



Learning & Development Policy

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We've taken the workplace Pregnancy Loss Pledge.



1 Introduction

East Renfrewshire Council's mission is to make lives better for our residents. Our vision is to be a "modern, ambitious Council, creating a fairer future with all". As a Council we recognise that our employees are our greatest asset and that we will only be able to achieve our key outcomes with the support of a highly skilled, motivated and flexible workforce. The Learning & Development Policy is a crucial tool towards providing a positively motivated workforce to achieve the corporate objectives, the provision of quality services to the population of East Renfrewshire and will support the Organisational Development Strategy.

The Council is committed to providing access to appropriate learning and development opportunities to all employees in order to enable them to acquire the necessary skills, knowledge, abilities and qualifications, to carry out the duties of their posts efficiently and effectively, and to acquire new skills relevant to the duties they will have to undertake in the future.

Appendix 1 outlines the operational requirements and terms & conditions of employment related to learning & development activities.

2 Objectives

The key objectives of the Council's learning and development policy are to:-

- ensure that we have a workforce fit for purpose with the right skills, behaviours and attitudes to deliver a diverse range of key outcomes for our residents both now and in the future
- provide access to learning & development activities which have been identified through the Quality Conversation process to enable employees to perform their duties effectively and are able to adapt to the changes and meet the challenges that may lie ahead
- ensure that learning and development is provided to support employees and the Council, in discharging statutory duties
- provide development activities that will support the 3 Capabilities, Vision and Values, Digital Transformation Programme and the Leadership Competency Framework
- promote equality of access to and opportunity for learning and development activities for all employees of the Council and in particular to ensure that the Council meets its responsibility under the general duties of the Equality Act 2010
- provide access to quality, professional and cost effective learning & development resources

3 Learning and Development Priorities

In order to ensure the optimum deployment of the Council's employees and the most cost effective use of the budgetary resources, the Council must clearly establish certain corporate learning and development priorities through consultation, agreement and commitment from the Leadership Group.

Directors should ensure that the service/school improvement planning process prioritises their own needs which results in an annual learning & development plan which will be based on local operational requirements and individual training and development plans identified and agreed through the Quality Conversation process.

The learning and development plan should support the following corporate requirements and capture any actions in the service/school improvement plan.

- provide induction training for all new employees to the Council and those transferring from other departments and sections – see Section 9.1.
- enable employees to acquire any new skills which might be needed in order to participate effectively in corporate strategies and initiatives. This may also include awareness seminars as part of the employee communication process
- provide any training and development required as a result of introducing new technology, new legislation, new procedures or new policies
- promote good employment practices, employee relations and job satisfaction for all employees ensure each employee meets with their manager in accordance with the Quality Conversation process including a discussion on goals and development for the year ahead
- identify and address any barriers or potentially discriminatory practices that some employees may experience in accessing appropriate development activities e.g. those who share a protected characteristic such as disability or pregnancy
- embed the leadership competencies for all employees Grade 11 and above
- succession planning for critical posts/tasks

4 Protected Training Time for Teams

The Council highly recommends the principle of “Protected Training Time” to ensure that all employees, but in particular, those who deliver essential front line services receive adequate training to ensure they can effectively carry out the duties of their post and keep up to date with new developments. It is not possible for any employee to spend 100% of their working time on work tasks. All employees will require an element of downtime to allow them to attend team meetings, participate in development activities and to complete the Quality Conversation process.

Protected training time is a formally agreed amount of time or specific time during the working week, month or year which should be allocated to skills development. The priority for protected training time should not just be for statutory/compulsory training but should also be extended to other essential training.

Line managers wishing to implement protected training time should discuss and agree a proposal with their line manager. See appendix 2 for further information.

5 Learning and Development Budgets

Each department must ensure that departmental learning & development budgets are prioritised and ensure that each development activity will add value in terms of improving performance through increased knowledge or skills.

6 Definition of Learning & Development

For the purposes of this policy, learning and development shall include the following activities:-

- | | |
|--|-------------------------------------|
| • On the Job/Experiential Training | • Internal/External Training Events |
| • E learning | • Seminars |
| • Professional & Vocational Qualifications | • Secondments |
| • Open and Distance Learning programmes | • CPD |
| • Management Development | • Coaching and Mentoring |
| • Job Shadowing | • Team Briefings/Workshops |

7 Responsibility for Learning and Development

Effective organisational learning and development can only be truly successful if it is embraced across the Council with a positive commitment from both employees and managers. In addition, key stakeholders and responsibilities require to be identified and agreed to ensure effective learning and development takes place throughout the year in the workplace.

7.1 Directors

Directors have responsibility for ensuring that:-

- there is a genuine and positive attitude towards the benefits of investing time in employee development by ensuring learning and development is a regular agenda item at management/team meetings.
- employees have access to any learning and development which is essential for them to do their job effectively and support where necessary “protected training time” for front line employees.
- individual learning and development needs are identified through the Quality Conversation process and captured in the service/school improvement plan. These learning and development plans should be produced annually and reflect organisational and departmental priorities and objectives, as well as individual needs.
- submit organisational development suggestions and ideas to the Organisational Development Board/Working Group/Team for consideration and inclusion in the Organisational Learning & Development Plan.
- an adequate budget is available for learning and development across their department
- the obligations for compulsory training as outlined in this policy are implemented and monitored by line managers and supervisors

7.2 Line Managers and Supervisors

The role of the line manager/supervisor is crucial to achieving the corporate and departmental training objectives. It is the responsibility of the line manager:-

- to demonstrate a positive culture towards the benefits to be gained from investing in employee development and the Quality Conversation process
- to identify individual and team development needs through the Quality Conversation process and organise and implement as appropriate – in particular departmental specific development needs and included in the service/school planning process
- discuss and agree potential “protected training time” arrangements with line manager
- to ensure that individual employees are aware of the learning objectives of any training and development activity, which they participate in by discussing with the employee prior to attendance
- to evaluate the outcomes of an individual’s attendance at a learning and development event by discussing how effective the development was and how they will transfer the learning back into the workplace
- to support the employee to complete any required course work/ assignments
- to ensure all new employees complete an appropriate induction programme covering job, departmental and organisational topics including working through Induction Checklists
- to ensure all employees complete the necessary compulsory/refresher training as outlined in this policy

7.3 Organisational Development

The role of Organisational Development is crucial to drive, support and embed the objectives of the Learning and Development Policy across the organisation to create a positive culture towards all aspects of learning and development. These responsibilities will be driven by the Organisational Development Board/Working Group/Team as appropriate. One of the key tasks is to plan, co-ordinate and produce an annual learning and development plan and calendar that reflects organisational training priorities and needs. "Organisational" training needs are defined as any topic, skill or knowledge that is relevant/required and, where it can be consistently applied/delivered across all departments and is most cost effective to be delivered this way. Other key tasks will include the following:-

- promoting and providing advice and guidance to senior management on the Quality Conversation process which is fundamental to the success of the Learning & Development Policy
- promoting and championing all learning and development activities
- implementing actions relating to "organisational" training within their respective departments as agreed by the Organisational Development Board/Working Group
- working with subject matter experts who have responsibility for certain topics that are identified as development needs for employees across the organisation to deliver appropriate training
- provide advice and guidance to subject matter experts who have approval from CMT to implement recommended/compulsory training.
- oversee and manage the e-learning system
- regularly communicate and promote development opportunities available

7.4 The Individual

The Quality Conversation process is a two way process and requires the commitment of each employee to positively participate in the scheme and to take responsibility for their own learning & development. Employees have responsibility for:

- taking an active part in reviewing and improving their own performance
- agreeing in discussion with their manager the best development method to meet their preferred learning style
- participating fully in any resulting development activity
- reflecting on how they will transfer their learning into their day to day work and sharing their knowledge and skills with others
- taking responsibility for their future career development and progression

8 Provision of Organisational Learning & Development

To ensure learning & development events across the Council are organised as efficiently and cost effectively as possible, a range of development methods and activities on subject matters will be utilised that will support the different levels of supervisors/managers, preferred learning styles and optimise the transfer of learning.

8.1 Annual Learning & Development Calendar

The annual learning development training calendar will specifically offer a range of classroom based, participative and interactive courses to address the following:-

- **Corporate Policies/Initiatives**

This section will cover a range of topics clearly defined under the following sub sections and will largely be delivered by the appropriate subject matters experts who have responsibility for the topic matter:-

- Health & Wellbeing
- Health & Safety
- HR/Council Policies/Equality & Diversity

- **Digital**

This section will include a range of short workshops primarily to support the rollout of M365

- **Personal Development**

This section will cover quite a diverse range of topics which will support the development of employees and should be discussed and identified through the Quality Conversation Process.

- **Management & Leadership**

As employees are our greatest asset, it is essential that we have highly skilled and competent people manages to maximise individual and team performance. It is therefore compulsory that supervisors/managers who have responsibility for employees must either have a recognised qualification or undertake appropriate training – see Section 9.2. This section highlights a range of programmes and courses that will develop essential supervisory/managerial skills.

8.2 E Learning

The Council has in place an e-learning system which offers a highly flexible and cost effective method of development for all levels of employees who have a computer logon and have access to a computer on a regular basis. The e-learning system offers a comprehensive range of courses that can be grouped into sections and will support and enhance the range of courses offered within the Organisational Learning and Development Calendar.

- Induction and Customer Care
- Policies
- Digital & Data
- Managerial & Leadership
- Prevention
- Modernisation & Change
- Personal Development
- Elected Members
- HSCP

8.3 Workshops & Toolkits

A series of short workshops will be organised throughout each year on a range of issues to support the implementation of new council policies/initiatives. To assist team building and personal development a range of toolkits will be available for line managers/employees to

access. A list of these are detailed in Appendix 3 and can also be found on the intranet. To access these toolkits please contact the Organisational Development team.

9 Compulsory Training for New Employees & Newly Appointed or Promoted Managers

9.1 Employees

Within the first 2 weeks employees must complete and sign the new employee induction checklist process. In addition, all employees must complete the compulsory e-learning training detailed in the table below within the timescales identified and refreshed where applicable. If employees don't have access to e-learning, line managers must make arrangements to provide the equivalent training using an alternative method. Once new employees have completed the Quality Conversation module, this will then allow the employee to attend their first meeting and agree goals and development for the remainder of the financial year. This process should identify any further essential learning & development required. Thereafter, employees should be incorporated into the normal Quality Conversation process within the team.

Name of Module	Timescale	Frequency
Corporate Induction	Within 3 months	
H & S Induction	Within 3 months	
Quality Conversations	Within 3 months	
Information and Cyber Security	Within 3 months	Annually
GDPR	Within 3 months	Annually
Domestic Abuse Awareness	Within 6 months	
Equality and Diversity Introduction	Within 6 months	
Equality and Human Rights	Within 6 months	
Fire Awareness	Within 6 months	Every 2 years
Manual Handling	Within 6 months	
DSE (where appropriate)	Within 6 months	

Focus on Phishing

Where an employee has interacted with a phishing simulation email as part of a Council phishing campaign then it is compulsory to attend a Focus on Phishing training session as soon as possible.

Tutor Led Information Security Session

In certain circumstances, if an employee is identified as being involved/linked with a Data Protection or Information Security Incident then it is compulsory to attend a tutor led Information Security Session on the next scheduled date.

9.2 Managers/ Supervisors

Within the first 3 months of appointment to a post with responsibility for employees, the newly appointed manager/supervisor must complete and sign the managers' induction checklist. The checklist will ensure the managers are familiar with all the necessary systems and policies that cover the lifecycle of an employee. If the new manager/supervisor is new to the Council, then they must complete this checklist in addition to the employee checklist.

In addition, they must complete the compulsory training detailed in the table below. In particular, newly appointed supervisors/team leaders/managers with no previous experience or formal qualification should attend the appropriate development programme for their grade within 18 months.

Name of Course	Timescale	Frequency
Recruitment & Selection	Prior to first vacancy	Every three years
IOSH Managing Safely	Within 12 months	
Disciplinary Procedures	Within 12 Months	
Domestic Abuse for Managers	Within 12 Months	
Maximising Attendance	Within 12 months	
Spotting & Managing Stress and Mental Health Issues	Within 12 Months	
Supervisors for the Future (Grades 4 – 7), or Managers for the Future (Grades 6 – 10), or Leaders for the Future (Grades 10 – 16)	Within 18 Months	

10 Professional and Vocational Training

Financial assistance towards the cost of the course may be available to employees to participate in under-graduate, post-graduate and/or professional qualifications, provided that the requirement for needing the qualification is absolutely essential for carrying out their post and has been identified through the Quality Conversation process, recruitment or workforce planning process. The assistance provided should be the most cost effective method available and the agreement will be documented in a Letter of Undertaking – see Appendix 1. Consideration must be given to minimise the time away from the workplace to complete the qualification in the following order of priority :-

- Evening Classes
- Open/Distance Learning
- Half Day/ Evening Per Week
- Day Release

In certain circumstances, if an employee wishes to fund a professional or vocational qualification themselves, a manager has the discretion to offer an element of support in terms of time off from work. For example, an Open Learning Course requires attendance at 8 workshops during the working week, throughout the year – a manager may wish to offer an element of support by authorising leave of absence for 4 days with the employee covering the remainder through annual/flexi leave.

Line Managers are responsible for ensuring that employees complete the appropriate Letter of Undertaking and understand the commitments involved in undertaking a qualification funded by the Council. If an employee does not meet the conditions of the Letter of Undertaking i.e. they don't complete the qualification or leave within two years of achieving the qualification then the manager is responsible for arranging to reclaim the costs. See Appendix 1 Section 1.3

11 Higher and Further Education

Applications for higher and further education should only be approved in exceptional circumstances e.g. when required as an entry qualification to a required professional or vocational qualification. The assistance provided should be the most cost effective method available and the agreement will be documented in a Letter of Undertaking. The Council supports the Graduate Apprenticeship Programme facilitated by Skills Development Scotland. For further please refer to <http://intranet.erc.insider/article/9842/Graduate-Apprenticeship-Programme>

12 Training for Trade Union Representatives on approved TU courses

Applications for attendance on paid release at an approved Trades Union course(s) should be made in advance to the appropriate Director or Head of Service. Applications should be made at least 14 days prior to the course start date on form TU1.

In considering such applications, the Director or Head of Service should take account of the trade union duties performed by the individual and the Council's Terms and Conditions of Service.

There is a legal obligation to ensure that all Trade Union Health & Safety representatives receive all appropriate training which would include training provided through the TUC, individual unions or the Council.

Human Resources – Organisational Development

Policy Author: Pauline Cameron

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Operational Requirements and Terms & Conditions

1 Professional & Vocational Qualifications

1.1 Course and Examination Fees

Where agreed, the Council will pay in full all prescribed course, registration and matriculation fees and **reimburse** all examination fees for an approved course of study. The Council will not pay membership fees of any institute or professional body, with the exception of employees for whom entitlement to payment of membership fees is a Condition of Service.

An employee who joins the Council whilst undertaking a course of study, may not apply for reimbursement of course fees which have already been paid.

An employee who leaves the Service of the Council whilst undertaking an authorised course of study, will require to repay any fees in accordance with the letter of undertaking.

1.2 Associated Training Costs

Employees will require to pay for any additional associated costs related to undertaking/completing a professional/vocational qualification themselves. This will include travelling and meal expenses, cost of text books and binding of thesis/dissertations etc

1.3 Letter of Undertaking

Employees who are receiving financial assistance towards the cost of a professional or vocational qualification, must complete and sign a Letter of Undertaking prior to the start of the course. A letter of undertaking is available for those studying for a qualification up to and including H.N.C. level or equivalent (Form LU1), and for those studying for a qualification above H.N.C. level (Form LU2).

The undertaking requires employees to repay any financial assistance to the Council, under the following circumstances.

- the employee leaves the service of the Council voluntarily, before the end of the session for which the fees have been paid
- the employee voluntarily terminates the studies before the end of the session for which the fees have been paid.
- the employee voluntarily takes action which compels the Council to dismiss the employee from the Service before the end of the session for which the fees have been paid.
- the employee is dismissed from the service of the Council for reasons of indiscipline or misconduct, before the end of the session for which the fees have been paid.
- the employee fails to make a satisfactory number of attendances.
- the employee fails to complete the course to a satisfactory standard.
- the employee fails to make satisfactory progress.

Employees who complete Form LU2 will also require to repay the full amount of fees connected to the completion of their qualification should they fulfil any of the criteria detailed above and leave the Council within 2 years of the date of completion of the course.

The employee should retain a copy and the manager should save a copy within the I@W employee file. It is the responsibility of the line manager to arrange the repayment of any financial assistance should an employee not fulfil the requirements of the Letter of Undertaking. If the reason is because the employee is leaving the Council this should be clearly indicated when submitting the employee's letter of resignation to HR Direct for processing.

Recovery of Training Expenses

The amount to be recovered should the terms of the letter of undertaking be applied, should include:

- course fees for the course of study.
- all examination fees.
- any expenses incurred by the Council in recovering training expenses.

Where an employee transfers to another local authority or joint board the Council may require repayment of 50% of the financial assistance which has been granted.

Reduction in Financial Assistance

If an employee receives any other financial assistance towards the cost of the course e.g. through ILA/SAAS funding, the Council's contribution toward the costs of the course/qualification will be reduced accordingly. All employees should be encouraged to research what possible funding is available before requesting financial assistance from the Council

1.4 Progress and Examinations

Line Managers have a responsibility to monitor the progress of individual employees who are undertaking an approved course of study. This should take the form of a structured discussion with the employee regarding their progress, and should take place at least once per term.

Leave of absence with pay for one half day is available for each end of term examination and any resit exams to support final preparation. The employee is also entitled to leave of absence for sitting the exam. Any additional time should be taken from the employee's annual leave entitlement.

Where an employee has failed an examination, they will be responsible for the resit examination fees. If the employee fails the resit examination, the line manager should interview the employee and assess whether the Council will continue to authorise the employee's attendance at the course.

1.5 Attendance During a Public Holiday

Where an employee has a commitment to attend a day release class on a public or general holiday, there will not be any entitlement to enhanced payment for the day or a day off in lieu.

1.6 Study Schools

Where an employee is required to attend a study school during the working week as part of an authorised open or distance learning course, leave of absence with pay will be granted.

There will be no entitlement to enhanced payments or days off in lieu for study schools/residential weekends that take place during weekends or non working days.

1.7 Course Work/Assignments

Employees who are receiving financial assistance towards the cost of their course and are benefiting from part or full day release must use their own personal time for the completion of any associated course work or assignments.

Managers have the discretion to offer an element of support in terms of time during the working day for the completion of course work or assignments for employees who are completing their course through evening classes or open/distance learning.

1.8 Leave of Absence without Pay

To support specialist areas, where there is a history of recruitment shortages, employees may apply to their Head of Service for leave of absence without pay for a specified time to undertake a professional or vocational qualification. The employee will be liable for all costs associated with the course.

On completing the qualification, the employee will be entitled to return to a similar position on the same grade and salary placing prior to the leave of absence. The leave of absence will not count as a break in service however it will also not count towards any additional year's service for the purpose of continuous and reckonable service and awarding of increment.

There will, however, be no guarantee or automatic right to a position on a higher graded professional post. Should a higher graded post become vacant, the post may require to be advertised as there could be other employees in non-professional posts who have also obtained the necessary professional qualifications.

2 Internal Training Courses

Attendance at in-house training courses will be regarded the same as attendance at business meetings for the purposes of claiming travelling expenses.

3 External Training Courses, Events & Conference

The fees associated with attendance at an external course, event or conference will be paid by the council.

Travelling expenses and any subsistence or accommodation costs not included in the fees for the event will be reimbursed as per the conditions of the Council's Travel & Subsistence Scheme.

4 Conference Overseas

The Council will only support attendance at any overseas training courses, events or courses in exceptional circumstances.

Protected Training Time – Manager Guidance

1 When should you consider implementing “Protected Training Time”

It is highly recommended to consider introducing protected training time for a team, if you experience difficulty setting aside a sufficient amount of time for development activities for the following reasons:-

- having to maintain a front line service
- believing you cannot adjust/amend service delivery times
- feeling under pressure to meet personal or team deadlines
- believing that operational tasks must always take precedence over development time

Whilst these reasons are completely understandable in terms of demonstrating a passion and a commitment to always deliver effective front line services and meet deadlines, it is also equally important to consider that our employees will only be able to effectively perform their duties if they receive regular training and development to keep their skills, knowledge and competencies up to date. Due to the speed of change some work practices and procedures can quickly become out of date or superseded with developments in new technology and equipment. Therefore a team can start to become ineffective which will then have an impact on the services they deliver and meeting deadlines may become more challenging.

As a modern ambitious council we need to promote the training and development of our employees. Implementing a protected training plan may therefore help raise the profile of the importance of learning and development and increase the probability of development activities actually taking place.

Stephen R Kovey “You need to take time to sharpen the saw”

2 How does “Protected Training Time” work?

Protected training time can take place in a variety of ways, there is no right or wrong way to approach it. Protected training time is most successful when an agreement or plan is put in place following thorough consideration of the needs required for each team, engaging with all stakeholders to produce a business case covering all the issues.

A proposal to obtain approval for protected training should include the following information:-

- type of development required
- frequency and time required along with how it will work in practice e.g. ensuring access for all in particular for those employees who share a protected characteristic as defined by the Equality Act 2010
- resources required and associated costs (if applicable)
- benefits that will be achieved and risks of not implementing

- steps that will need to be taken to minimise the impact on customers
- engagement with any other stakeholders.

A line manager should produce a proposal and discuss with their line manager to gain approval.

Some teams and sections within the Council already have elements of protected training time in place. Some options/formats to consider are as follows:-

2.1 A set time every week or month for all employees on duty

This is quite a popular option – most commonly used in the health service e.g. GP surgeries open at 10 am every Wednesday to allow employee training from 9am to 10 am. This allows all team members who are on duty at the time to participate in the training. Also commonly used by libraries and leisure centres in many Councils. HSCP currently use this model with some centres and close early one day month to ensure development time is available for employees. When well publicised most service users become aware of the closure times and accept that employee development time is necessary to ensure they receive a quality service.

2.2 A set time every week or month for a proportion of staff

Through data analysis Customer Services have identified a time of the week when it is slightly quieter than the rest of week. A programme of team development has been planned to take place at this time every week. Slightly different to the example above, due to only a proportion of employees attending at any given time, a partial service is still being maintained.

2.3 Scheduled days throughout the Year

Similar to how in-service days are used in the Education Sector - specific days can be planned and promoted in advance. Quite often these days are scheduled to precede or follow a public holiday when service closure may be less disruptive or demand maybe less than normal and therefore a reduced service could be justified.

3 What types of activities can be included in “Protected Training Time”

The most common activities that protected training time is used for is statutory training such as professional CPD, health & safety training, driver training, lifeguard training, first aid training etc.

Consideration should also be given to establishing protected training time for essential training on day to day activities such as new computer systems, using new machinery and equipment, legislative issues, changes in service delivery and team development sessions to review processes and procedures, to develop knowledge and understanding on council initiatives such as the 5 capabilities and values.

Protected training time could also be introduced to help manage and plan the annual Quality Conversation process to ensure interim and end of year meetings can be effectively managed and development needs identified through the Quality Conversation process organised and actioned.

Toolkits/Activities for Managers

Regular team building and development is essential to maintain a high performing team and will support and improve employee engagement. It is best practice that managers should plan and facilitate a least one team development session a year.

The Organisational Development Team have a range of toolkits and activities that can be borrowed. Please contact the Organisational Development Team on ext 3179 to discuss possible options.

Title	Description
<p>The Chrysalis Toolkit.</p>	<p>The Chrysalis toolkit has been developed as a resource for managers to use to facilitate team building activities.</p> <p>The toolkit is made up of a series of Team Building modules which have been developed to help people reconnect and learn with their team. The modules can be used to help teams:</p> <ul style="list-style-type: none"> ● in times of change ● to debrief after experiencing a challenging situation, or ● to address problem solving when facing new projects <p>These short team building events have been designed to last from 60-90 minutes with some fun activities as well as activities which will help the team develop how they will work together going forward.</p> <p>There are six modules in the toolkit and they can be used in sequence from 1 - 6, or if preferred, some of the modules can be used as stand-alone activities which might address a particular challenge.</p> <p>http://intranet.erc.insider/article/9581/Team-Building-Toolkit</p>
<p>Fish Philosophy</p>	<p>This is a proven and fun way to strengthen team work and improve customer service.</p> <p>Fish introduce four simple powerful skills anyone can use to build team success and personal excellence</p> <p>Play, Be There, Make Their Day and Choose Your Attitude</p> <p>Catch the Energy Release the Potential</p>
<p>Who Moved My Cheese – The</p>	<p>This programme is an effective way to experience more</p>

Change Programme	<p>success with less stress in times of change and have some fun in the process. This programme will assist you in preparing, presenting and reviewing the key concepts that help people see change differently.</p> <p>Preparing for change in an “A-Mazing” way to deal with change in your team</p>
Roll a Ball	<p>A very popular teamwork and communication skills activity – RollaBall emphasises the need for departments to work together for a common goal. Duration 1 hour + debrief</p>
Houston – We Have a Problem	<p>This challenging and popular activity encourages teams to cooperate rather than compete, to share information rather than hoard it and to work together for ultimate success. An out-of-world experience! But how much time is wasted in competing before the penny drops? 1 hour 20 minutes + debrief</p>
Fenman Team Building Facilitators Guide & DVD	<p>Effective teams do not simply “happen” – they have to be built. This pack will help any manager facilitate a team building session with their team. Abbreviated, Standard and Expanded Session Plans Available. Covers Forming, Storming, Norming and Performing</p>
CIPD Exercises for Team Development	<p>Exercises for Team Development</p>
Management Cards – What Makes a Manager	<p>What are the TOP 30 characteristics in an effective manager? Generates great discussion.</p>
Management Cards – Customer Service	<p>Establish fundamental principles for building better relations with customers, service users and everyone in the organisation.</p>
Management Cards – Managing Conflict	<p>Interactive and self-learning approach. Objectives are:</p> <ul style="list-style-type: none"> ●to raise awareness of how and why conflict might arise at work ●to encourage participant discussion – to share ideas and re-inforce the learning ●to encourage participants to be self-analytical and see issues raised by the cards in relation to improving their current ways of handling and managing conflict in the workplace ●to help participants understand the nature of different types of conflict and look at ways to resolve matters successfully <p>Duration – Approximately 1 hour.</p>
Management Cards – Personal Effectiveness	<p>Empower your team members to manage their time 20% more effectively. Raise awareness and transform attitudes.</p>
The Coaching Game	<p>Basic introduction to what coaching is all about. Learn fundamental skills and put theory into practice in a safe environment. Useful for a senior management team who want to adopt a coaching culture within their service</p>
Time for Decision	<p>Based on a real incident, here’s a chance to practise clear thinking and decision making under pressure.</p>

Airlift	AirLift! is a very popular team exercise which raises awareness on how to split jobs into mini-tasks, delegate the parts and ensure communication is maintained throughout. Ideal to quickly assess team problem-solving competencies - and a range of other team skills.
Deadline 30 Minutes	This 30 minute activity is an ideal activity to demonstrate the need for teams to manage their time, be accurate and work together.
Chinese Tower	An effective teamwork activity that reminds teams to focus on what the customer wants rather than relying on what they think the customer wants.
Building an Effective Team	<p>This is about team roles and how they affect the way we work together. The activity consists of the following steps: Objectives, The Questionnaire, Team roles, Forming Teams, the Team Task and the Debrief.</p> <p>Both Myers-Briggs and Belbin identify different personality traits and team roles but the method used in this activity is different and simpler. Duration 1 hour + debrief</p>
The Escape Room	<p>As the title suggests, in The Escape Room, teams are (in theory) locked in a room and have 60 minutes to escape. Learning objectives are to test</p> <ul style="list-style-type: none"> • how well teams perform when working under pressure • their understanding of a complex task and allow practice of organisational and time-management skills, • highlight the value of teams interacting and sharing data with other teams (c-operation not rivalry) • to test teams approach to problem solving
Coaching and Mentoring	Two Activities to develop coaching and mentoring skills.
Lost in the Wilderness	A short, sharp, fun activity which covers team work, decision making, creativity, leadership and planning.
Going for Gold	<p>Win Olympic Gold by working effectively as a team. Great fun! Three tasks to complete in 40 minutes requires top teamwork skills.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Using basic team skills, building team • bonds • Prioritising and managing tasks • To agree a strategy to work together • The benefits of good organisation • The importance of matching individuals • strengths with appropriate tasks

