

## APPENDIX B

### THE SCOPE OF TRAINING AND DEVELOPMENT

TYPE	DESCRIPTION	POSSIBLE USES	COMMENTS
Coaching	The 'coach' works directly with an employee on a specific issue with structured built-in review and evaluation sessions.	Providing an employee with an opportunity to learn about a new area of work. Turning a work problem into a learning situation.	An intensive method of training which may involve a considerable time commitment from the 'coach'.
Skills Based Courses	Aim to meet identified training needs by instruction and testing of skills gained.	Practical skills such as driving, IT Skills, telephone training, communications skills etc.	Requires the learner to use the skills after the course or the risk is it will be lost.
Guided Reading	An employee is advised of selected books/articles/extracts/ reports etc. to assist their development.	Obtaining a general background about a particular topic/area of work. Developing knowledge about a specific area or about work context.	Is most effective when used as part of a planned programme e.g. induction for new workers, updating on legislation/procedures.
External Qualifications	An employee works to gain a recognised qualification at an external provider (e.g. college, university) or through a correspondence course.	Necessary where a qualification allows the employee to practise (e.g. law, environmental health). For development of the employee so that promotion can be obtained.	All external qualification support should be assessed to determine the benefits to the employee and the Council. Caution should be exercised where the benefit is solely for the employees career development.
National Vocational Qualifications	An employee prepares a portfolio of evidence against the recognised standards of the appropriate NVQ. The Portfolio will be assessed by a qualified individual and awards are made by recognised 'lead bodies'. There are NVQs available in hundreds of subjects ranging from Level 1 to Level 5.	Can be used where there are no recognised 'external qualifications' based on examination or where the employee is better suited to working at their own pace. NVQs can be delivered in the workplace during work time or combined with external, off the job training.	Learners can set their own pace and benefit from a flexible structure. Units are chosen to match the candidates' job role and some training providers will tailor the qualification to meet your needs. As with all accredited training that takes place over a longer period of time, NVQs do require a commitment from the learner and the employer alike.
Self Instruction (Open Learning)	An employee uses self-teaching material e.g. programmed learning/package/manual on their own.	To develop skills/ knowledge in new areas.	Most effective when part of a broader training programme with other live training.
Projects/ Assignments	An employee carries out a specific task within a set period of time.	To broaden experience of an area of work.	The task should be agreed between the employee and manager/ supervisor. Should be manageable in scope i.e. not too broad.

<b>TYPE</b>	<b>DESCRIPTION</b>	<b>POSSIBLE USES</b>	<b>COMMENTS</b>
Log Book/ Diary	An employee maintains a record of work programme including progress/performance level, often in conjunction with manager/ supervisor.	Generally used for apprentices, trainees etc. but could have a wider application.	It is important to have a clearly defined structured programme of training to work.
Demonstration/ Observation of Others	An 'instructor' shows an employee/group how to carry out a particular task at work.	Often used for mechanical skills but could have a wider application e.g. stages in carrying out a clerical task such as sorting incoming mail.	It is important that the 'instructor' explains why each stage is done and sets the wider context of the work. Those being trained should have an opportunity to practice immediately after the instruction.
Seminars/ Knowledge Based Courses	Sessions aimed at passing on or updating information necessary for staff to perform their work effectively e.g. Health and Safety, Business Plans, IIP etc	An efficient way to ensure large numbers of staff are covered with a consistent message. Seminars outside the organisation normally provide specialist input not available within.	Staff need to be aware of the reasons why training is being carried out and what the objectives are. Assessment of external seminars should still be carried out by staff and line managers to evaluate effectiveness.
Conferences	Attendance at District, County or national conferences on a specific topic.	Often used to pick up national trends and information as well as networking with other colleagues.	There needs to be clear links identified between the topic of the conference and the purpose/use for attending.
Mentoring	One to one sessions with a nominated person to think through ideas and receive advice.	Useful when dealing with complex problems or people related issues.	It is important to have an agreement established between both parties.
Question and Answer sessions/ Discussions	Time set aside for exchange of information between manager and employee(s)	To develop and broaden the knowledge of the group e.g. about new developments/future plans.	Managers may need to be thoroughly familiar with the topic. Probably more useful if a structured discussion, so all participants can 'give' comments freely on an equal basis.

## RECOMMENDED TRAINING/DEVELOPMENT PROGRAMME

### 3 Key Areas

- Defining and Delivery our Strategy
- Building Working Relationships
- Leading and Behaving Inspirationally

#### Defining and Delivering Our Strategy

Project Management – Prince 2

Undertaking a Best Value Review

Benchmarking

Consultation and Community Involvement

- ❖ Questionnaires/Designing a Survey
- ❖ Using Arts
- ❖ Large Groups
- ❖ Focus Groups

Performance Indicators

- ❖ National
- ❖ Local
- ❖ Benchmarking

Employment Law Update for Managers

Introduction to the Human Rights Act

Recruitment and Selection using Competencies

Appraisal and Development Counselling Skills (Appraisers and Appraisees)

Risk Management and Risk Assessments

Financial Skills for Managers

Managing Sickness Absence

Discipline and Grievance

Induction

Meeting Skills

Identifying Training Needs

Coaching/Mentoring Skills

Safe Lifting Skills (Manual Handling)

Display Screen Regulations

Health and Safety Awareness for Managers

First Aid Training

Inspection Regime Training

HIV/AIDS Awareness

Data Protection

E-Government

Competency Framework Training – Managers / Staff

New Political Structures

Introduction to Windows

Word (Basic/Intermediate/Advanced)

Excel (Basic/Intermediate/Advanced)

Access (Basic/Intermediate)

PowerPoint

Questionnaire Design

Stress Awareness

Disability Confidence

Introduction to Management

Performance Management

Leading through change

## **Building Working Relationships**

Media Skills

Partnership Working

Equal Opportunities

- ❖ Staff Awareness
- ❖ Management Awareness
- ❖ Specialist Training such as Disability Awareness/Race Awareness/  
Age and Sex Discrimination
- ❖ Diversity
- ❖ Impact Assessments

Managing a Team

Dealing with Tricky Situations

Violence at Work

Violence at Work – Awareness for Managers

Customer Care Skills (inc. Telephone Technique)

Community Engagement Skills

Armed hold-up Training

Conflict Management

Partnership Working

Work-based sign language

Building & Leading a Team

## **Leading and Behaving Inspirationally**

Effective Time Management

Dealing Positively Day to Day (Assertiveness)

Rapid Reading Skills

Effective Letter Writing

Effective Report Writing

Presentation Skills

Note and Minute Taking

Suzy Lamplugh Personal Safety

Understanding yourself & other people

The Psychology of Leadership