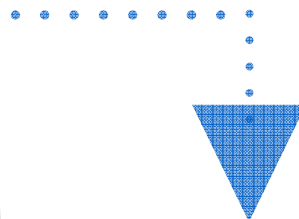


**A programme for:
Health and Social Care Professionals &
Clerical/Administrative Managers:
Grades IV to Senior Management**



**Guidance on the
Commissioning of a
'Managing People'
Management Development
Programme.**

Guidance on the Commissioning of a 'Managing People' Management Development Programme:

Foreword

The Management Competency Frameworks are the result of research commissioned by the Office for Health Management in 2001, in response to a need identified in a report from the Expert Group on Various Health professions, 2000. At that time, the Office also commissioned a parallel piece of research for managers of the clerical/administrative grades IV to senior management. A steering group representative of management and staff interests was assembled to guide the research and subsequent implementation of such competency frameworks within the Health system.

It was recognised that Management development programmes would play a vital role in both assisting managers in initially understanding the frameworks but also in terms of developing their own competencies.

The steering group pursued this agenda and 2 pilot management development programmes were commissioned and delivered within a 5 month time frame. The programmes were designed to reflect the 'Managing People' competencies identified within the Management Competency Frameworks for Clerical/Administrative managers and Health & Social Care professions

We are pleased to publish these guidelines to help ensure consistency and uniformity in the commissioning of 'Managing People' management development programmes. We believe they will be of assistance to health employers in commissioning such programmes whether on an individual health board/agency/ organisational basis or through a con-joint arrangement.

The steering group also recognises the work which has been completed by the HSEA in developing a 2 day programme entitled *People Management – the Legal Framework*. Both programmes are highly complimentary to each other in terms of Knowledge and skills and it is likely that they will be combined at some point in the future.

In conclusion, the steering group wishes to thank the participants of the pilot programmes and also acknowledges the support of all health service managers and personnel involved in the process. Their continued support and commitment is pivotal to this initiative.

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Background and Context

The role and contribution of Managers within the Irish Health Service has become increasingly critical as the demand and complexity of delivering effective health services increases.

The Management Competency Frameworks outline a set of management competencies that are required for effective management performance across all management levels within the clerical/administrative and health and social care professions. These competencies are illustrated below and reflect current and future management challenges.

Management Competency Framework for Clerical/Administrative Managers: Grades IV to Senior Management



Management Competency Framework for Health & Social Care Professions



Online Competency assessment tools, Personal Development packs and Development Directory

To support these Competency Frameworks, the 'Clerical/Administrative and 'Health & Social Care Professions Competency assessment tools; Personal development plans; Development Directory and Knowledge Centre are available online from the Office for Health Management Website www.officeforhealthmanagement.ie. These offer an accessible resource for all levels of management and will enable participants to identify their development needs against those identified in the research.

1. Introduction

This document provides a design template for a three-day management development programme for line managers encompassing an introduction to the competency frameworks, an introduction to Personal Development Planning and some skills training in the 'Managing People' competencies. The template has been designed by the Office for Health Management and the programmes are intended to be organised and delivered locally. This initiative is part of the implementation plan for the management competency frameworks for Health and Social Care professions and Clerical/Managerial grades.

Aim of the Programme:

The programmes ultimately serve only as a means to an end, which is the enhancement of management performance at work. This in turn should lead to improvements in patient-centred care and improved ways of working in partnership with other team members.

Objectives of the 'Managing People' programme:

- To develop skills within the 'Managing People' competencies:
 - 1. Supporting personal development**
 - 2. Creating team spirit**
 - 3. Being the communication channel**
 - 4. Managing individual performance**
 - 5. Influencing people and events**
- To ensure that managers are competent and familiar with the process, materials and resources involved in the management competency frameworks.
- To ensure that managers have the necessary skills to complete an effective PDP process on their own behalf and to initiate, facilitate and support the process with other team members.

As the objectives involving the use of competency frameworks and PDP come within the scope of the competency 'supporting personal development', it is recommended that all programmes under this initiative cover this competency on day one.

What follows are recommended specifications regarding programme content, delivery process, provider tendering guidance and monitoring mechanisms. A detailed breakdown of course content specification is provided in Appendix I.

Timing of the Programme:

The Programme outline demonstrates a three day schedule with a starting time of 9.30am and a finishing time of 5pm (although these times can be varied in line with local needs). It is highly recommended that there be a 4 to 6 week interval between each training day so as to allow participants action their learning and report on learning outcomes at the next session. As previously mentioned, it is also recommended that the HSEA programme 'People Management – The legal Framework' be delivered to the participants between Day 2 and 3 of their skills programme.

2. Content Specification

All programmes must cover the competency *Supporting Personal Development* on day one.

Competency: Supporting Personal Development

Competency Definition:

Promotes and supports a culture of continuous development and learning. Works with individuals to identify strengths and development needs. Highlights learning opportunities and encourages staff to improve continuously. Seeks practical feedback and demonstrates a practical commitment to one's own development.

Programme content – day 1

- What is a competency framework?
- How to use competency frameworks
- Familiarisation and utilisation of competency framework material
- Introducing competency frameworks to team members
- What is a Personal Development Plan?
- Benefits of Personal Development Planning
- How does the PDP Process work?
 - Preparation; Personal evaluation; Agree development plan; Review and modify
- How to use competency frameworks for Personal Development Planning
- Stakeholders and their roles
 - The role of the Line Manager, staff member, peers and direct reports
- Completing a PDP Workbook using the OHM e-learning material
 - Where have you been?
 - Where are you now?
 - What are your future aspirations?
 - How will you get there?
- Using the OHM Self Discovery tools
- Effective feedback skills for Personal Development Planning
- Guidelines for giving and Receiving feedback
- Practice sessions in giving and receiving feedback

Competency: Being the Communication Channel

Competency Definition:

Communicates complex information in simple terms. Ensures that regular two-way communication happens across functions and levels. Communicates in a clear and effective manner, listening and ensuring that messages are clearly understood.

Competency: Influencing People & Events

Competency Definition:

Presents compelling arguments by understanding and anticipating the agendas of others. Uses information and facts to build an effective case. Involves and consults with key stakeholders tactfully and listens to their views. Balances diplomacy with assertiveness

Programme content day 2

(Competency – 'Being the Communication Channel')

- Communication defined
- Barriers to effective communication
 - organisationally
 - within the service
- Elements of the communication process
- Key communication skills of an effective communicator

(Competency – Influencing People and Events)

- Assertive communication
- The costs of using inappropriate behaviours (Passive and Aggressive)
- Understanding the triggers to inappropriate behaviour
- Steps to becoming more assertive
- Sources of Conflict
- Responses to Conflict
- Dealing with conflict in an assertive manner whether it is with staff or clients
- Understanding your preferred response to conflict

Competency: Managing Individual Performance

Competency Definition:

Manages one's team in a transparent and equitable manner. Provides clear direction on a regular basis and adopts an approachable management style. Deals with under-performance in a timely manner and ensures improvement where possible

Competency: Creating Team Spirit

Competency Definition:

Instils Pride and a common sense of purpose in the team. Takes steps to ensure that all team members are treated with dignity and respect and that individuals combine effectively to achieve the team objectives. Promotes a culture of involvement and consultation within the team and rewards positive contributions.

Programme content – day 3

(Competency – managing Individual Performance)

- What is a manager? Your Roles & Responsibilities as a 'People Manager'
- Leadership and Leadership Style
- Key Factors in Managing the performance of others
- Understanding how motivation affects performance
- The Manager as coach – the coaching process
- How to delegate effectively

(Competency – Creating Team Spirit)

- What is effective teamwork?
- The role of the manager as team Leader
- Essential elements/Building Blocks of Effective teams
- Action planning for creating effective teams

3. Delivery process specification

It is intended that development programmes should be based, to the greatest extent possible, on best practice models of learning generalisation and skills practice.

The following delivery specification is based on best practice. It is categorised into activities that can be undertaken (a) before, (b) during, and (c) after the programme and it is expected that in delivering the programmes, providers should incorporate (most of) the following features.

(a) Before the programme

Ensure that participants are notified in good time regarding their attendance at a programme.

Pre-programme work

It is beneficial for participants to begin engaging in the programme before they actually attend it. Relevant reading is an example of such engagement. Participants can also be asked to reflect upon certain aspects of programme content through, for example, recalling critical incidents and how they were handled.

In addition, this is the appropriate time to complete relevant instruments such as the online management competencies assessments (see below) or other assessments such as personality or learning styles.

Pre-programme meeting with line manager

Participants need to know what they will gain from their investment of time and energy in attending the programme. Given the multitude of demands on their time, the perceived benefits need to be made very clear.

A key element of this is a pre-programme meeting with their immediate line manager. This meeting should be used to identify reasons for attending the programme, main areas for development, expectations and possible applications of learning and how the programme might be used to address these. Line managers should be made fully aware of the nature and benefits of the programme and the significance of their active involvement from the outset.

A learning contract

A learning contract should be agreed with line managers specifying the requisite commitment and support inputs from both parties. This can also be used to discuss outputs from any pre-programme work, if appropriate.

The learning contract process should include:

- Specification of priority development needs
- Commitment to apply learned skills in the work setting
- Identification of potential application areas in the work place
- Commitment from the participant's manager to provide support and encouragement regarding the programme.

(b) During the programme

It is essential that there is a clear link between the theoretical basis for the programme content and its practical application to the workplace. To ensure that this happens, providers should, as far as possible, adhere to the following guidelines:

Online competency assessment

At the outset there should be provision for a baseline competency assessment. Ideally a 360-degree exercise should be engaged in, with assessment by the participant, the line manager and direct reports. This competency assessment should be completed between day 1 and day 2 of the programme. A recommended format for this can be accessed from the e-learning section at www.officeforhealthmanagement.ie

Use application-oriented objectives

Objectives, both for the programme and for individual content areas, should ideally be stated in terms of what participants will be able to do on return to their workplace.

Make the development as relevant as possible to the work situation

Examples, cases, incidents, etc should as far as possible relate to the real-life work situation of participants. When examples are used which go outside this experience, clear links should be made between the learning from the example and its application to work. Providers also need to be aware of the diversity of work backgrounds and situations of participants (e.g. central services, large hospitals, mental health, community care, etc). Involving participants where possible in determining content will increase its relevance to them.

Teach general principles and their practical application

Participants' learning and maintenance of work-based learning will be enhanced when general (theoretical, contextual, etc) principles underlying practical management skills are taught along with the skills themselves. Many opportunities should be made available throughout the programme for participants to engage in 'practice sessions thus using the skills they are being taught.

Vary learning methods and e-learning

The programme should deploy a range of learning media and methods including case studies and role plays. It is also desirable that programmes facilitate and encourage the use of e-learning methods in some aspects of delivery. As far as is practicable, methods and media should take account of the different learning preferences of participants. Appropriate guest speakers can also add variety, but they should be used judiciously and the quality of content and presentation needs to be high.

Provide 'ideas and applications' notebooks

An opportunity should be provided for participants to systematically note new ideas and applications (sometimes called a 'reflective journal' or 'learning log') as they arise during the programme, perhaps at the end of each session. This will help with retention of important learning.

Provide relevant reference material

Participants should be provided with and encouraged to read up on course material, e.g. practical guidelines or frameworks for analysis that have a relevance to their everyday work.

Have participants create an action plan

Participants should be encouraged to formulate an action plan, which should include specific actions to be taken to ensure the application of skills learned. This could also incorporate a 'relapse prevention' element to help participants identify potential barriers to the application of new learning and possible ways of overcoming them.

Include some application work

This could be in the form of a work-based 'project'. Guidelines regarding its purpose and scope should be clear and the 'project' should be manageable. Alternatively, it could be in the form of a specific work activity to be undertaken to develop particular competencies (a competency development plan). Objectives are set, an appropriate learning method is chosen, and achievement is documented and reflected on.

Implement a personal development plan (PDP)

During the programme participants should be facilitated, on an individual basis, to draw up and implement a personal development plan tailored to their individual needs and work context.

(c) After the programme

Whilst it is acknowledged that the influence that management development providers can have on participants after the programme is limited, they should nevertheless encourage participants to engage in some or all of the following:

Meet with their manager

This is crucial in terms of 'closing the loop' that was commenced with the pre-programme meeting. Plans for implementation of each participant's action plan should be discussed, and barriers and supports to implementation identified. This support is an essential element in helping to generalise and maintain new knowledge and learned skills in the workplace.

Hold refresher/ problem-solving sessions

It is useful for participants to come together some time after attendance at the programme. The session can be used to refresh main learning points, as well as provide an opportunity to share experiences of successes and failures in applying new skills or knowledge on the job. Providers could incorporate the first of these as part of the programme, and promote the benefits of continuation.

Maintain contact with other participants

Keeping in touch with those who attended the programme or those in similar situations is also a useful way of maintaining changes arising out of action plans. This can be done informally with the purpose of sharing successful and not-so-successful attempts to put learning into practice.

Take responsibility for monitoring behaviour following the programme

This involves the participant

- setting achievable and realistic goals
- initiating particular behaviour changes (e.g. planning a communication differently)
- looking out for opportunities to apply new learning (e.g. conducting a feedback session).

Review content and learned skills

Participants should be encouraged to set aside a small amount of time at regular intervals to review course materials and/or action plans (e.g. half an hour per month for six months).

4. Provider specification

In commissioning the 'Managing People' management development programme, it is essential that a substantial combination of identified key provider criteria and characteristics be built into the programme specification. These should include the following:

1. Provider expertise

- The programme should be anchored by consultants with a people management background.
- Where possible all consultants should have knowledge and prior experience of the Irish health service.
- A variety of presenters with different areas of expertise and style should be encouraged.
- Guest speakers with recognised expertise should be used where they would add value to the topic/subject.
- The consultants should be very familiar with all OHM on-line learning materials and tools

2. Provider style

- The anchor facilitators/consultants should have expertise in process facilitation skills (i.e. not simply be expert at content provision).
- The provider should have positive experience of, and expertise in running multi-method training and development programmes.
- The providers should have previous positive experience in shaping learning transfer and generalisation by actively engaging with key influencers and stakeholders from the participants' organisations.

3. Provider materials

- Providers should be encouraged to develop case studies and learning formats as part of their contractual agreement.
- Providers should utilise the OHM on-line learning materials such as management competency frameworks; personal development plans and development directory
- The commissioning organisation should seek to maximise the value for money aspect of the programme(s) by retaining the right to subsequent use of learning materials wherever this is possible.

5. Monitoring Mechanisms

It is very important for training providers to be very much the partner of the employing organisation. With this in mind, it is important that the training providers have ways to metaphorically 'follow' the participants back into the workplace to assess the level of actual transfer of learning that will occur. There are a number of mechanisms which could be utilised to try to ensure that maximum transfer occurs. The following are recommended;

1. Pre and Post Assessment Questionnaires
2. Personal Action Plans
3. Project Work

Pre- and Post-Assessment Questionnaires.

The training provider should develop specific Pre and Post Assessment Questionnaires for any programmes that will be delivered. These should ask participants to identify specifically where they rate themselves in competency levels (related to the programme in question) on the knowledge, Skills and behaviours which have been addressed on the programme. A follow up questionnaire should then be sent to each participant a month after delivery of the programme. Once again, participants should be asked to assess their competency level on the same specific competency. If the level has not moved from the pre assessment questionnaire, the participant should be asked to try to identify why they feel this has not occurred.

Personal Action Plans

The second element that should be a feature of all programmes will be the development of personal action plans for change/improvement completed by each participant.

A copy of this plan should be taken by the facilitator on each day. This copy will be sent to the participant approximately four to six weeks after the programme. This acts as a reminder to the participants as to what they had committed to doing differently as a result of the programme.

Project Work

The training provider should introduce an element of post course projects. This works well as a tool to show participants 'how' the course relates to their actual work. This would have to be agreed with each client organisation, as they would need to see the benefits to themselves of including this element.

6. Tender document structure

As a guide, submitted tender documents should follow this structure:

1. Identification details of tendering organisation
2. Provider Understanding of the context of the programme
3. The proposed programme:
 - Structure of the programme
 - How the programme covers the required content areas
 - The learning methods and process
 - An indicative programme schedule
4. Relevant previous experience of the providers including two cited reference sites with contact details
5. Details of the proposed development team including brief biographies and relevant expertise
6. A work plan that specifies consultant cost per day and other ancillary costs
7. A statement confirming that there are no disqualifying circumstances under EU legislation.
8. A requirement that each tendering organization submit an up-to-date tax clearance certificate.

7. Conclusion

This outline provides general guidance to employers regarding the content, delivery and provider specifications for commissioning these management development programmes in the future. Whilst not intending to be prescriptive, it aims to serve as an empowering and good practice resource in furthering this agenda at a local and/or regional level.

Appendix I

Programme Content & Schedule Specification.

Management Development Programme Schedule for ‘Managing People’ – 3 day programme

Time	Topic	Method	Methodology	Exercise/Guide
Day 1				
9.30am	Introductions - self	Introduce self/ Organisation/housekeeping/breaks etc	Tutor introduction	
	Introductions- participants	Participants – introduce each other; the other’s job role; length of time in post; how many people they manage; what aspects of people management they hope to improve.	Pairs	
9.45am	Pre - course Evaluation	Pre- Training Questionnaire (optional) Note: Questionnaire to be designed on the basis of behavioural indicators. Participants should rank themselves on these behavioural indicators prior to the programme and after the programme. This will assist each organization and the training organization in determining the behavioural effectiveness of the programme	Individuals complete questionnaire on their own and as honestly as possible	Handout

Time	Topic	Method			Methodology	Exercise/Guide						
10am	Course Objectives & Agenda	<table border="1"> <thead> <tr> <th data-bbox="661 261 905 298">Day 1</th> <th data-bbox="905 261 1167 298">Day 2</th> <th data-bbox="1167 261 1404 298">Day 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="661 298 905 628"> - Mgmt Comp Frameworks - Personal development planning - Feedback skills - Coaching Skills </td> <td data-bbox="905 298 1167 628"> - Communication skills - Assertive communication - Conflict management - </td> <td data-bbox="1167 298 1404 628"> - Managing performance - Motivation - Effective Teamwork </td> </tr> </tbody> </table>			Day 1	Day 2	Day 3	- Mgmt Comp Frameworks - Personal development planning - Feedback skills - Coaching Skills	- Communication skills - Assertive communication - Conflict management -	- Managing performance - Motivation - Effective Teamwork	Tutor discuss content and learning outcomes for the programme	O/H OR Pre write content on flipchart
	Day 1	Day 2	Day 3									
	- Mgmt Comp Frameworks - Personal development planning - Feedback skills - Coaching Skills	- Communication skills - Assertive communication - Conflict management -	- Managing performance - Motivation - Effective Teamwork									
Personal Objectives	Answer preparatory questions contained in training manual for example: <ol style="list-style-type: none"> 1. What are my objectives for coming on this programme? 2. What will help my development throughout the programme? 3. What will hinder my learning throughout the programme? 											
Ground Rules	Agree ground rules & codes of behaviour for the 3 day programme											

Time	Topic	Method	Methodology	Exercise/Guide
10.15am	Competency Frameworks	<ul style="list-style-type: none"> ▪ What is a competency? ▪ Why CF's were developed ▪ What the CF's look like ▪ Health & Social Care CF's ▪ Clerical/Admin CF's ▪ Nurse Management CF's ▪ Making use of CF's ▪ Completing a competency assessment for yourself or others ▪ Now lets go on line <p>Option 1. Go on-line & register</p> <p>Option 2. Give mock demo using C.D.</p>	<p>Theory – Tutor led – knowledge based session</p> <p>On-line demonstrations</p> <p>Pre-prepared demonstration</p>	<p>O/H's</p> <p>Need on-line access for tutor and/or participants.</p> <p>Need demo CD containing 'mock up' of actual competency assessment</p>

Time	Topic	Method	Methodology	Exercise/Guide
2pm	Personal Development Planning	<p>Explain why we would do Competency assessment - for Personal Development Planning and as a basis for evaluating our strengths and areas for improvement. Ask group what they know or have heard about Personal development Planning (PDP)?</p> <ul style="list-style-type: none"> ▪ Where has P.D.P. come from? ▪ Why do a P.D.P.? ▪ What is a P.D.P.? ▪ What can I use P.D.P. for? <p>Note: Must link to overall strategy i.e Action Plan for People Management (APPM)</p>	<p>Tutor discuss with group</p> <p>Theory – Tutor led – knowledge based session</p>	<p>O/H's</p> <p>O/H's</p>

Time	Topic	Method	Methodology	Exercise/Guide
		<ul style="list-style-type: none"> • Benefits of PDP . • PDP - The process – continuous • Who should be involved • The role of the line manager • Your role as the employee • What is involved in a P.D.P • 4 key questions <p><u>Demo –</u></p> <p>Option 1 – go on line & take through P.D.P</p> <p>Option 2 – go through prepared demo on CD</p> <p>Note :Give out Development Directory and discuss how it can be used to complement PDP’s. i.e when individuals identify development objectives they can use directory to assist them with ways of addressing the development gap</p>	<p>Theory – Tutor led – knowledge based session</p> <p>On-line demonstrations</p> <p>Pre-prepared demonstration</p>	<p>O/H’s</p> <p>Need On-line access for tutor and participants</p> <p>Need demo CD containing ‘mock up’ of actual competency assessment</p> <p>Handout can be accessed through the OHM</p>

Time	Topic	Method	Methodology	Exercise/Guide
3.30pm	Feedback 1. Giving Feedback	<ul style="list-style-type: none"> Balanced feedback is essential. Why? <p>What do we mean by 'Balanced Feedback' Note: Word Feedback – nourish, bolster, encourage, foster and strengthen</p> <ul style="list-style-type: none"> When to provide feedback Why provide feedback <p><u>Exercise:</u> Group 1 – Do's of giving feedback (positive & negative) Group 2 – Don'ts of giving feedback (positive & negative)</p> <p>With the whole group compile a set of Guidelines or 'Golden rules' of things to do when giving feedback</p> <ul style="list-style-type: none"> Guidelines for giving feedback Steps in the feedback interaction 	<p>Tutor led discussion</p> <p>Groups of 5/6</p> <p>Tutor led Brainstorm</p>	<p>O/H</p> <p>O/H</p> <p>Give out flipsheets and ask participants to list do's and don'ts. Have group present list to other participants</p> <p>Flipchart responses and have participants make a note of these golden rules</p> <p>O/H</p> <p>O/H</p>

Time	Topic	Method	Methodology	Exercise/Guide
	2. Receiving Feedback	<p><u>Exercise:</u> Group 1 – Do’s of receiving feedback (positive & negative) Group 2 – Don’ts of receiving feedback (positive & negative)</p> <p>Exercise: Run Role plays designed around feedback interactions/situations within the PDP process</p> <p>Debriefing on learning outcomes from the role plays</p>	<p>Groups of 5/6</p> <p>Trios</p> <ol style="list-style-type: none"> 1. Observer Brief 2. Manager Brief 3. Staff Member brief <p>Tutor led discussion</p>	<p>Have participants flipchart responses and present to the other group</p> <p>These role plays can be run simultaneously so as to allow participants to learn in smaller groups and not have to require ‘acting’ skills</p>

Time	Topic	Method	Methodology	Exercise/Guide
<p>Day 2</p> <p>9.30am</p>	<p>Recap from day 1</p>	<p>Note: Day 2 should be delivered 4-6 weeks after the delivery of day 1 so as to allow participants the opportunity to begin the PDP and Competency assessment process.</p> <p>Tutor discuss with participants the progress which has been made on the following (as an example).</p> <ul style="list-style-type: none"> • Who has completed on-line self assessment? • Who has had the opportunity to assess others? • What learning did you receive from the process? • What difficulties, if any did you encounter? • Who has initiated their own PDP? • Who has rolled out PDP with their staff? • Has anybody had a PDP meeting with a staff member? • What have you learned from participating in the process? • What difficulties did you encounter, if any? 	<p>Tutor led discussion</p>	<p>Prewrite 'progress' questions on flipchart</p>

Time	Topic	Method	Methodology	Exercise/Guide				
10am	<p>What is Communication?</p> <p>Barriers to Effective Communication</p>	<p>Discuss Full two-way Communication range and how can we know our communication is effective</p> <ul style="list-style-type: none"> • The Communication Range • The Communication Process <p><u>Exercise:</u> 2 groups</p> <ol style="list-style-type: none"> 1. Group 1: Brainstorm the barriers that exist organizationally and actions which could be taken to reduce/eliminate such barriers 2. Group 2: Brainstorm the barriers that exist personally (from people) and actions which could be taken to reduce/eliminate such barriers <p>Example flipchart below</p> <table border="1"> <thead> <tr> <th>Organisational Barriers</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Organisational Barriers	Actions			<p>Theory – tutor led discussion</p> <p>Groups of 5/6</p>	<p>O/H</p> <p>O/H</p> <p>Give out pre-prepared flipsheets to groups and have them present back their set of barriers and actions</p>
Organisational Barriers	Actions							

Time	Topic	Method	Methodology	Exercise/Guide
	Planning Our Communications	<p>Discuss 6 Step Model/Considerations</p> <ol style="list-style-type: none"> 1. Objective 2. Receiver 3. Means 4. Match 5. Feedback 6. Response <p>Exercise: To demonstrate the importance of planning our communications.</p> <p>Options: 'Boat Exercise' or picture exercise which requires communicator to try to get participants to understand a message</p>	Theory – tutor led discussion	O/H or flipchart
	Key Skills of an effective Communicator	Discuss/Brainstorm with Participants all of the skills the effective communicator must have:	Tutor led brainstorm	Flipchart Responses

Time	Topic	Method	Methodology	Exercise/Guide
	Key Communication Skills	<p>Ask participants to list these skills and rate themselves on each skill.</p> <p>For each skill which needs to be improved develop a personal action plan</p> <p>Tutor to discuss some of the more important communication skills such as:</p> <ol style="list-style-type: none"> 1. Empathy 2. Active /Reflective Listening 3. Questioning 4. Self-expression skills <p><u>Exercise Options:</u> Exercises on Reflective Listening scenarios</p>	<p>Individual exercise</p> <p>Theory-tutor led</p>	<p>Template rating sheet and action plan should be part of training manual</p> <p>O/H's</p> <p>As per training provider</p>

Time	Topic	Method	Methodology	Exercise/Guide
2pm	Assertive Communication	<p>Define Assertiveness – What is assertiveness? Describe the characteristics of an assertive person</p> <p>What is the difference between assertiveness and passive and aggressive behaviour? Describe the behaviours of aggression and Passivity</p> <p>What are the costs of using inappropriate behaviours (Passive and Aggressive)?</p> <p>Why do we behave passively or aggressively? Understanding the triggers to inappropriate behaviour.</p> <p><u>Video:</u> Should demonstrate ‘Steps to becoming more assertive’ and also show clear differences between passive, aggressive and assertive behaviour. Example video: ‘SAY THE RIGHT THING,</p>	<p>Tutor led discussion</p> <p>Discuss with group</p>	<p>Flipchart characteristics of an assertive person</p> <p>Flipchart responses</p> <p>O/H</p> <p>Use O/H if necessary</p> <p>Video as per training provider and work sheets which allow participants identify behaviours & Steps</p>

Time	Topic	Method	Methodology	Exercise/Guide
	Steps to becoming more assertive	<p>Discuss ways of becoming more assertive for example:</p> <ul style="list-style-type: none"> • Thinking Strategies (thoughts) • Behavioural Strategies (body language) • Language strategies (words and inappropriate words or unhelpful language/statements) <p><u>Exercise:</u> Develop Aggressive and passive scenarios which the participants may find themselves in. Exercise requires participants to respond to this aggressive situation in thought, words, tone and body language.</p>	<p>Theory – tutor led</p> <p>Groups of 3/4</p>	<p>O/H's</p> <p>As per training provider can be part of manual or extra training handout</p>

Time	Topic	Method	Methodology	Exercise guide
3.30pm	Sources of Conflict	What are our main sources of Conflict? Also helpful to go through Kilmann classification on 'Sources of Conflict'	Tutor led brainstorm	Flipchart Responses O/H
	Responses to Conflict	Discuss many different ways of responding to conflict but we may be choosing the wrong strategy for the situation we find ourselves in. Need to consider the following when deciding which strategy to choose: <ol style="list-style-type: none"> 1. Importance of the relationship 2. Importance of the Issue 3. Time Constraints 4. Relative Power 	Theory – tutor led discussion	O/H
		Discuss main strategies for Dealing with Conflict (e.g Kilmann's 5 strategies) <ol style="list-style-type: none"> 1. Competing 2. Accommodating 3. Avoiding 4. Compromising 5. Collaborating Helpful to demonstrate these strategies through giving examples and drawing scales on flipchart	Theory – tutor led discussion	Flipchart

Time	Topic	Method	Methodology	Exercise/Guide
	Understanding your preferred style of conflict resolution	<p><u>Exercise:</u> Questionnaire to assess an individuals preferred style of conflict resolution Exercise example – Thomas Kilmann ‘Conflict Mode Instrument’</p> <p>Discuss Learning Outcomes from Questionnaire</p> <p><u>Exercise:</u> Personal Action Plan Individuals to identify 5 behaviours/actions etc. which they are going to start doing in order to develop their Interpersonal skills and 5 behaviours/actions which they are going to eliminate</p>	<p>Individuals complete on their own</p> <p>Tutor led discussion</p> <p>Individuals complete on their own</p>	<p>As per training provider. Can be part of the training manual or as a separate handout</p> <p>As per training provider. Can be part of the training manual or as a separate handout.</p>

Time	Topic	Method	Methodology	Exercise/Guide
Day 3		Note: Day 3 should be delivered 4-6 weeks after the delivery of day 1 so as to allow participants the opportunity to maximize learning outcomes from day 2 and afford them the opportunity to discuss the learning on day 3.		
9.30am	Recap	<u>Recap from day 2:</u> <ol style="list-style-type: none"> 1. What changes have you made in your personal communication style? 2. What conflict/difficult situations did you encounter and how did you deal with it? 3. What aspects of module 2 was most useful to you in terms of personal communication 	Tutor led discussion	Pre-write questions on flipchart
9.45am	The Role of the Manager	<u>Exercise:</u> <ol style="list-style-type: none"> 1. What is the purpose of being a manager? i.e. the purpose of your job. Develop a job purpose statement/mission statement for your role 2. List all of the duties and responsibilities you have as a manager <p>With entire group lead a discussion on the duties and responsibilities of a manager. Useful to demonstrate and refer to categories of Mintzberg, Fayol etc</p>	Pairs or trios. Those with similar roles may work together	Worksheet to be included as part of the training manual
11am	Managing versus Leading	Open Discussion on Managing versus Leading – what is the difference? Describe the characteristics or traits of an effective Leader	Tutor led discussion	O/H
	Situational Leadership	Discuss Situational Leadership. Key thing for any leader is to assess the situation and adopt their style depending on the needs of the person and the situation	Theory – tutor led discussion	Flipchart characteristics of an effective leader. O/H's

Time	Topic	Method	Methodology	Exercise/Guide
	Leadership style	<u>Exercise:</u> Participant complete questionnaire which can assess their leadership style e.g. LSQ	Individuals	As per training provider.
	Action Planning	Discuss implications of style and have participants make a note of actions they are going to take to develop their individual styles	Tutor led discussion	Action plan to be part of manual or separate handout
	The Manager's role in delegating effectively	<p>Discuss key issues we need to consider in order to delegate effectively. Note: delegating is not 'dumping'</p> <ul style="list-style-type: none"> • Authority • Responsibility • Accountability <ul style="list-style-type: none"> • Benefits of Delegation • Reasons for lack of Delegation • The Process of Delegation <p><u>Exercise:</u> Think of a task you would like to delegate & a staff member who you would like to delegate to. Develop an action plan looking at the process of delegation that task to that particular staff member</p>	Theory – tutor led discussion	O/H's
			Individuals	Action Plan based on the process of delegation to be included as part of training manual or as separate handout

Time	Topic	Method	Methodology	Exercise/Guide
	The Manager as Coach	<p><u>Discussion Points</u></p> <ol style="list-style-type: none"> 1. What is Coaching? 2. Describe the actions and skills of an effective coach 3. Why is it important that managers learn coaching skills? <p>Discuss the Process of Coaching – the steps involved. Many different processes available</p> <p><u>Video:</u> Show video which can demonstrate HOW a coaching interaction/process is conducted</p> <p><u>Exercise:</u> Develop an Action Plan for coaching one member of staff</p>	<p>Tutor Led discussion</p> <p>Theory – tutor-led discussion</p> <p>Individuals</p>	<p>Flipchart the actions and skills of an effective coach</p> <p>O/H</p> <p>Video as per training provider</p> <p>Action plan to be included as part of training plan or as separate handout</p>
2pm	The Manager as Motivator	<p><u>Exercise:</u> Case study to be developed which can demonstrate how poor management affects the motivation of staff and leads to underperformance over time</p>	<p>Groups of 3/4</p>	<p>As per training provider. Can be included as part of training manual or as separate handout</p>

Time	Topic	Method	Methodology	Exercise/Guide
		<p>Discussion on Reasons as to why people may underperform. Note the role that motivation plays in all of these reasons and discuss 2 main categories of ‘causes of underperformance’</p> <ol style="list-style-type: none"> 1. Motivation 2. Ability <p>When we look at motivation specifically many different reasons which affect our motivation (PERFORM Model)</p> <ul style="list-style-type: none"> • Purpose • Environment • Resources • Feedback • Organisation • Review • Motivation <p style="text-align: center;">↓</p> <p>Also much written on area of Motivation – many theories so lets look at a few:</p> <ol style="list-style-type: none"> 1. Content Theories <ul style="list-style-type: none"> • Maslow’s Hierarchy of needs • Herzberg’s 2 factor theory • Alderfer’s Need Model (ERG) 2. Process Theories <ul style="list-style-type: none"> • Expectancy Theories • Equity theories • Goal Theory 	<p>Tutor led discussion</p> <p>Theory – tutor led discussion</p> <p>Theory – tutor led discussion</p>	<p>Flipchart reasons for underperformance</p> <p>O/H or flipchart</p> <p>O/H’s</p>

Time	Topic	Method	Methodology	Exercise/Guide
3.30pm	The Manager as Team Leader	Discussion: Looking at all these theories and considering causes of underperformance, what practical implications does this have for managers?	Tutor led discussion	
		<u>Exercise</u> : Develop an action plan and list 5 practical actions you are going to take in order to motivate your team. List also 5 things you are going to stop doing as it may be having a negative effect on staff motivation	Individuals	Action plan to be included as part of the training manual or as separate handout
		<u>Discussion points</u> 1. Why is it important that managers invest some time into building effective teamwork? 2. What are the benefits of effective teamwork?	Tutor led discussion	Flipchart benefits of effective teamwork
		Discuss the characteristics or 'Building blocks' of effective teams (could use Woodcock classification)	Theory – tutor led discussion	O/H's
		<u>Exercise</u> : questionnaire to assess the 'health' of our team and it's characteristics. Could use Woodcock questionnaire	Individuals	Questionnaire to be included as part of the training manual or as separate handout
	Flipchart	<u>Exercise</u> : Develop an action plan of actions you are going to take to improve or develop key areas of team development	Individuals or groups where participants work in the same team	Action plan to be included as part of training manual or as separate handout

Notes on Material Used:

- Training Provider to supply all participant training manuals, exercises, slides, videos and handouts based on guidelines provided.
- Much of this training material can be referenced or sourced through the OHM Knowledge centre and should be reflected in the tendering price.
- Other licensed training material not available through the Knowledge Centre should be developed or purchased by training provider.
- Training provider will need to utilise OHM Management Competency packs and these should be sourced through local HR departments.
- Trainer provider will need to use the Internet in order to demonstrate On-line Competency assessment and Personal Development Planning so it will be important to ensure that training venues have internet access or training provider can provide wireless access.

Guidelines on Organising your Programmes :

- The number of participants on a programme should take into account the need to achieve value for money, the interactive nature of the content, opportunity to practice the skills, common fallout rates of participants and the number of trainers present.
- Participants should be selected from the following professional areas:
 1. Health and Social Care Professions
 2. Clerical/ Administrative Managers (Grades IV-CEO)
- A mix of managers from both professional groupings is recommended although care should be taken to organise groups of people with similar managerial responsibilities e.g. operational managers versus strategic managers.

Room Layout	<ul style="list-style-type: none"> • U- Shaped with desks or writing surfaces
Room Requirements	<ul style="list-style-type: none"> • 2/3 flipcharts & markers • Internet/Intranet access for trainer on DAY 1 of the programme • Screen • LCD Projector
Catering Requirements	<ul style="list-style-type: none"> • 2X tea/coffee breaks • Water
Notification Requirements	<ul style="list-style-type: none"> • Participants should be notified of all programme dates at least 6 weeks in advance. • Should a participant not be able to attend one of the programme days due to absence or illness, they should arrange to attend that particular training day with another training group

Guidelines on Material Sources

Material Title	Source
Management Competency Framework Packs for: <ul style="list-style-type: none"> • Clerical/administrative Managers • Health & Social Care Professions 	Available from all HR Departments within Health Service Organisations OR at www.officeforhealthmanagement.ie
Personal Development Planning Workbooks	Available from all HR Departments within Health Service Organisations OR at www.officeforhealthmanagement.ie
OHM Development Directory	Available to download from www.officeforhealthmanagement.ie
Video on Assertiveness – ‘Say the Right Thing’	BBC Video available from www.parthenon.uk.com
Questionnaire - Thomas Kilmann ‘Conflict Mode Instrument’	The Kilmann Conflict mode questionnaire available from www.psychometrics.com/tests or www.resourceconnection.com
Questionnaire – Leadership Style Questionnaire	TP Leadership style questionnaire available within “The Pfeiffer handbook of structured experiences: learning activities for personal development” available from www.josseybass.com or www.amazon.co.uk
Video on Coaching – ‘Coaching for Results’	BBC Video available from www.parthenon.uk.com
Questionnaire – Mike Woodcock’s Building Blocks Questionnaire	Building blocks questionnaire available from www.gowerpub.com
Questionnaire – Belbin’s Team role Questionnaire	Belbin team role questionnaire available from www.belbin.com

