

Advanced Line Manager

Leadership and Management

Foreword

Welcome to the Advanced Line Manager Blended Learning Programme.

The next few weeks are going to give you the freedom to learn at your own pace with this interactive workbook that will provide you with a framework and direction to move forward.

You will have all the materials you need, all built around the NHSBT learning framework with the focus being around leadership and management.

The workbook gives you space for reflection and the opportunity to answer questions such as:

- How do I apply my learning in the workplace?
- How does this help me perform my role better?
- And how does this relate to the leadership ladder?

Introduction

This workbook is designed as a blended approach to learning and as you work your way through you will find information, graphics and links to various videos and articles. **Text in this colour** identifies a resource, *Press Ctrl and click on the text or image* to view the video or open the document.

You will also find questions and space for reflecting on your learning and how you will apply it. These spaces are to give you some structure and guidance, not for you to be constrained, so please feel free to reflect, share and discuss your learning in a way that suits you best.

Below you will see the questions and subjects you will cover in the workbook but, before you start:

- Make yourself comfortable
- Make sure you can see and hear what you are going to watch, listen or read
- Give yourself a chance to avoid being interrupted

Contents

What is the difference between being a manager and a leader?

- Role modelling safety and wellbeing through leadership and engagement behaviours

What is expected of a leader?

- Being a vision ambassador
- Embracing challenge
- Effective decision making
- Being a solution focussed leader
- Creating local plans

How do teams operate?

- Building trust within and across teams
- Creating a team climate where people are self-motivated, enabling them to better use their strengths

How do I manage myself and others?

- Creating an inclusive environment
- Being self-aware and reflecting on my own performance
- Talent management

What is the difference between being a manager and a leader?

Before starting this programme, here is an opportunity to pause and reflect on yourself as a leader/manager using a SWOT analysis, the outputs can be used in subsequent actions.



What are my...

For Action

| | |
|----------------------|-----------------|
| STRENGTHS | WEAKNESS |
| OPPORTUNITIES | THREATS |

In the Effective Line Manager programme, it refers to the “move from being a doer to a manager of doers.”

The first section of this programme is about looking after the wellbeing of your team.

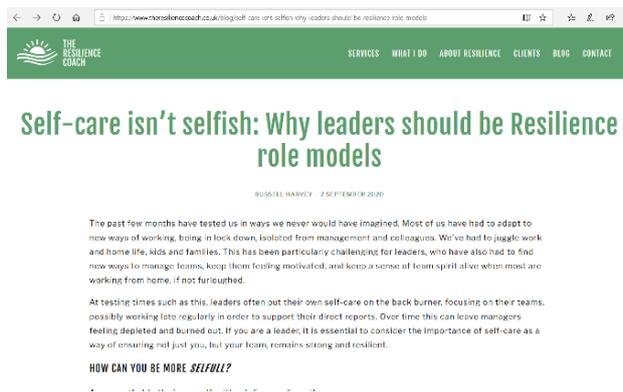
In the 14min YouTube video [Empathy](#) by Simon Sinek, he states that the real job of a leader is “taking care of the people who are in charge”.



Role modelling safety and wellbeing through leadership and engagement behaviours

The year 2020 brought about many leadership and management challenges that could never have been envisaged before. Managers must now take a more visible position in supporting individuals and the team with their health and wellbeing.

There are the practical managerial tasks that require attention, however, there is also a need to demonstrate the leadership aspect of the role whereby there is active engagement (conversations) with those working on the front-line, or centre based and/or home-based staff members to ascertain individual wellbeing.



Self-care is an essential to anyone who is in a leadership position.

Read the article [Self-care isn't selfish: Why leaders should be Resilience role models](#) that outlines the importance of self-care "If you don't take time to care for your own wellbeing, you will not be in the best position to support your teams and care for them".

In Steven Covey's Principle-centred leadership book it states, where communication is concerned there is a need to "seek first to understand", this requires the skill of active listening. The 4mins 57sec video [Being a Good Listener](#) provides tips to being a good listener.

Note: Active listening requires a level of engagement that may leave you exhausted afterwards.



How good are my communication skills?

What can I do to develop more?



NHS Employers have provided extensive resources which both encourages and provides a framework for having health and wellbeing conversations. Here are the [NHS Health and Wellbeing Conversations Resources and Toolkit](#).

Further resources can be found on the Health and Wellbeing page of [Yammer](#).

Limits of confidence

Whilst having a personal toolkit of experiences, techniques etc. is helpful there may be times during a wellbeing conversation where you recognise you have reached your confidence limit.

People First identifies a list of [Wellbeing Champions](#) who may be able to offer the support required.



What else do I need to become more confident in having these conversations?

Is there someone I need to speak to?

Reflection:

What is the difference between being a manager and a leader?

Give yourself some time to think about what you have just experienced:

| | |
|---------------------------------------------------------------------|--|
| What have I learned? | |
| What does this mean to me? | |
| What am I going to do differently? | |
| What impact will what I am going to do have? | |
| How might others be impacted? Is that a good thing or bad thing? | |
| Are the things I am expecting of myself and others reasonable? | |
| What obstacles might I face and how will I get around them? | |
| Do I need support? How will I get that support? | |
| When will I start? | |
| How will I know I have been successful? | |

So, what am I going to do now?

| |
|---------------------------------------------------------------------------------------------------|
|  For Action |
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What is expected of a leader?

Irrespective on the size of the team you lead:

What is your vision for your team and how do you share it with all your colleagues?

In the blended Effective Line Manager programme the 4-Mat model by Bernice McCarthy could be used as a starting point.



Alternative questions linked to developing a vision could be:

- Why is it important to develop a vision for my/our team?
- What will happen if we do not make the changes needed?
- How will the changes be decided and delivered?
- What will happen if we do not have engagement from the team?

Use the cycle as a tool that supports conversations within team meetings or 121's and collate the opinions of the team.

The next page has a 4 MAT template that can be used.



For Action

Use this tool with yourself and your team.

Identify themes

Create an action plan, share, discuss and agree with the team.

4 MAT

1. WHY?

2. WHAT?

4. WHAT IF?

3. HOW?



For Action

So, what am I going to do now?

| | |
|------------------------------------------------------------------|--|
| Low hanging fruit (immediate actions, easy fix solutions). | |
| Short term | |
| Medium term | |
| Long term | |



**Did this tool work for me and my team?
If not what else can I do?**



How will I share my vision or the organisation vision more widely?

The blog [How to share your company vision as a leader](#) by Claire Law identifies ways to share the vision as a leader.

Other resources can be found within the Blended programme Leading People Through Change.



Key Learning Points

At times a leader will have to explain controversial and complex plans in a way that different groups can hear, understand, and accept.

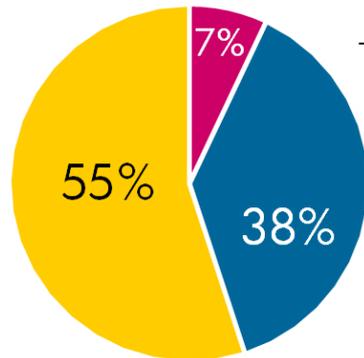
How the message is shared can be more important than the message itself because the delivery dictates the likely acceptance and understanding by those it is directed towards.

So, what am I going to do now?



For Action

In the paper [Albert Mehrabian's 7-38-55 Rule of Personal Communication](#) by Nagesh Belludi he briefly describes Albert Mehrabian's work on personal communication



Dr. Albert Mehrabian's 7-38-55% Rule

Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language



**What does this mean for me and the way I communicate?
Is there anything I need to do differently?**

Embracing challenge

There are many challenges to be faced as a leader, the paper [Recognizing the Challenges of Leadership](#) categorises them into three areas: External challenges; Internal challenges, Leadership Itself.



What are my top three challenges within each area?

| | |
|--------------------------|--|
| External | |
| Internal | |
| Leadership itself | |



For Action

Embracing challenge – Self Assessment

The [checklist](#) on the following page is taken from the same paper, review the list to identify the skills you have and what skills you need to develop.

| ✓ | Checklist | What I need to develop |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | You look for the challenges of leadership in external forces (people, situations, politics, etc.) | |
| | You look for the challenges of leadership within yourself (insecurity, defensiveness, indecisiveness, impatience, intolerance, lack of objectivity). | |
| | You look for the challenges of leadership in the circumstances of being a leader (communicating the vision, managing day-to-day, setting an example, avoiding burnout, etc.) | |
| <i>To cope with the external challenges of leadership, you:</i> | | |
| | Are proactive | |
| | Are creative | |
| | Face conflict squarely | |
| | Look for common ground | |
| | Remain objective | |
| | Are collaborative | |
| <i>To cope with the internal challenges of leadership you:</i> | | |
| | Listen | |
| | Invite 360-degree feedback | |
| | Look at what's going on around you | |
| <i>To cope with the challenges that arise from the position of leadership itself, you:</i> | | |
| | Create mechanisms to review the vision | |
| | Share the burden | |
| | Find mutual support with those who share your experience | |
| | Take time for yourself | |

Effective decision making

We make numerous decisions daily, however when you are leading a team some of those decisions may impact individuals, the team or even the organisation.

“When making a decision, we form opinions and choose actions via mental processes which are influenced by biases, reason, emotions, and memories.”

<https://www.psychologytoday.com/us/basics/decision-making#the-art-of-decision-making>



The paper [Decision Making](#) compares Intuitive and Reasoned decision making processes, it further identifies other factors that will impact making effective decision.



What Factors affect my decision-making processes?

What do I need to do better?

Being a solution focused leader

There are benefits to being solution or progress focused rather than problem focused. This methodology can be also be instilled within a team which will bring about empowerment as they bring solutions to problems rather than expecting the leader to have all the answers.

Victoria Spashchenko's webpage entitled ["Is it possible to solve a problem without discussing it?"](#) provides additional proof to the value of using a solution focused approach.

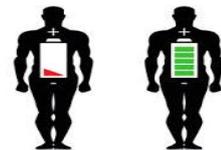
Try this exercise.

Think of an issue or problem... then answer the following questions.

1. **How long have you had this problem?**
2. **How do you feel about having this problem?**
3. **Why is it a problem?**
4. **Why have you made little progress?**
5. **Has anyone else in your team had this problem?**
6. **Where are the barriers to overcoming it?**
7. **Do you think this is the real issue or only the tip of the iceberg, what is the bigger issue?**
- 8.



How am I feeling now?
What are my energy levels?



Before moving on to the next section



Leave the negative problem focused mind here.

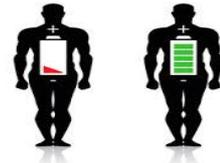
A solution focused approach uses a different set of questions.

Using the same issue or problem... apply the following questions:

1. How will you feel when you are managing the situation better?
2. What would success look like?
3. What have you done to date that makes you hopeful you will do this?
4. What strengths and skills have you that will be useful to you in this situation?
5. What needs to happen to give you a better chance of doing it?
6. What will be your very first step, even a small one?



How am I feeling now?
What are my energy levels?



Our brains will often focus on the negative of situations rather than the positives e.g. glass half full versus glass half empty.

So, asking an alternative set of questions can lead into a change of mindset to creating possibilities (positive) rather than focussing on problems (negative).



What does this mean for me and the way I approach issues and/or problems?
Is there anything I need to do differently?

Reflection:

What is Expected of a Leader?

Give yourself some time to think about what you have just experienced:

| | |
|---------------------------------------------------------------------|--|
| What have I learned? | |
| What does this mean to me? | |
| What am I going to do differently? | |
| What impact will what I am going to do have? | |
| How might others be impacted? Is that a good thing or bad thing? | |
| Are the things I am expecting of myself and others reasonable? | |
| What obstacles might I face and how will I get around them? | |
| Do I need support? How will I get that support? | |
| When will I start? | |
| How will I know I have been successful? | |

So, what am I going to do now?

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|  For Action |
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How do teams operate?

Building trust within and across teams



Lencioni's book *The Five Dysfunctions of a Team* shows that the base of the pyramid is Trust. In the book *Principle-centred leadership* by Steven Covey he states (page 13) "if there is little or no trust, there is no foundation for permanent success".

Contained in appendix 1 of [The Globis Report](#) is a table "The Speed of Trust", which provides a reference to the 2006 book 'The speed of trust the one thing that changes everything' by Steven Covey and Rebecca Merrill. The report identifies what the impact of trust or the absence of trust has within organisations and in personal relationships.

The paper [The Essential Importance of Trust: How to build it or restore it;](#) by Dennis Jaffe provides six building blocks to trust.

1. Reliability and Dependability
2. Transparency
3. Competency
4. Sincerity, Authenticity, & Congruence
5. Fairness
6. Openness & Vulnerability

Understanding the importance of and applying these values will help to create an environment of trust. Building or rebuilding trust is not an overnight process.



**How is trust demonstrated in my team?
If trust is absent what am I going to do?**

How Teams Work

This section will give you an opportunity to analyse where your team is in terms of being a team.

Stop a moment and consider:



Is my team a team or in fact a group of individuals working together?

Is my team working well together, or is there conflict within the team?

What is my role in terms of developing the team?

What do I need to know about good teamwork?

Great teamwork has many benefits including:

- ✓ Achieving better results than individuals working alone
- ✓ Generating a wider range of ideas than individuals demonstrate
- ✓ Commitment not only to the task but each other
- ✓ Being more flexible than larger groups
- ✓ Helping each other grow in skills and confidence
- ✓ Taking more risks and exploring areas that individuals may avoid
- ✓ A sense of belonging!

Mike Woodcock's 'Team Development' research found that highly performing teams had a number of common attributes that they shared, and he called these the 'Building Blocks' of effective teamwork.

The model is practical and therefore allows direct action to be carried out as a result of comparing the team to the model.

Woodcock's Team Building Blocks:

1. Clear objectives and agreed goals
2. Openness and confrontation
3. Support and trust
4. Co-operation and conflict
5. Sound working and decision-making procedures
6. Appropriate leadership
7. Regular review
8. Individual development
9. Sound inter-group relations



Where is my team in relation to the building blocks?

Using the table below:

1. Rate each out of 10
2. Is there a particular area where your team scores highly?
3. Is there an area that stands out as needing some attention?

Note: A more detailed version can be found in the document:

[Building Blocks of Highly Effective Teams](#)

| Building Blocks an Overview | Rating |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <p>Clear objectives and agreed goals</p> <p>The team understands what it is aiming to achieve and is involved in (wherever possible) in the decision-making process. Priorities and vision are agreed, and the team and individuals within it have a results-oriented outlook. Achievement is recognised and rewarded.</p> | |
| <p>Openness and confrontation</p> <p>The team members are prepared to reveal what they think and feel to each other and recognise that differences within the team are best brought into the open and acknowledged, even if they cannot always be resolved. Team members do not bear grudges, nor are they suspicious of each other's motives. People are not punished for what they think. There is a 'no-blame' culture.</p> | |
| <p>Support and trust</p> <p>Team members actively look for ways to help each other and are happy to own up to their mistakes in the knowledge that they will not be held against them. They recognise each other's' values and good intentions and are able to accept help as well as to give it.</p> | |
| <p>Co-operation and conflict</p> <p>The team pays careful attention to its internal communications and distinguishes carefully between arguing as a means of attack, and problem solving when there are two or more views on a subject. Differences are explored rather than fought over.</p> | |
| <p>Sound working and decision-making procedures</p> <p>Decisions are made at the appropriate level by the person nearest to the issue where possible. For more serious issues, team members are consulted, alternatives are discussed, and quieter people listened to as much as louder ones. Team members share information and skills to ensure the quality of decisions made. Decisions made and other relevant information are communicated throughout the team on a regular basis.</p> | |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Appropriate leadership</p> <p>The team leader is seen by her or his people and principles. She or he is trusted and trustworthy, and aims for the team to enjoy their work, as well as meet high targets. She or he believes that team members will do their best for the team if adequately supported and encouraged and given enough scope. The leader varies his or her style to suit different situations and seeks and listens to feedback from the team.</p> | |
| <p>Regular review</p> <p>Teams regularly review and discuss progress on the task, but also review how they are progressing as a team in their teamwork, and all the building block categories. The team regularly reviews both its tasks and its working procedures. Members are aware of how the rest of the organisation views the team and are prepared to listen to outsiders' views on improving the team's performance.</p> | |
| <p>Individual development</p> <p>Individuals are encouraged to grow and fulfil their potential, even when that may mean outgrowing the team. Individual members receive regular feedback on their performance, when they are performing excellently, as well as if there are any problems.</p> <p>The team leader takes an interest in the hopes and aspirations of team members and seeks appropriate opportunities to help them to gain the skills and experiences that they need for the future.</p> | |
| <p>Sound inter-group relations</p> <p>The team is respected by the rest of the organisation because of the visible contribution that it makes. The team works well with other teams when necessary, and team members are careful not to disparage the team or other members in front of outsiders. The team takes an active part in defining its role in the organisation and seeks ways to help other team members to add value.</p> | |



For Action

So, what am I going to do now?

How could I use this with my team?

Creating an environment of motivation

According to Daniel Pink in the 11min animated video [Drive: The surprising truth about what motivates us](#) motivation is made up of three elements, Autonomy, Mastery and Purpose.



What are the key messages I can take from this video?

The Perfect Day / The Perfect Team

The following exercise can be used in 121's or team meetings to help build engagement with team members and appeal to the autonomy and purpose aspects of motivation; the plan may also appeal to mastery depending on how the action plan will further develop team members.

This section will help you to visualise what great can look like in your team / place of work and how far or indeed how close you may be from realising this ideal state.

It is a solution / progress focussed approach.

It will focus on what you want the future to look like and what you currently have.



Imagination...

The Perfect Day / The Perfect Team



Imagine these things:

- What would this 'perfect world' look like?
- What resources would be available to both me and the team?
- What would people be doing at work?
- How would the team be working together?
- How would individuals be feeling?
- What would my customers be saying about my team and services?
- What would my manager be saying to me?
- How would I/the team/individuals feel about coming to work?

Consider the above and record positive statements, i.e. what would be happening (things I can see/measure) rather than what wouldn't be happening.



On a scale of 1-10 – How does my current day / team measure up against the criteria I've identified above

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

What are the positive things that are consistently happening right now?
How are these helping the team and its' performance?



Consider my 'out of ten' score – What needs to happen to move up one point on the scale?

What needs to happen and what differences will I see?

Is there one area that needs particular focus?

What are the common threads from all the feedback obtained?

What are the easy fix elements?

i.e. "low hanging fruit" - agree and execute completion of these actions.

What next?



For Action

Continue to use this process to work towards 10/10
Work together / with others to create an action plan

| | |
|----------------------------------------------------------|--|
| Short term actions: 3 – 6 months | |
| Medium term action: 6 – 12 months | |
| Long term actions: 12 months plus | |
| Agree progress reviews and feedback to wider team | |

Reflection:

How Do Team Operate?

Give yourself some time to think about what you have just experienced:

| | |
|-----------------------------------------------------------------------------|--|
| What have I learned? | |
| What does this mean to me? | |
| What am I going to do differently? | |
| What impact will what I am going to do have? | |
| How might others be impacted? Is that a good thing or bad thing? | |
| Are the things I am expecting of myself and others reasonable? | |
| What obstacles might I face and how will I get around them? | |
| Do I need support? How will I get that support? | |
| When will I start? | |
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So, what am I going to do now?

| |
|----------------------------------------------------------------------------------------------------------|
|  For Action |
|----------------------------------------------------------------------------------------------------------|

How do I manage myself and others?

Creating an inclusive environment

Having an awareness of the 9 protected characteristics is the start to understanding the importance of creating inclusive environments.

Please note: The Inclusive Leader programme provides more resources and learning towards creating an inclusive environment.



What are the 9 protected characteristics?

Add them to this table.

| | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |

A challenge that most leaders face at some point is managing a multigenerational team, this aspect of inclusion is often overlooked.

The 4 min video [How to manage 5 generations in the modern workplace](#) begins to explore the differences between the generations, having this knowledge can help finding the best way to lead, manage and communicate with your team.

Understanding the key generational differences are important as they can identify strengths, skills, and preferred ways of communicating.

However, it is important not to fall into the trap of stereotyping everyone according to what is expected - instead build a relationship with the individual.



The short paper [How to Embrace the Challenges of a Multigenerational Workplace](#) by Rick Gibbs provides hints and tips from encouraging mentoring to resolving conflict quickly.



What does this mean for me and my team?

Developing active listening skills is an essential characteristic of being a good leader manager and a varying number of these skills will be used daily.



Identify 3 Members of your team: Baby Boomers, Gen X or Millennials - then answer the following questions.

| Team Member | What is this person's preferred method of communication? | What strengths can be used to the benefit of the whole team? | What areas of development do you envisage the person needs? |
|-------------|----------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|  <p data-bbox="219 1235 331 1257">For Action</p> | <p data-bbox="427 1121 1624 1153">What further actions can I take to improve the generational inclusion within my team?</p> |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

Being self-aware and reflecting on own performance

Welcome challenge about own practice and behaviours.

As a leader how do I get to know the views of my team and others? Answer - Ask!

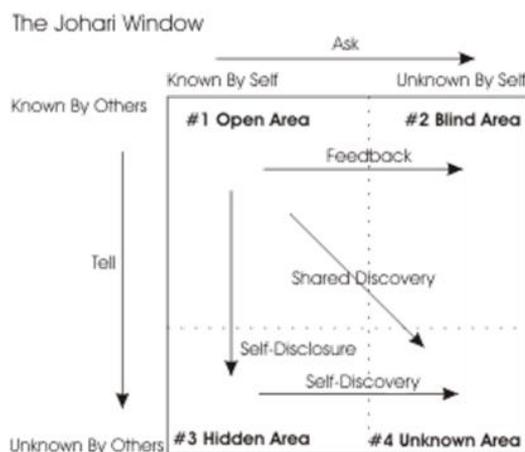
There are a few methods that can be used to gain feedback from others. Building relationships and trust with line-manager and others will give confidence to receive and give constructive feedback and recognise the developmental value of the feedback.

THE JOHARI WINDOW

| | |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>OPEN AREA</p> <p><i>"I KNOW - YOU KNOW"</i></p> <p><i>OPEN COMMUNICATION</i></p> <p><i>TRUST</i></p> | <p>BLIND AREA</p> <p><i>"I DON'T KNOW - YOU KNOW"</i></p> <p><i>BLIND SPOTS</i></p> <p><i>SELF DISCOVERY</i></p> |
| <p>HIDDEN AREA</p> <p><i>"I KNOW - YOU DON'T KNOW"</i></p> <p><i>MASK</i></p> <p><i>HIDDEN SECRETS</i></p> | <p>UNKNOWN AREA</p> <p><i>"I DON'T KNOW - YOU DON'T KNOW"</i></p> <p><i>UNKNOWN POTENTIAL</i></p> |

The **Johari Window** model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. This model can also be used to assess and improve a group's relationship with other groups

Johari's Window consists of 4 quadrants described in the adjacent slide. The model was developed by Joseph Luft and Harry Ingham.



When working in teams or groups the hope is that as trust grows individuals are more willing to expand the Open Area and share more of the Hidden.

When a leader creates an inclusive environment for all team members there is a greater willingness to bring their real self into the workplace.

The blind quadrant are the things about self that are visible to others but not to self. Feedback from trusted sources will shrink the Blind Area if you decide to act on the feedback.



**Who do I seek feedback from? How do I react or respond?
Use the space below to reflect on a couple of experiences.**

An alternative tool that the leader manager can use to gain feedback is from 360-degree feedback.

The NHSBT 360 feedback tool can be accessed by applying via hrdirect@nhsbt.nhs.uk.

Unlike the NHS 360 operated by the NHS Leadership Academy there are just 2 questions to be answered:

1. What is person x doing well and need to do more of?
2. What does person x need to stop or do differently?

The questionnaire is sent to and completed by person x - person x sends the link to the questionnaire on to their manager, peers, and direct-reports - on an agreed date this is then followed by a facilitated feedback session with someone who is qualified to provide the appropriate support.



Would it help me to use the 2 questions above to get on-going feedback from my manager, peers and/or direct reports?

How could I start to do this?

Talent management

CIPD defines talent management as:

The systematic attraction, identification, development, engagement, retention, and deployment of those individuals who are of particular value to an organisation. This may be through their high potential or because they fulfil critical roles.

Effective talent management starts with these three skills:

1. Observation skills
2. Questioning skills
3. Listening skills

There must be visibility and engagement from leaders so that you can observe what individuals on your team are doing.

Within many Black, Asian and minority ethnic communities the message from home is that you must work hard, and your hard work will be rewarded. The messages in the article [“Discovering the “Secret Ingredient” that Enhances your P.I.E](#)

[\(Performance, Image and Exposure](#) by Vanessa Weaver contradict this theory.

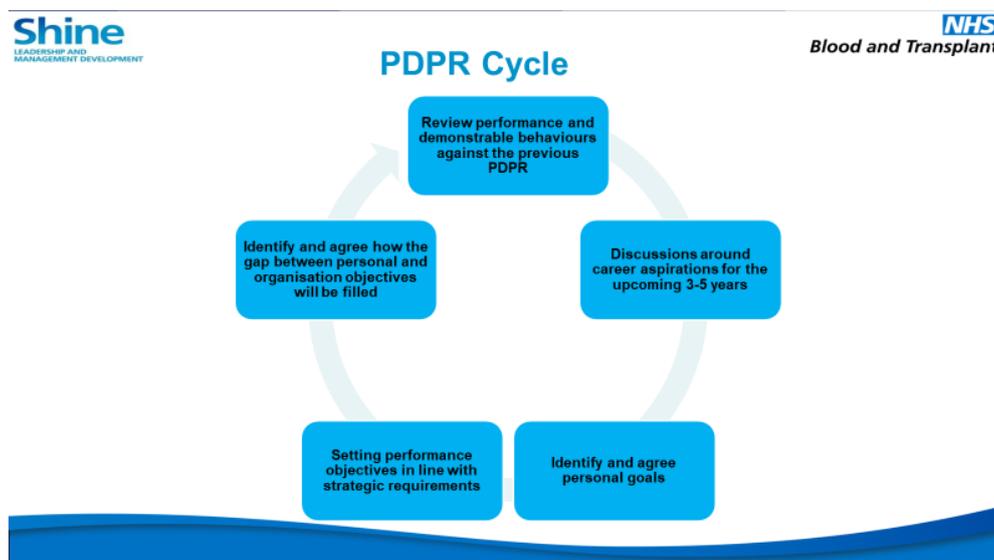
Towards the end of the article you’ll find P.I.E. Tips - What should a multicultural person, or their supervisor do? So, as managers it is important to be able to see and hear what individuals on your team are achieving and therefore identify hidden potential.

Personal Development and Performance Review (PDPR) and 121’s

These processes are integral to identifying and cultivating talent. It does not matter the band of the individual who is deemed to have talent, the starting point is a conversation, understanding the ambition of the individual, then creating a development plan that will realise the ambition.

There are many resources on [People First](#) webpage including a guidance document for having [a quality PDPR](#). This document has many examples of questions that can be asked to promote having a good conversation, remembering that listening is another aspect of communication.

This slide shows the PDPR cycle from reviewing the past year to agreeing new objectives.



When should the PDPR take place?

When an individual joins the organisation, they should be provided with a Personal Development Plan (PDP) and an interim PDPR discussion following successful completion of their probation period.

Subsequent PDPR's will take place on or around the anniversary of them joining the organisation or ideally 8 weeks prior to their incremental date.

Each year, the organisation and each directorate set objectives, and this must be shared and interpreted with individuals to ensure their own objectives are aligned with those of the organisation, directorate, department, team etc.

What if they started in October 2019, and joined my team June 2020?

When they join your team, you will have a 1:1 meeting(s) to agree a Personal Development Plan (PDP) and will need to have a PDPR October 2020 or ideally 8 weeks prior to their incremental date. The review of performance can cover the original role and the time they have spent in your team.

[PDPR Frequently Asked Questions](#) can be used for guidance or quick reference guide, but always refer to the [PDPR Policy](#).

People Development



The 70:20:10 model should be at the forefront of managers' minds when planning training or educational activities: 70% practical on-the-job / learning-through-doing, 20% through discussion / learning from others and 10% through attending formal, taught programmes. This approach clearly emphasises the importance of practical learning and job-related experiences.

When having development discussions Managers can encourage the continuous development of their team members by highlighting new opportunities for learning within the workplace.

Activities should include professional, personal and behavioural development and be reviewed in regular one-to-one / review meetings.



LEARNING FROM EXPERIENCE

Opportunities include:

New and challenging projects/assignments / Participate in a project review / Facilitate and chair team meetings / Train others / Implement learning and take action from the 10% / Work in groups to solve real issues / Become a mentor for others / Delegated new work / Deputise for manager / Secondment



LEARNING FROM OTHERS

Opportunities include:

Networking / Buddy up with a co-worker for sharing experiences and knowledge / Knowledge share with others – what works, what doesn't etc./ Action Learning Sets and work/learn with others / Ask others for feedback, opinions and guidance / Coaching / Mentoring / Work Shadowing / Build and learn from network – physical and online / Watch YouTube videos / Listen to podcasts



FORMAL LEARNING

Opportunities include:

Attend physical/Virtual courses and workshops / Attend industry specific conferences and events / Attend LIVE and recorded webinars / Attend distance learning courses / Take eLearning courses / Take professional qualifications and certifications / Attend college or university / Take microlearning or eLearning courses



How will this awareness influence what we discuss and agree in the next PDPR that I facilitate?

If a course is agreed how will I ensure there are opportunities for practice?

How can I use my networks to help the development of others?

How can I help the development of others?

Who are my mentees? Am I missing anyone?

People First has 5 pages on [Talent and Succession Planning](#) covering the following subjects:

- Diversity in Talent Management
- Equality and Succession Planning
- Maximising Talent: A manager’s role
- Recruitment and Talent Management
- The 9-box grid

Here we will focus on **The 9-box grid**.

The 9-box grid is a method of evaluating talent and identifying potential leaders so is usually applied to band 7 and above but can be used for any band.

Below are the headers used in NHSBT and can be used to have both career and succession planning conversations. The transitions through the grid may not be linear and are dependent on the individual.

Defining the Axes:

Potential:

- Having the skill and the will to develop and perform at a higher level in the future

How is it measured?

- Principles, values, and motivation
- Intelligence, personality, adaptability, personal behaviours

| | | | |
|-----------|-------------------------|---------------------|----------------------------------------|
| | 7. Strong Early Promise | 8. High Potential | 9. Very Strong Contributor (Ready Now) |
| Potential | 4. Early Promise | 5. Potential Leader | 6. Growing Leader/Strong Contributor |
| | 1. Needs Developing | 2. Good Contributor | 3 Strong Contributor |
| | Capability | | |

When a person’s principles and values are aligned with the organisation there is an expectation of better engagement with the core value “Saving and Improving Lives”.

As a manager, having quality conversations with individuals can inspire and motivate to want to achieve more for the organisation and is the managers opportunity to grow talent from within.

Capability

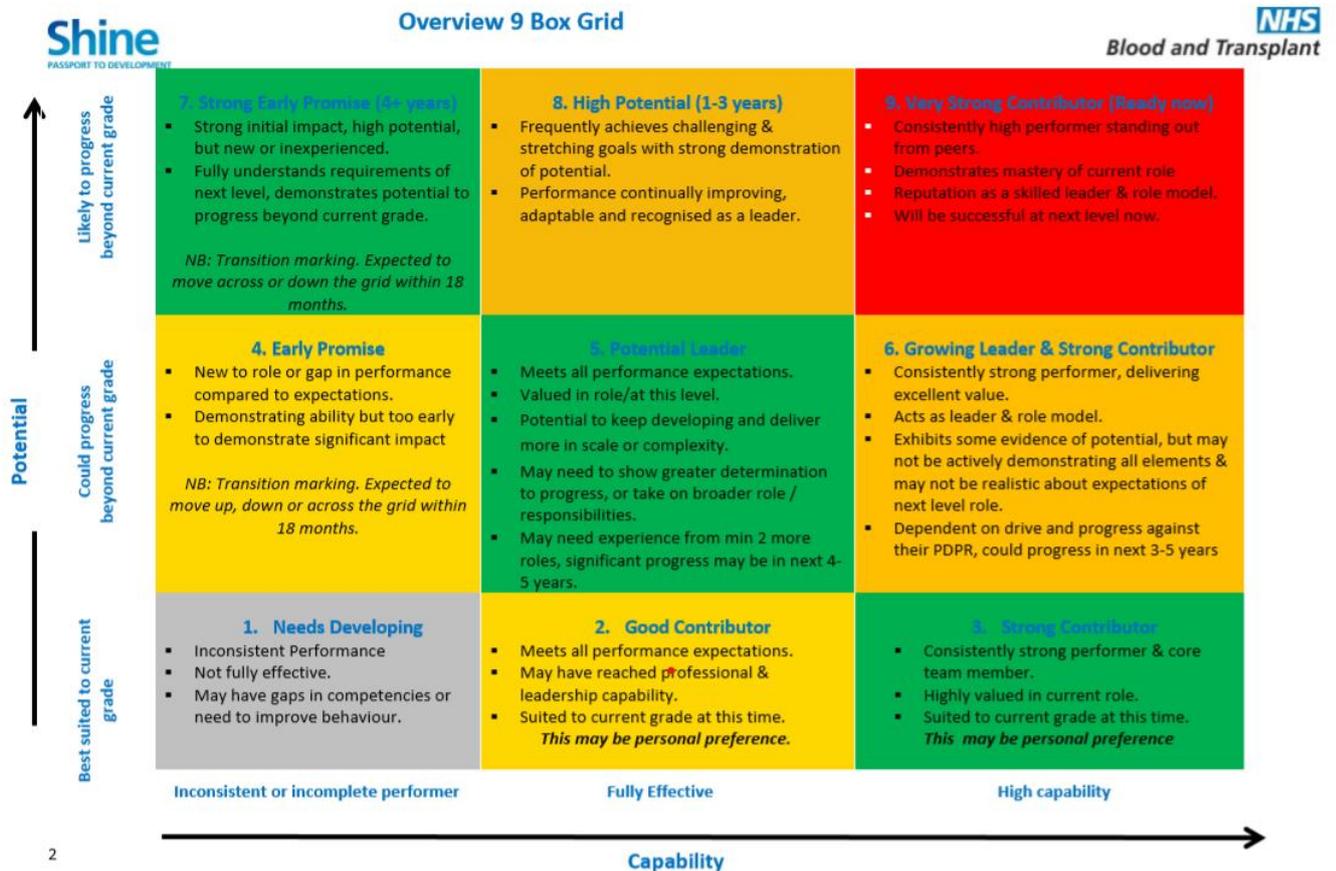
- Looking at the development of people that will drive performance
- Need to identify objective criteria that are specific and clear
- Need to collect specific evidence and rate using a simple scoring mechanism such as 1-5
- Agree development needs, set targets, review



What do you want the high potential for?

Have a look at [Succession Planning - Meaningful Career conversations Toolkit](#) for additional guidance from NHSBT.

9-Box Grid with Explanation



- **Needs Developing (1)** –When a person starts a new role, they are likely to be assigned here. However, if the person has been in post for over a year and they are still developing then alarm bells would be ringing. Regular conversations and the development of an action plan could be used to help them find where they “fit”. Other reasons are could they be “stuck” due to external challenges (family or health issues) or professional (conflict with co-worker etc). Try to clear any roadblocks and set them on improvement pathway.
- **Good Contributor and Early Promise (2 & 4)** – Acceptable performers but either possess limited future potential or are not interested in progression. People assigned here may benefits from a peer mentor to address performance barriers and agree action plans.
- **Strong Contributor and Strong Early Promise (3 & 7)** – They are the backbones of teams who are high value experts who consistently perform well. There is a risk that promotion could lead them to perform incompetently ([Peter Principle](#)). Your role is to let them know they are highly valued, do not take them for granted, provide them with opportunities for deeper/broader use of skill and expansion of knowledge.
- **Strong Early Promise** also have the potential for greatness but may have experienced failures which have knocked their confidence. Have regular conversation to help determine the root cause of the failure and develop a plan of action to help overcome the block.
- **Potential Leader, Growing Leader and Strong Contributor, High Potential (5, 6 & 8)** – As a manager you need to understand what their career ambitions is and help develop a plan. Stretch projects, short term job rotations and connections to more experienced mentors could be incorporated into the plan.
- **Very Strong Contributor Ready Now (9)** – Individuals here need stretch projects to keep them engaged with the organisation. As a manager ensure they are visible to others in the organisation, consider exploring cross functional collaborations etc.

As a manager you have a responsibility for ensuring that the organisation’s employees are engaged, motivated with an eye on future needs and possibilities. Using a talent management approach can support these requirements. A key lesson is not to expect everyone to be assigned to the top right-hand box, or even want to achieve that level of success. Unless they are a new starter the aim is that everyone is at least a Good Contributor, thereafter it is about there being developmental opportunities.

Hints and Tips

- Do not promise what is not in your gift to give
- Ensure your direct reports takes responsibility for their development, i.e. signpost rather than you do it for them
- Where you can, use/share your networks with others
- Where possible remove barriers that are hindering development
- Be an advocate to others about your team and the individuals in your team
- Celebrate when individuals are promoted, even though you will have to train someone new

Exercise 1 - Team 1

| | | | |
|-----------|-------------------------------|---------------------------|--------------------------------------|
| Potential | Strong Early Promise 5 | High Potential | Very strong contributor |
| | Early Promise | Potential Leader | Growing Leader Strong Contributor |
| | Needs Developing 3 | Good Contributor 4 | Strong Contributor 2 |
| | | Capability | |



How will you manage the individuals in Team 1?

Note: The three people that are in the “Needs Developing” have been in the team for about than 3 weeks.



Discuss your strategies with a manager or peer.

Exercise 2 - Team 2

| | | | |
|-----------|---------------------------|-----------------------|--------------------------------------|
| Potential | Strong Early Promise 2 | High Potential | Very strong contributor 5 |
| | Early Promise 1 | Potential Leader 2 | Growing Leader Strong Contributor |
| | Needs Developing 2 | Good Contributor 2 | Strong Contributor 2 |
| | Capability | | |



How will you manage the individuals in Team 2?

Note: The two people that are in the “Needs Developing” have been in the team for many years. One has recently experienced a health diagnosis that has knocked their confidence, the other will be retiring within the next 18 months. What will you do to help develop an engaged, motivated team?



Discuss your strategies with a manager or peer.

Reflection:

How do I manage myself and others?

Give yourself some time to think about what you have just experienced:

| | |
|-----------------------------------------------------------------------------|--|
| What have I learned? | |
| What does this mean to me? | |
| What am I going to do differently? | |
| What impact will what I am going to do have? | |
| How might others be impacted? Is that a good thing or bad thing? | |
| Are the things I am expecting of myself and others reasonable? | |
| What obstacles might I face and how will I get around them? | |
| Do I need support? How will I get that support? | |
| When will I start? | |
| How will I know I have been successful? | |

So, what am I going to do now?

| |
|----------------------------------------------------------------------------------------------------------|
|  For Action |
|----------------------------------------------------------------------------------------------------------|



Now that I have successfully completed this module:

- What are my key learning points?
- What have I put into practice?
- What actions do I need to take as a leader manager?
- How will I review my progress and the impact of these?

Please complete the [Evaluation Survey](#) to indicate that you have completed the programme.

My Action Plan

| Immediate Action | Description of action and outcome |
|------------------------------|-----------------------------------|
| Short term (within 3 months) | |
| Medium term (within 6 month) | |
| Long term (6 months plus) | |