the Person Specification, shortlisting candidates and preparing for the Selection Interview are all equally important

This course will provide delegates with a comprehensive understanding of the recruitment and selection process as a whole, to help ensure the right candidate is appointed to the job.

OBJECTIVES – The benefits to you and your organisation.
By the end of this course you will be able to:
- Create a Person Specification for the job you wish to fill, based on the appropriate job description.
- Shortlist candidates in an objective fashion.
- Prepare for, and conduct, a Selection Interview as the chair or member of a panel, in a fair and objective manner.
- Select candidates on the basis of a scoring system.
- Consider other forms of aid to help you in the selection process such as, Team Profiling, Presentations and Psychometric Testing.
- Understand the role of 'references' in the selection process.
- Stay within the 'Law ' during the Recruitment & Selection process as a whole.

CONTENT
Preparing as part of the recruitment & selection process:
- Consider the legal aspects of the recruitment & selection process –Race, Discrimination, Disability, Equal Opportunities as well as organisational policies in these areas.
- Organisational procedures for the recruitment & selection of employees and the relevant documentation.
- Defining the job criteria – formulating a Person Specification.
- Planning the interview – structure and questions.

Conducting successful interviews :
- The basic rules of Selection Interviewing.
- Building rapport.
- Listening and questioning techniques.
- Using alternative selection methods as part of the selection process.

Assessing the candidates :
- Reviewing candidate qualities, experience, attributes and skills against the specified criteria.
- Using your scoring system.
- Selecting the right candidate – evaluating strengths and weaknesses.

The follow up:
- Notifying candidates of the outcomes.
- Considering the appropriateness of references – before or after the selection interview?
- Retaining the documentation.

METHOD
The course is highly participative and combines formal presentations with group discussions, case studies, syndicate exercises and practical role plays.

TARGET AUDIENCE
Managers or employees at any level, who may become involved or are involved in the Recruitment & Selection process.

DURATION - 2 Days.

TRAIN THE TRAINER – designing and delivering training sessions

INTRODUCTION
Staff Training & Development have become an increasingly important factor in an organisation's success. This course has been designed for those who have to play a part in this process through the design and delivery of training sessions

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:
• Explain how adults learn.
• Describe the various factors affecting learning.
• Demonstrate the way in which training courses are constructed.
• Prepare and present visual aids.
• Demonstrate delivery techniques, focusing on questions and dealing with your audience.
• Design and deliver a training session to the other trainees.

CONTENT
• Training Objectives
• Learning Styles
• Structure – The Introduction Phase
• Structure – The Development Phase
• Structure – The Consolidation Phase
• Use of Questions
• Training Notes Example
• Using Training Notes
• Visual Aids
• Non-Verbal Communication
• Role of the Group Trainer
• Coping with Problems
• Checklist – Pre-Course
• Checklist – Day of Course
• Checklist – Post-Course
• Co-Presenting
• Order for De-briefing
• Ten Principles of Feedback
• Giving Feedback
• Mini Training Session
• Training Session

METHOD
The course involves tutor input, group discussion and practical exercises. Participants will have the opportunity to prepare and present a training session.

TARGET AUDIENCE
The course is ideal for those who are new to a Training Role and who's job will involve the design and deliver training sessions. It will also suit those who simply want to update their skills and knowledge in this area or those in a Line Management Role who have to design and deliver training sessions for their staff as part of their job.

DURATION - 3 Days

PERSONAL EFFECTIVENESS

ASSERTIVENESS – how to win friends and influence people.

INTRODUCTION

To be successful within a business environment, we need to be able to communicate effectively and build relationships with others. Achieving successful working relationships with colleagues and customers is not always easy, for a variety of reasons.

This course is designed to take a practical look at the skills and techniques involved in developing 'assertive' behaviour as a means of improving working relationships, dealing with difficult situations and influencing others in a positive way.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:

- Define the term 'Assertiveness' and outline the benefits of behaving assertively to you, your team/colleagues and the organisation.
- Distinguish between assertive, aggressive, concealed aggressive and passive behaviour, and the consequences of these behaviours on you and others.
- Identify and apply a range of assertiveness skills and techniques to a variety of situations.
- Develop an 'Action Plan' to develop your assertiveness skills on return to the workplace.

CONTENT

Understanding different styles of behaviour:

- Defining Assertiveness.
- Distinguishing between assertive, aggressive and passive behaviour, including verbal and non-verbal communication.
- Recognising the value of adopting an assertive style of behaviour in attempting to influence others.
- Using 'affirmations' to define the parameters of assertive behaviour for you and your team.

Assertive, Persuasive & Positive Communication:

- Expressing your ideas in a direct and effective manner.
- Moving from negative to positive ways of thinking, using 'inner dialogues'.
- Are you saying 'yes' when you should be saying 'no'.
- Taking control through positive body language.
- Gaining acceptance using assertive verbal and non-verbal cues.

Assertive Techniques – to handle difficult situations, deal with conflict and resolve problems:

- Planning your behaviour – the three steps to assertive behaviour
- Using positive body language.
- Using the 'Broken record' technique.
- Saying 'No'.
- Fogging the aggressor.
- Negative feelings Assertion.
- Discrepancy Assertion.

Formulating an Assertiveness Development Plan

- Identifying areas and situations you want to work on to improve your assertiveness skills on return to the workplace.

METHOD

The course is highly participative and combines formal presentations with group discussions, case studies, syndicate exercises and practical role plays.

TARGET AUDIENCE

Employees at all levels, who might benefit from a more 'assertive' approach to building relationships and influencing others.

DURATION – 1 Day

DEVELOPING YOUR POTENTIAL – building confidence and self esteem

INTRODUCTION
By attending the course delegates will gain knowledge, skills and confidence to identify and develop their potential

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:

- Understand how self esteem affects your potential

- Implement positive mental attitudes techniques

- Apply relaxation techniques to reduce your fears and anxieties

- Explain the principals of personal goal settings

- Be aware of how your image can impact you and others

- Apply tools to improve both your verbal and non verbal communication techniques.

CONTENT

- Self esteem

- Self awareness and self belief

- Positive thoughts and affirmations

- Fear, anxiety, comfort zones and learning to relax

- Goal setting

- Making an impact

- Effective personal communication

METHOD

The course combines tutor input, self-assessment analysis, practical exercises, case studies and group discussions

TARGET AUDIENCE

The course is aimed at employees who has or have been identified in requiring confidence building in their abilities.

DURATION - 1Day

DEALING WITH VIOLENCE & AGGRESSION – for front line staff

INTRODUCTION
By attending the course delegates will gain the knowledge of what, where and when and the skills to defuse aggressive and violent behaviour.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:
- Define and understand conflict/aggression
- Analyse past experiences for future use
- Recognise causes of aggression in customers
- Identify verbal and non verbal signs of aggression
- Recognise and alter your own behaviour
- Utilise tools and techniques to calm customers
- Understand the importance of reporting incidents and post incident counselling

CONTENT

- Define conflict and aggression

- Personal experience

- Conflict – negatives and positives

- Responsibility for managing aggression

- Recognise verbal and non-verbal signs of anger in others

- What upsets customers

- Locating the risk

- What calms customers

- Recognise and control your own behaviour

- Model for assertive communication

- Defusing acts of aggression

- Violence and aggression policy

METHOD

The course combines tutor input, self-assessment analysis, practical exercises, case studies and group discussions

TARGET AUDIENCE

The course is aimed at all employees of the organisation.

DURATION - 1 Day

MAKING THE MOST OF CHANGE – It's your life.

INTRODUCTION
Change can often bring excitement and new opportunities, on the other hand it can bring uncertainty, confusion, mistrust and resentment. This course is designed to **help and support** employees in addressing these issues and to come to terms with them, in order to approach change in a much more positive and proactive way.
The course is ideal for those who are in the midst of change brought about by restructuring, downsizing, merging or relocating.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course, you will be able to:
- Understand the process of change, and how it affects us in terms of feelings and emotions.
- Identify the stresses and strains that often accompany the process of change and the impact this can have on your work performance and life in general, as well as the various techniques which can be used to overcome them.
- Identify ways in which you can develop a more positive attitude to change and to life in general, in order to improve your well-being, feel better and achieve more.
- Create your own Personal Development Plan designed to improve the quality of your life and ensure you get the most from any current and future 'changes' that might occur both inside and outside your workplace.

CONTENT
The Change Process:
- The positive and negative impact of change on our work and our lives.
- Why do some people resent change and shy away from it?
- Why do others welcome and embrace it?

The Change Process & Stress:
- The stresses and strains that often accompany change.
- Stress and the human body – the 'flight' or 'fight' response.
- Positive and Negative stress and its impact on our work performance and our lives in general.
- Recognising our own 'workplace stressors'.
- The 'Well Being Scale' – an opportunity to reflect on your work-life balance and its impact on your life in general.

Making the most of changes in our Job and our Lives:
- Why do we work?
- Do we need to work - what motivates us to work?
- What motivates us outside our work?
- Do we have a vested interest in making 'change' work?
- Is life what we make it – is our job what we make it?
- Do we work to live or live to work – is our work life balance as good as it should be?
- Is change more of a threat or an opportunity?

Coming to terms with change, improving the Quality of your Life & Reducing your Stress:
- The Power of Positive Thinking.
- Is it 'all in the mind'?
- Positive Reframing.
- Tension relief.
- 'Feel Good ' fixes.
- Relaxation Techniques – building in 'quality recovery time'.
- Fire Fighting skills.
- Restorative skills.
- Life Enhancement skills.

Personal Development:
- Creating your own Personal Development Plan designed to make the most of change and improve the quality of your life in general.

METHOD

The course is highly participative and combines formal presentations with group discussions, and practical exercises as a means of reinforcing the learning.

Self- analysis and critique are also features.

TARGET AUDIENCE

Employees at all levels in the organisation who are experiencing change.

DURATION – 1 Day

MANAGING YOUR TIME – get yourself organised and in control of your job.

INTRODUCTION
Ever increasing demands, constant change and the dynamic nature of today's working environment, makes it essential for staff at all levels to have a clear understanding of how to organise themselves and use their time effectively.

This course will provide delegates with the opportunity to review their current approaches to how they organise themselves and manage their time. It will also introduce them to a wide variety of practical ways in which they can gain control of their working lives, maximise their time and become much better organised in tackling their jobs.

OBJECTIVES – The benefits to you and your organisation.
By the end of this course you will be able to:
- Identify your own major time stealers and formulate action plans to overcome them.
- Recognise the value of effective time management to yourself and your organisation.
- Plan and prioritise your time in a more efficient and effective manner.
- Apply a wide range of tools and techniques to enable you to maximise the use of your time and become better organised in your job.
- Take positive steps to gain control of your time and reduce your stress.

CONTENT
Making a start:
- Analysing the key tasks within your job in order to clarify exactly what you are responsible for organising.
- Analysing those areas in your job you find difficulty in organising and exploring how you might improve your approach.
- Examine the personal and organisational benefits of effective time management.
- Recognise the consequences of poor time management.
Managing yourself:
- Identifying your main timestealers – as a catalyst for improvement.
- Using diaries, time planners, time logs and "to-do" lists.
- Making use of your committed time.
- Organising your routine in an effective manner.
- Planning and scheduling work as part of a team.
Tips and Techniques: 30 Ways to make more time
- Dealing with procrastination and other distractions.
- Dealing with written communications and reading material.
- Managing your daily routine.
- Managing your time at meetings.
- Dealing with the telephone and other interruptions.
- Learn how to say 'no' using assertive behaviour.
Lakein's Golden Rules:
- Listing your goals and setting your priorities.
- Starting with A's and not with C's.
- How to get control of your time and your job.

METHOD
The course is highly participative and combines formal presentations with group discussions, video case studies and syndicate exercises. Self analysis and critique are also major features.

TARGET AUDIENCE
This course is ideal for staff at all levels who feel there aren't enough hours in the day; it will teach you how to make the best and most effective use of your time throughout the day as a whole.

DURATION – 1 Day.

MINUTE TAKING – taking them and making them, more effective.

INTRODUCTION
Taking effective minutes provides a clear, understandable record of events which are crucial for decision making processes of the organisation.

OBJECTIVES – The benefits to you and your organisation
By the end of this course you will be able to:
- Define the aims and objectives of meetings
- State the need for clear minutes
- Prepare a minute which conveys the necessary points
- Describe the role of the minute taker - before, during and after the meeting

CONTENT
- Background to Meetings
  - Why have meetings
  - Cost of meetings
  - Types of meetings

- The Role of the Minute Taker
  - Preparation and planning
  - Before the meeting
  - During the meeting
  - Post meeting

- The Agenda
  - Why have an agenda
  - Structure of the agenda
  - Additional papers

- Purpose of Minutes
  - Requirements of minutes

- Minute Writing Skills
  - Effective listening
  - Understanding of subject
  - Assertiveness
  - Motivation
  - Utilising frameworks

- Writing Style
  - 3 C approach

- Practical exercise
  - Put into practice the skills of minute writing: listening, note taking and writing.

METHOD
The course is highly participative and combines formal presentations with group discussions, syndicate exercises and case studies.

TARGET AUDIENCE
The course is aimed at any staff member who has responsibility for taking minutes

DURATION– 1 Day

PRESENTATION SKILLS – getting your message across in an effective manner

INTRODUCTION
The ability to communicate and present information/ideas in a clear and professional manner is considered an essential skill for most people operating in today's complex business environment.

This course is designed to provide delegates with the knowledge and understanding of what's required in order to plan, prepare and present information in a clear and precise way to a variety of audiences in a variety of settings.

OBJECTIVES – The benefits to you and your organisation.
By the end of this course you will be able to:
- Understand and develop the knowledge and skills necessary to plan, prepare and deliver a formal presentation.
- Develop confidence in speaking and presenting information/ideas in front of an audience.
- Use the skills and knowledge gained in order to deliver a formal presentation.

CONTENT

Planning your presentation – the things to consider:
- What are your objectives – why are you making this presentation?
- Who are the audience – what do they know already?
- What will you say – how will you say it – how long have you got?
Structuring your material:
- Gathering information and ideas, then selecting your material.
- Use of cue cards and session notes to keep you on track.
- How to present information in an easy to follow/logical sequence – introduction/route map, main body, conclusions.
- How and when to handle questions.
- Visual Aids – selecting and using visual aids to add impact to your presentation.
Delivering your presentation:
- Engaging with your audience – body language, eye contact and using your voice.
- Controlling your nerves.
- Managing your presentation in general – the things to remember and the things to avoid.

METHOD

The course combines formal presentations with group discussions and video case studies to reinforce the learning.

In order to make the best and most effective use of the time available delegates will be asked to prepare a 10 minute presentation on a subject of their choice and bring their material with them on the day of the course. (Pre-work guidance notes will be issued to help delegates with this aspect of the course)

They will be given an opportunity on the day to refine the content of their material based on the lessons learned. They will then be asked to deliver their presentation to a group of colleagues on the course and be given the opportunity to critique and evaluate its content as a means of improving their future performance.

TARGET AUDIENCE
Employees at all levels in the organisation who may be asked to deliver a formal presentation to an internal or external audience.

The course will also suit those who wish to accelerate their learning curve, improve their performance and build up their confidence and professionalism in public speaking.

DURATION - 1 or 2 Day options

REPORT WRITING – making your reports more effective & professional

INTRODUCTION

Managers, Team Leaders as well as Team Members, are increasingly being called upon to write reports in the course of their work.

Whether it's Project Reports, Staff Reports, Evaluation Reports, Factual or Feasibility Reports, they all demand the skills of organisation and expression in which few receive training.

This course has been designed to equip delegates with the basic skills and knowledge which, will enable them to compile clear, concise and more effective reports, with much more appeal for the reader.

OBJECTIVES – The benefits to you and your organisation

By the end of this course, you will be able to:

- Plan and Prepare your report
- Structure and Write your report
- Review and submit an effective report designed to achieve its aims and objectives
- Avoid the common pitfalls that often occur in poorly written and structured reports, that fail to achieve their stated objectives.

CONTENT

Planning & Preparing your Report
- The problems with written communication
- The questions which should be asked when preparing your report
- The most effective ways of gathering and organising your material – to include the use of mindmaps

Structuring your report
- The four main elements that make up the structure of an effective report
- A cohesive framework which will ensure consistency

Writing your report
- The ABC of effective report writing
- The use of Plain English to include punctuation
- Report writing Styles, Layout and Numbering
- The use of illustrations to improve your presentation

Reviewing you report
- The final checks which should be completed before submission

METHOD

The course is highly participative and combines formal presentations with group discussions, video case studies and practical exercises as a means of reinforcing the learning.

TARGET AUDIENCE

The course will appeal to those less experienced report writers as well as those who simply want to update their skills and knowledge in this area.

DURATION – 1 Day

BOOSTING YOUR PERSONAL WELL-BEING – all staff

INTRODUCTION
The Covid-19 Pandemic has brought the concept of employees Health & Well-being to the top of the business agenda. This is reflected in a working environment with increasing demands, continuous change and new ways of working, (to include working from home) often combined with the uncertainty as to what the future holds – especially for those involved in the furlough scheme.

This has resulted in many employees having to cope with increased levels of stress and anxiety in almost every sector of British Industry and Commerce. Very few employees, regardless of their position and status within an organisation have managed to escape these additional demands brought about by Covid 19.

This course has been specifically designed to help and support employees address some of the problems created by this type of environment and the types of changes and challenges they have had to face as a result of the Pandemic.

OBJECTIVES
- Define the concept of 'Well-Being' in general
- Identify those factors that make the most impact on our own Personal Well-being.
- Develop your ability to engage in a happier and healthier life style.
- Build a 'How To' skill set and knowledge base designed to tackle your stressors and cope with the demands.
- Boost your Personal Well-Being both physically and mentally.
- Raise your levels of resilience. (Get to do more – feel better – live longer).
- Prepare and develop a Personal Well-being Action Plan which will help you to 'Lighten the Load'. reduce your stress levels and improve your approach to life both physically and psychologically.
- Give yourself a well earned boost in the future both within and out with your working environment.

CONTENT
Defining Well-Being
- A holistic view of Personal Well-being
- The Physical, Psychological and Emotional aspects which make it common to all of us.

Examining the concept of Stress
- The role it plays in defining our Personal Well-being in both a positive & negative context
- What causes it – what are the signs and symptoms?
- Recognising your own stressors – the Stress Questionnaire
- What are, or have been, the physical, psychological & emotional effects of these stressors on your Personal Well-being.

It's Your Life – Taking Stock
- The opportunity to reflect on our lives and our lifestyle in general – The Well-Being Scale Questionnaire
- Where are we now – where would we like to be in the future?

Boosting our Personal Well-being – the 'How To'
- Getting rid of our stressors.
- Mastering some Relaxation Techniques – Creative Visualisation for inner peace.
- Feel Good Fixes – 20 plus ways to be able to do more, feel great and live longer.

Building Resilience
- The Power of Positive Thinking – use it to experience a happier & healthier lifestyle.
- Positive Thinking Devices – to improve your mood & your outlook

Coping Strategies
- Fire Fighting Skills - Restorative Skills - Life Enhancement Skills

Gaining control of your time and your life
- Saying 'No' assertively.
- Examining your Timestealers and how to address them.

Personal Development
- Formulating your own Personal Well-Being Action Plan designed to enhance the quality of your life both now and in the future.

METHOD
The course is highly participative and combines formal presentations with group discussions, video case studies and practical exercises as a means of reinforcing the learning. Self- analysis and critique are also features.

TARGET AUDIENCE
This course is ideal for employees, at any level in the organisation, who are looking for a variety of ways to boost their Personal Well-being and enjoy a happier, healthier and less stressful lifestyle, both within and out with their working environment. (Max 10/course)

DURATION
One Day

SUCCESSFUL JOB SEEKING – getting the job you've always wanted

INTRODUCTION
By attending the course delegates will gain the knowledge and skills to improve their prospects in the job interviews.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:

- Providing you with an opportunity to review where your work and career fit within the context of your life

- Helping you to acquire the ability to analyse your experience, achievements and skills

- Providing you with an opportunity to Make a Personal Presentation in a supportive environment

- Compiling an effective CV and making a positive impact during the selection process

CONTENT
- Personal commitment profiling

- The need for change (the Sigmoid Curve)

- Career anchors

- Identifying transferable skills

- Learning skills profiling

- Types of CV's

- Researching the job

- Preparing for interview

- Making a personal presentation

- What's available to help you develop

METHOD
The course combines tutor input, self-assessment analysis, practical exercises, case studies and group discussions

TARGET AUDIENCE
The course is aimed at organisations that are implementing an employee restructure or individual employees require additional support for internal interviews.

DURATION - 1 Day

UNDERSTANDING & DE-ESCALATING VIOLENCE AND AGGRESSION

INTRODUCTION

The course has been designed to give participants an understanding of current theories and approaches in the management and de-escalation of difficult and challenging behaviour. Participants will also have practised verbal and non verbal de-escalation skills, specific to their workplace setting and client group.

COURSE OBJECTIVES

By the end of this course participants will have:

The skills and knowledge to effectively manage difficult and challenging behaviour by de-escalating any situations of aggression and violence before they reach crisis point.

METHOD

The course design includes a pre course workbook (assessment exercise), group exercises, group discussions, case studies, trainer presentation and a post course learning log.

COURSE CONTENT

The content of the course is flexible and will be tailored to the specific needs of the participants and their organisation before the course takes place.

- Theories of aggression and violence

- How to spot the warning signs of impending aggression and/or violence

- The common components of aggressive and violent incidents

- The assault cycle

- How triggers, thoughts and emotions drive aggression and violence

- When to intervene and when not to intervene

- Intervention and the law

- Post incident debriefing

- Talking incidents down: verbal and non verbal de-escalation skills

TARGET AUDIENCE
This course is suitable for staff at all levels who work with people with challenging behaviour, in any area of social care. It is also suitable for staff outwith the social care sector in settings where there is a risk of violence and aggression.

DURATION - 1 Day

COURSE TUTOR: John White – specialist trainer - Learning & Development Associates. This course can be adapted to suit the organisation's particular needs.

QUALITY & CUSTOMER SERVICE EXCELLENCE

AUDITING QUALITY SYSTEMS – conducting an Internal Audit.

INTRODUCTION
This course has been designed for companies who have already demonstrated their commitment to service quality and customer satisfaction, through the adoption of ISO 9001 as their model of quality assurance.
This course will provide delegates with the knowledge and skills they require, to successfully prepare for, and conduct, an Internal Quality Audit, in accordance with the requirements of ISO 9001.

OBJECTIVES – The benefits to you and your organisation
By the end of this course you will be able to:
- Define the concept of Quality Assurance in the context of ISO 9001.
- Plan and prepare for an Internal Audit, in accordance with ISO 9001.
- Conduct an Internal Audit and prepare a report on the findings of the Audit.
- Demonstrate your understanding of your findings, including areas which require corrective action.
- Conduct an 'exit meeting' and, where appropriate, agree corrective action with those concerned.
- Close an Internal Audit including any follow-up action, in accordance with the requirements of ISO 9001.

CONTENT
Defining the concept of Quality Assurance
- The traditional approaches to Quality Assurance.
- The TQM approach to Quality Assurance.
- The ISO 9000 approach to Quality Assurance, including the requirements of the latest standard.
Planning and preparing for an Internal Audit
- Auditing Quality Systems – why do it?
- Types and Levels of Audit.
- The Audit Basis – what are we auditing against?
- The 'five' phases of an Audit.
- Planning and preparing for the Audit.
- Compiling and using Audit Checklists.
Conducting the Audit and Evaluating the Results.
- The 'human' aspects of Auditing.
- Formulating 'Non-Conformance' and 'Correcrive Action' reports.
- Reviewing the positive aspects of the Audit as well as the areas requiring 'corrective action' and the reasons why.
- Preparing the Audit Summary Report.
- Conducting the exit meeting and agreeing corrective action with those concerned.
- Closing the Audit, including any follow-up action.

METHOD
The course is highly participative and combines formal presentations with group discussions, syndicate exercises and role plays, as well as the preparation and completion of a practical case study.

TARGET AUDIENCE
This course would be considered ideal for delegates from organisations who already have, or are in the process of gaining, ISO 9001 accreditation.
However, the course can also cater for those with little or expertise in the area of ISO 9001, but would like to gain the knowledge and skills necessary to become an Internal Auditor.

Participants who complete the course will also receive an appropriate Internal Auditor's Certificate. (The course covers the requirements of the new standard issued in 2015)

DURATION– 2 Days

CUSTOMER SERVICE EXCELLENCE – The staff member's role in delivering customer service excellence.

INTRODUCTION
Most organisations recognise the need for service excellence and its links with customer care. The role of front line staff therefore, in dealing with customers (internal and/or external) both face to face and on the telephone, is crucial to the organisation's future success in delivering customer service excellence.

This course is designed to help and encourage staff to think about managing customer relationships in a positive manner and to see it as a critical part of their job, as well as one which will help to ensure their organisation's future growth and continued survival.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:
- Define the concept of customer service excellence in relation to your own job/environment.
- Recognise the importance of your role in the provision of Customer Service Excellence and the benefits to you, your customers and the organisation as a whole.
- Identify the key factors which determine customer service excellence and use this knowledge to 'benchmark' your own and your organisation's existing approach.
- Identify the key skills involved in providing customer service excellence and how these skills should be applied in practice.
- Transfer the learning back to your workplace.

CONTENT
Customer Service Excellence – more than just a smile!
- Defining Customer Service Excellence – in the context of the new millennium.
- Managing Customer Relationships – why does it matter?
- Benchmarking 'excellence' - what makes the difference?
- Using the 'excellence' factors to improve your approach.

Customer Service Excellence – the key issues:
- Communicating with customers and the interpersonal skills involved, including dealing with customer complaints.
- The impact of behaviour in providing customer service excellence,
- The 3 A's necessary for excellence in customer service.
- Customer Service Excellence and its links with 'quality' and value for money.

Customer Service Excellence – your role:
- Your attitudes, values and beliefs and how these impact on customer care and service provision.
- Applying the skills associated with customer service excellence to a practical situation.
- Formulating action plans to develop your approach back in the workplace.

METHOD
The course is practical in nature and combines tutorial input with group discussions, video case studies and syndicate exercises.

TARGET AUDIENCE
This course is ideal for front line staff who have to deal with customers (internal and/or external) both on the telephone and face to face and who are relatively new to this type of role.

It would also suit front line staff who have had some direct experience in the provision of customer service but who have had little or no formal training in this area and would simply like to review their existing skills and/or update their approach.

DURATION - 1 Day

DEVELOPING QUALITY SYSTEMS – getting to grips with a systems approach

INTRODUCTION

Most organisations nowadays have a strategic commitment to quality and customer orientation. One of the ways in which companies in the public and private sector can demonstrate this commitment, both internally and externally, is to adopt a comprehensive 'systems' approach encompassing clearly defined standards and requirements that all staff can follow.

This course is designed to provide delegates with the opportunity to take a practical look at how to introduce a 'systems' approach to quality and customer service excellence.

OBJECTIVES – The benefits to you and your organisation.

By the end of this course you will be able to:
- Identify why the pursuance of quality and customer orientation is vital to your organisations future success.
- Place the 'systems' approach to quality in the context of current thinking and management practice, as well as the 'Quality Movement' in general.
- Recognise the benefits associated with a 'systems' approach to quality, using an internationally recognised quality standard (ISO 9001) as a model of best practice.
- Identify and recognise the component parts of ISO 9001 and how these are applied in practical terms as well as how they can be used as a benchmarking tool.
- Describe the various levels of documentation associated with a 'systems' approach to quality and how these are formulated in practice.
- Recognise the role of Internal and External Auditing as part of an Accredited Quality System.
- Discuss the strategic implications associated with introducing and establishing an accredited system of quality assurance.

CONTENT

Quality in context:
- Defining quality and customer orientation .
- Current thinking and management practice.
- The quality 'Gurus' – Crosby on quality.
- The 'Systems' approach to quality assurance.

A systems approach to quality – a practical guide:
- The component parts and their applications.
- Documentation – purpose and levels.
- Constructing procedures – using the guidelines
- Writing a procedure – in practical terms
- Auditing your system – what's involved

Using ISO 9001 – for self-assessment or accreditation
- Adopting an internationally recognised standard – the pros and cons
- ISO 9001 as a self-assessment/benchmarking tool
- Introducing ISO 9001 - the practical implications.
- Getting started – the Route to Registration.

METHOD

The course is highly participative and combines formal presentations with group discussions, video case studies, syndicate exercises and 'hands on' involvement in writing procedures.

TARGET AUDIENCE

The course is designed for managers/team leaders who require a practical insight into how to introduce a 'systems' approach to quality and customer service excellence
The course can also be adapted to provide the introductory training required for staff at all levels in an organisation who have or are thinking about introducing ISO 9001:2015 as their system of Quality Assurance.

DURATION - 2 Days

EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT

Self-Assessment Model

INTRODUCTION

By attending this course delegates will gain a valuable insight into a nationally and internationally recognised framework for evaluating the management arrangements and performance of your organisation.

OBJECTIVES –The benefits to you and your organisation.

By the end of this course you will be able to:

- Know and understand how the EFQM Model can be used to help assess your organisation

- Understand the concept of Self Assessment

- Understand the process of using the EFQM Model

- Relate the model to the operation of your organisation, section or team.

CONTENT

- What is the EFQM Model

- What is Self Assessment

- Benefits of Self Assessment

- The Self Assessment Process

- The EFQM Criteria

- The Scoring Criteria

- Assessing one criteria to your organisation, section or team

METHOD

The course is highly participative and combines formal presentations with group discussions, case studies and syndicate exercises.

TARGET AUDIENCE

Managers at all levels who have responsibility for assessing performance within the organisation

MANAGING FOR CUSTOMER CARE – the manager's role in delivering customer service excellence.

INTRODUCTION
Most organisations recognise the need for service excellence and its links with customer care. For the Front Line Manager however, this means a 'never ending journey' in search of new ways to support and motivate their staff and maintain their customer focus, both on an internal and external basis.

This course is designed to help and encourage managers to think about new ways to create and sustain a positive approach to managing customer relationships and avoid the pitfalls of complacency.

OBJECTIVES – The benefits to you and your organisation.
By the end of this course you will be able to:
- Redefine the concept of customer service excellence in the present day environment
- Recognise the importance of your role as a manager in the provision of Customer Service Excellence and the benefits to you, your staff, your customers and the organisation as a whole.
- Identify the key factors which determine customer service excellence and use this knowledge to 'benchmark' your existing approach.
- Identify ways in which you can involve your staff in 'team based' approaches, in order to gain commitment and stimulate interest.
- Identify the key skills involved in 'managing' for customer service excellence and how to apply these skills in practice.
- Transfer the learning back to your workplace.

CONTENT
Customer Service Excellence – more than just a smile!
- Defining Customer Care – in the context of the current environment.
- Customer Service Excellence – why does it matter?
- Benchmarking 'excellence' - what makes the difference?
- Using the 'excellence' factors to improve your approach.
Customer Service Excellence – the management issues:
- Attitudes, values and beliefs.
- Developing a listening culture.
- Exceeding expectations – customer delight.
- Quality of service and value for money.
Customer Service Excellence – the Manager's role:
- Developing new ways to involve your staff.
- Using your leadership skills to motivate and inspire.
- Training and coaching your staff in the standards expected.
- Empowering your staff within agreed parameters.
Customer Service Excellence – 'back at the ranch':
- Identifying the issues for you as a manager.
- Formulating action plans to develop your approach.

METHOD
The course is practical in nature and combines tutorial input with group discussions, video case studies and syndicate exercises.

TARGET AUDIENCE
This course is ideal for Supervisors and Team Leaders who might be new to the role of 'Managing' for customer service excellence, either on an internal or external basis.
It would also suit front line Managers who have had little or no formal training in this area, but would be willing to apply the lessons learned in order to lead, motivate and inspire their staff in the provision of service excellence.

DURATION – 1 Day.

PREPARING & MANANGING SERVICE LEVEL AGREEMENTS - contracting with your customer

INTRODUCTION
By attending the course delegates will gain knowledge and skills to effectively initiate and manage an in-house or external Service Level Agreement.

OBJECTIVES – The benefits to you and your organisation.
By the end of this course you will be able to:
• Define the purpose of service level agreement.
• Explain the process of preparing and implementing service level agreements.
• Define what determines best practice within a service level agreement.
• List key aspects which assist in the effectiveness of the agreement and examine tools which can be used in each area.
• Discuss specific examples of service level agreements and consider the issues and subsequent solutions surrounding these.
• Analyse your own organisations approach in relation to the issues discussed.

CONTENT
• Benefits and risks

• Preparation for a Service Level Agreement

• Scope

• Service Standards

• Responsibilities

• Cost analysis

• Conditions of service availability

• Escalation procedures

• Negotiating the Agreement

• Management Elements

• Tracking service effectiveness

• Reporting and action

• Service -related disagreements resolution

• Review and revise the agreement

• Action plan

METHOD
The course combines tutor inputs, practical exercises and group discussions.

TARGET AUDIENCE
The course is aimed at managers who have responsibility for preparing and or monitoring service level agreements either internally or externally for their organisation.

DURATION - 1 Day

THE PROFESSIONAL MANAGER PROGRAMME IN PUBLIC SERVICE LEADERSHIP

Accredited

THE PROFESSIONAL MANAGER PROGRAMME

1. INTRODUCTION

The Professional Manager Programme has been specifically designed for Managers working in a Public Sector environment and will be delivered by experienced managers/trainers from Learning & Development Associates who have a background in Public Sector Management. It will cover a number of generic core competencies, considered essential for managing effectively up to and including those at Middle Management level. (The programme, which has been recognised by the Chartered Management Institute as meeting the National Occupational Standards for Management & Leadership at this level, has also been mapped against the NOS management elements – LMC/HSC/CFA - for Health & Social Care Managers at this level)

Candidates for the programme can be drawn from aspiring managers, or those who are new to a managerial role, or those who have been in post for a number of years but who have had little or no formal training in management, or those who simply want to update their skills and knowledge in this area. (On successful completion, delegates will receive the Professional Manager's Certificate in Public Service Leadership as recognised by the Chartered Management Institute)

2. PROGRAMME AIMS/BENEFITS

1. To provide Managers with development in a range of 'core' competencies considered essential for managing and leading successfully at this level within a Public Sector environment.

2. To allow managers who embark on the programme to gain an accredited in-house Professional Manager's Certificate in Public Service Leadership as recognised by the Chartered Management Institute.

3. To provide managers with the opportunity to learn and develop in a flexible manner, allowing personal development to be combined with busy work schedules and departmental demands.

4. Evaluated primarily on work-based evidence rather than examination-based assessment, allowing the individual to focus on practical work-related problems and issues as part of their studies.

5. Encourages managers to build on their own experience, as well as drawing on the underpinning theory and research to enhance their skills and knowledge.

6. Designed to ensure the transfer of learning to the workplace provides a return on investment for the manager concerned as well as the organisation they work for.

3. PROGRAMME DELIVERY

The programme consists of 8 Units/Learning Modules which will be delivered as a series of 2 Day Workshops. The Modules/Workshops, which are highly participative and combine self-analysis & critique, with group discussions, syndicate exercises and case studies, will be delivered at 6 week intervals, normally spread over one calendar year, on dates as agreed with the client.

The content of each of these Modules will ensure that managers will have the knowledge, skills and understanding to enable them to transfer their learning back to the workplace and meet the learning outcomes as shown.

4. PROGRAMME ASSESSMENT – IN HOUSE ACCREDITATION

Each Unit should – where appropriate - be assessed by the delegate's immediate line Manager via a Learning Log – copies of which will be issued and explained to delegates during the first Module After delivery of each Module the Manager attending will be required to complete their learning log for that particular Module indicating how they have transferred and actioned their learning back in the workplace.

This process will be facilitated through a series of work-based tasks which will be issued at the end of each Module and will require completion and assessment prior to the commencement of the next Module to be undertaken. Each delegate will also be asked to select a specific work-based 'Project' for completion as part of the programme.

Each Learning Log entry and the work-based tasks should be discussed and assessed – if possible - during a brief Supervision/One-to-One Session with the delegates immediate Line Manager no later than 5 weeks after each Module has been delivered. In addition, copies of each completed Learning Log must be e-mailed to the appropriate Tutor for validation, review and feedback as part of the CMI's Quality Audit procedures.

In order to receive their Professional Manager's Certificate in Public Service Leadership, each Manager will make a brief story board presentation to their peers on some of the highlights or 'light bulb' moments they gained in learning terms, from each of the Modules in the programme as a whole, including any actions they took to transfer their learning back to the workplace and the results of these actions. This should include a small 'milestones' report on the progress of their selected 'Project'

These presentations - which should be around 20/30mns for each delegate - will take place around 8 weeks after the programme has been completed. The presentations will be conducted on a relatively in-formal basis and will be attended by the LDA Tutors as well a Senior Manager(s) representing their Department

Each Manager will also have to produce a Project Plan Template as a result of attending the Managing Change & Managing your Project Units which are combined to form the basis of the work based Project. This element of the programme will be supported by a Project Tutorial during the programme and assessed at the end of the programme by the Project Tutor.

Further Guidance on what will be required will be issued during the programme.

5. PROGRAMME CONTENT
The Units/Modules involved and their overall aims are as follows:-

Unit 1 - Leadership in the Public Sector (2 Days)

Aims
1. Define the term Leadership and identify what makes it 'Effective' in terms of Leadership actions and behaviour in order to build, maintain and inspire your team both now and in the future.

2. Examine how to obtain and make use of feedback from your team on your leadership performance.

3. Identify a 'functional' framework for understanding the concept of Leadership and how this can be applied to a practical situation in order to involve and support those you lead.

4. Define the concept of Conflict within a team-based environment and how it can be used by the team leader in a positive sense, in order to encourage innovation, stimulate creativity and sustain and/or improve performance.

5. Identify a range of Leadership Styles and their appropriateness to building effective team performance in a variety of situations with a variety of tasks.

6. Manage communication to engage and motivate team members & build effective working relationships.

Unit 2 - Building High Performing Teams (2 Days)

Aims
1. Identify what makes a team 'effective' in terms of the characteristics of both the Leader and the Team Members.

2. Identify the key stages in a team's development and how this can impact on team performance.

3. Identify the actions required in order to build, develop and maintain a high performing team.

4. Develop an awareness of your own strengths as a team leader and team member, as well as areas that might require further development.

Unit 3 - Managing Performance (2 Days)

Aims
1. Explain the role of the Manager in Performance Management

2. Set performance standards for individuals and the team to include the use of the SMART technique

3. Explain how they would measure and evaluate performance against agreed standards to include the processes associated with 'Delegation' and 'Performance Appraisal'.

4. Select an example of under-performance in the workplace and explain, using a performance improvement technique, how they would address this under-performance.

5. Manage the Discipline & Grievance process as part of Performance Management

Unit 4 - Managing Change (2 Days)

Aims
1 Outline the Manager's role in the Management of Change.

2 Understand what's involved in planning the change process in terms of Task, Structure, Systems & People.

3 Review the approach to change from a 'People' perspective and how to enlist support and reduce the level of 'resistance' to change.

4 Analyse why some Change Projects fail and use this information to ensure change projects succeed and are effectively managed, supported and implemented.

5 Identify the steps Managers should take and the strategies they should adopt in initiating as well as introducing change, within the functions for which they are responsible

Unit 5 - Managing your Project (2 Days)

Aims
1. Identify the stages of Project Development and how they are implemented.

2. Develop skills in effective time management and planning while determining how deliverables and milestones can have a major impact upon the success of a project. Quality management, effective resource allocation and risk analysis.

3. Identify Critical Success Factors and how they play a role in the completion of a project. Identification of managerial and project team roles and responsibilities and how they can impact the project

4. Understand the relevance of project software (e.g. Microsoft Projects) and how it can be effectively used to track projects and control deadlines while providing Gantt and Pert charts.

5. Monitor and evaluate projects and identify key areas to include within lessons learned.

Unit 6 - Understanding & Developing Organisational Culture (2 Days)

Aims
1. Define organisational culture and its importance to your organisation.

2. Describe how your organisation encourages and communicates behaviours consistent with its values and to attain organisational strategies/plans.

3. Analyse the culture and sub-cultures which exist within your own organisation and their relationships to the attitudes, values and beliefs shared by its' employees.

4. Describe and classify different types of culture including their strengths and weaknesses.

5. Diagnose the dominant and less dominant cultures which exist within your organisation at present, and identify employee preferences for the future.

6. Identify ways of bridging the gap between the negative and positive aspects of organisational culture and translate this into meaningful 'Action Plans' for the future.

Unit 7 - Dealing with Public Sector Finance (2 Days)

Aims
1. Identify the current and potential sources of finance that support organisational activities.

2. Effectively produce monitoring and control of budgets in support of organisational activities.

3. Consider the budgetary process within your role and assess any changes you would implement.

4. Be aware of the procurement process to purchase goods and services.

5. Construct a bid and tender evaluation process that will ensure the selection of the best and most salient offer for the goods or services for the organisation.

N.B
The content of this Unit can be customised to suit the client.

Unit 8 - Meeting Your Customer's Requirements (2 Days)

Aims
1. Explain what customer service means in relation to internal & external customers.

2. Assess how your organisation is structured to meet customer requirements.

3. Understand and assess the key areas affecting your Customer Service.

4. Be aware of performance measures/standards that assess Customer Service.

5. Identify how to work in partnership or joint resourcing to provide services to your customers.

6. Identify how your organisation assesses meeting customer needs and from this designs and implements improvement plans.

7. Prepare a customer service journey and identify areas for improvement.

6. ACCREDITATION/CERTIFICATION

In order to gain their Professional Manager's Certificate in Public Service Leadership, participants must satisfy the following requirements:-

1. Attend all 8 x 2 Day training modules (16 days).

2. Complete their Post Module Tasks for each of the Units including their Project Plan.

3. Submit their completed Learning Logs for validation and review on or before the due date.

4. Deliver their Post Programme Presentation and attend their Project Tutorial.

N.B
Learning & Development Associates are a 'Recognised Partner' of the Chartered Management Institute and are responsible for carrying out the assessment & accreditation process for the programme as shown above. CMI do not regulate the programme, this is carried out by LDA. Certificates therefore, will only be issued to delegates on the basis that LDA are satisfied that they have fulfilled the accreditation requirements as outlined.

All delegates participating in the programme will be registered as members of the CMI for the duration of the programme and will have access to the CMI's 'Management Direct' which is one of the largest 'on-line' Management Libraries in Western Europe. (They will also be entitled to many of the other benefits associated with CMI Membership)

7. ABSENCE DUE TO SICKNESS/ILLNESS

Should a participant miss a Unit due to genuine sickness or absence, then certification for that Unit may still be granted provided the participant:-

1). Reads the relevant Module Handbook/Handouts.

2). Receives coaching in the content of the Module by another course participant (through a 'buddy' system designed to help and support one another throughout the programme as a whole)

3). Delivers the results of their Post Module Tasks for this Unit as part of their Post Programme Presentation.

8. PROGRAMME DATES/ARRANGEMENTS

Module Dates – to be agreed with the client spread over one calendar year.

A mini Induction Session will be delivered as part of the first day of the Leadership Module and will be aimed at enhancing this Management Brief which would be issued to each delegate along with the Leadership Pre-Work Questionnaire prior to the programme commencing.

Further information and guidance on the format of the final Assessment & Presentation Day would be issued to delegates during the programme.

N.B
All Modules start at 9.00am and end at 4.30pm with tea/coffee at 10.30am and 2.30pm and lunch from 12.30pm until 1.15pm. The Project Tutorial will be conducted on a date agreed with the Project Management Tutor.

A Project Tutorial will be arranged following delivery of the Managing Your Project Course, this will be organised by the Course Tutor in liaison with the delegates concerned.

THE PROFESSIONAL MANAGER PROGRAMME IN MANAGEMENT & LEADERSHIP

Accredited

THE PROFESSIONAL MANAGER PROGRAMME

1. INTRODUCTION

The Professional Manager Programme has been specifically designed for Managers working in a variety of Sectors and will be delivered by experienced managers/trainers from Learning & Development Associates who have a practical background in Leading & Managing Staff. It will cover a number of generic core competencies, considered essential for managing effectively up to and including those at Middle Management level. (The programme, which has been recognised by the Chartered Management Institute as meeting the National Occupational Standards for Management & Leadership at this level, has also been mapped against the NOS management elements – LMC/ HSC /CFA - for Health & Social Care Managers at this level)

Candidates for the programme can be drawn from aspiring managers, or those who are new to a managerial role, or those who have been in post for a number of years but who have had little or no formal training in management, or those who simply want to update their skills and knowledge in this area. (On successful completion, delegates will receive the Professional Manager's Certificate in Management & Leadership as recognised by the Chartered Management Institute)

2. PROGRAMME AIMS/BENEFITS

1. To provide Managers with development in a range of 'core' competencies considered essential for managing and leading successfully at this level within their organisation.

2. To allow managers who embark on the programme to gain an accredited in-house Professional Manager's Certificate in Management & Leadership as recognised by the Chartered Management Institute.

3. To provide managers with the opportunity to learn and develop in a flexible manner, allowing personal development to be combined with busy work schedules and departmental demands.

4. Evaluated primarily on work-based evidence rather than examination-based assessment, allowing the individual to focus on practical work-related problems and issues as part of their studies.

5. Encourages managers to build on their own experience, as well as drawing on the underpinning theory and research to enhance their skills and knowledge.

6. Designed to ensure the transfer of learning to the workplace provides a return on investment for the manager concerned as well as the organisation they work for.

3. PROGRAMME DELIVERY

The programme consists of 8 Units/Learning Modules which will be delivered as a series of 2 Day Workshops. The Modules/Workshops, which are highly participative and combine self-analysis & critique, with group discussions, syndicate exercises and case studies, will be delivered at 6 week intervals, normally spread over one calendar, on dates as agreed with the client.

The content of each of these Modules will ensure that managers will have the knowledge, skills and understanding to enable them to transfer their learning back to the workplace and meet the learning outcomes as shown.

4. PROGRAMME ASSESSMENT – IN HOUSE ACCREDITATION

Each Unit should – where appropriate – should be assessed by the delegate's immediate line Manager via a Learning Log – copies of which will be issued and explained to delegates during the first Module. After delivery of each Module the Manager attending will be required to complete their learning log for that particular Module indicating how they have transferred and actioned their learning back in the workplace.

This process will be facilitated through a series of work-based tasks which will be issued at the end of each Module and will require completion and assessment prior to the commencement of the next Module to be undertaken. Each delegate will also be asked to select a specific work-based 'Project' for completion as part of the programme.

Each Learning Log entry and the work-based tasks should be discussed and assessed – if possible - during a brief Supervision/One-to-One Session with the delegates immediate Line Manager no later than 5 weeks after each Module has been delivered. In addition, copies of each completed Learning Log must be e-mailed to the appropriate Tutor for validation, review and feedback as part of the CMI's Quality Audit procedures.

In order to receive their Professional Manager's Certificate in Management & Leadership, each Manager will make a brief story board presentation to their peers on some of the highlights or 'light bulb' moments they gained in learning terms, from each of the Modules in the programme as a whole, including any actions they took to transfer their learning back to the workplace and the results of these actions. This should include a small 'milestones' report on the progress of their selected 'Project'

These presentations - which should be around 20/30mns for each delegate - will take place around 8 weeks after the programme has been completed. The presentations will be conducted on a relatively in-formal basis and will be attended by the LDA Tutors as well a Senior Manager(s) representing the delegates department/organisation.

Each Manager will also have to produce a Project Plan as a result of attending Unit 4 Managing Change & Unit 5 Managing your Project which are combined to form the basis of the work based Project. This element of the programme will be supported by a Project Tutorial during the programme and assessed at the end of the programme by the Project Tutor.

Further Guidance on what will be required will be issued during the programme.

5. PROGRAMME CONTENT
The Units/Modules involved and their overall aims are as follows:-

Unit 1 - Leadership (2 Days)

Aims

1. Define the term Leadership and identify what makes it 'Effective' in terms of Leadership actions and behaviour in order to build, maintain and inspire your team both now and in the future.

2. Examine how to obtain and make use of feedback from your team on your leadership performance.

3. Identify a 'functional' framework for understanding the concept of Leadership and how this can be applied to a practical situation in order to involve and support those you lead.

4. Define the concept of Conflict within a team-based environment and how it can be used by the team leader in a positive sense, in order to encourage innovation, stimulate creativity and sustain and/or improve performance.

5. Identify a range of Leadership Styles and their appropriateness to building effective team performance in a variety of situations with a variety of tasks.

6. Manage communication to engage and motivate team members & build effective working relationships.

Unit 2 - Building High Performing Teams (2 Days)

Aims
1. Identify what makes a team 'effective' in terms of the characteristics of both the Leader and the Team Members.

2. Identify the key stages in a team's development and how this can impact on team performance.

3. Identify the actions required in order to build, develop and maintain a high performing team.

4. Develop an awareness of your own strengths as a team leader and team member, as well as areas that might require further development.

Unit 3 - Managing Performance (2 Days)

Aims
1. Explain the role of the Manager in Performance Management

2. Set performance standards for individuals and the team to include the use of the SMART technique

3. Explain how they would measure and evaluate performance against agreed standards to include the processes associated with 'Delegation' and 'Performance Appraisal'.

4. Select an example of under-performance in the workplace and explain, using a performance improvement technique, how they would address this under-performance.

5. Manage the Discipline & Grievance process as part of Performance Management

Unit 4 - Managing Change (2 Days)

Aims
1. Outline the Manager's role in the Management of Change.

2. Understand what's involved in planning the change process in terms of Task, Structure, Systems & People.

3. Review the approach to change from a 'People' perspective and how to enlist support and reduce the level of 'resistance' to change.

4. Analyse why some Change Projects fail and use this information to ensure change projects succeed and are effectively managed, supported and implemented.

5. Identify the steps Managers should take and the strategies they should adopt in initiating as well as introducing change, within the functions for which they are responsible

Unit 5 - Managing your Project (2 Days)

Aims
1. Identify the stages of project development and how they are implemented.

2. Develop skills in effective time management and planning while determining how deliverables and milestones can have a major impact upon the success of a project. Quality management, effective resource allocation and risk analysis.

3. Identify Critical Success Factors and how they play a role in the completion of a project. Identification of managerial and project team roles and responsibilities and how they can impact the project

4. Understand the relevance of project software (e.g. Microsoft Projects) and how it can be effectively used to track projects and control deadlines while providing Gantt and Pert charts.

5. Monitor, evaluate projects and identify key areas to include within lessons learned.

Unit 6 - Understanding & Developing Organisational Culture (2 Days)

Aims
1. Define organisational culture and its importance to your organisation.

2. Describe how your organisation encourages and communicates behaviours consistent with its values and to attain organisational strategies/plans.

3. Analyse the culture and sub-cultures which exist within your own organisation and their relationships to the attitudes, values and beliefs shared by its' employees.

4. Describe and classify different types of culture including their strengths and weaknesses.

5. Diagnose the dominant and less dominant cultures which exist within your organisation at present, and identify employee preferences for the future.

6. Identify ways of bridging the gap between the negative and positive aspects of organisational culture and translate this into meaningful 'Action Plans' for the future.

Unit 7 – Managing Your Budgets (2 Days)

Aims
1. .Identify the current and potential sources of finance that support organisational activities.

2. Effectively produce monitoring and control of budgets in support of organisational activities.

3. Consider the budgetary process within your role and assess any changes you would implement.

4. Be aware of the procurement process to purchase goods and services.

5. Construct a bid and tender evaluation process that will ensure the selection of the best and most salient offer for the goods or services for the organisation.

N.B
The content of this Unit can be customised to suit the client.

Unit 8 - Meeting Your Customer's Requirements (2 Days)

Aims
1. Explain what customer service means in relation to internal & external customers.

2. Assess how your organisation is structured to meet customer requirements.

3. Understand and assess the key areas affecting your Customer Service.

4. Be aware of performance measures/standards that assess Customer Service.

5. Identify how to work in partnership or joint resourcing to provide services to your customers.

6. Identify how your organisation assesses meeting customer needs and from this designs and implements improvement plans.

7. Prepare a customer service journey and identify areas for improvement.

6. ACCREDITATION/CERTIFICATION

In order to gain their Professional Manager's Certificate in Public Service Leadership, participants must satisfy the following requirements:-

1. Attend all 8 x 2 Day training modules (16 days).

2. Complete their Post Module Tasks for each of the Units including their Project Plan.

3. Submit their completed Learning Logs for validation and review on or before the due date.

4. Deliver their Post Programme Presentation and attend their Project Tutorial.

N.B
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All delegates participating in the programme will be registered as members of the CMI for the duration of the programme and will have access to the CMI's 'Management Direct' which is one of the largest 'on-line' Management Libraries in Western Europe. (They will also be entitled to many of the other benefits associated with CMI Membership)

7. ABSENCE DUE TO SICKNESS/ILLNESS

Should a participant miss a Unit due to genuine sickness or absence, then certification for that Unit may still be granted provided the participant:-

1). Reads the relevant Module Handbook/Handouts.

2). Receives coaching in the content of the Module by another course participant (through a 'buddy' system designed to help and support one another throughout the programme as a whole)

3). Delivers the results of their Post Module Tasks for this Unit as part of their Post Programme Presentation.

8. PROGRAMME DATES/ARRANGEMENTS

Module Dates – to be agreed with the client spread over one calendar year.

A mini Induction Session will be delivered as part of the first day of the Leadership Module and will be aimed at enhancing this Management Brief which would be issued to each delegate along with the Leadership Pre-Work Questionnaire prior to the programme commencing.

Further information and guidance on the format of the final Assessment & Presentation Day would be issued to delegates during the programme.

N.B
All Modules start at 9.00am and end at 4.30pm with tea/coffee at 10.30am and 2.30pm and lunch from 12.30pm until 1.15pm. The Project Tutorial will be conducted on a date agreed with the Project Management Tutor.

A Project Tutorial will be arranged following delivery of the Managing Your Project Course, this will be organised by the Course Tutor in liaison with the delegates concerned.