

**TRANSPORT · ECONOMY · ENVIRONMENT  
BUSINESS UNIT**

**LEARNING AND DEVELOPMENT STRATEGY  
WITH A SUPPORTING ANNUAL  
DEVELOPMENT MATRIX**

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## 1. INTRODUCTION

This Learning & Development Strategy sets out the learning & development approaches that can support the Transport · Economy · Environment (TEE) Business Unit in achieving its key objectives.

This strategy provides a development matrix for addressing key development requirements and covers the period 2015/16.

The TEE Leadership Team and the Extended Leadership Team are responsible for implementing and managing this strategy.

## 2. THE COUNCIL'S NEW OPERATING MODEL

### Future Shape Operating Model

The TEE Business Unit has been formed under the new Future Shape Operating Model and is underpinned by high level design principles:

- Financial sustainability
- Strong outcomes-based commissioning and performance management
- A step change in customer service with greater dependency on self-service and digital delivery
- Greater partnership delivery through fit-for-purpose delivery models
- A leaner, more flexible and commercially minded workforce
- Greater innovation in the use of our resources and assets
- The use of the Decision Making Accountability (DMA) methodology to achieve the goal of a 5-Level organisation

### New Ways of Working

Under a new business model comes a new way of working. TEE has identified key areas which require further development:

- **Digital service delivery** – we are doing some good digital developments, but there is more we need to do, which is why a dedicated senior lead is proposed in the new structure.
- **Intelligent client** – a more consistent and best in class approach to supplier relationship management, market/benchmarking knowledge, VFM and innovation is required in our supply chains. We are strengthening our client capacity in our Transport Services business and strengthening our contract and benchmarking support in our Commercial Service.
- **Better customer insight** – acquiring and using customer insight to drive improved customer experience, manage down demand and remove waste in processes. Our Commercial Services will support internal and external services to do this and link with the proposed new Business Intelligence Hub in Headquarters (HQ) Strategy & Policy.
- **Being more agile** – acting sometimes without ‘the grand plan’ which can create inertia, lack of delivery and missed opportunities. We will need to optimise the new flexibilities in the new Operating Framework to be agreed by Cabinet this autumn. At

the same time we must assure HQ that we are operating safely and be prepared to be held to account for what we do.

- **Being more risk and commercially aware** – seizing new income opportunities, driving down costs and seeking better ways of doing things, both in our directly delivered services and suppliers. We will have our own Financial Director, working with the TEE Leadership Team, providing us with assurances, but also driving new commercial thinking. We have also created a new External Funding position whose job it will be to match new funding opportunities with our Business Plan priorities.

## **Four Pillars**

These developments are underpinned by the Four Pillars:

- Digital
- Commercial
- Customer Focused
- Agile

## **Values and Behaviours**

To support the new ways of working (the new culture) the Council has developed its values to drive forward the required behaviours; Ambitious, Accountable, Caring and Collaborative. These new values will inspire, challenge and guide the Council towards the delivery of the new Future Shape model. Please refer to Appendix 1 for a more detailed overview of the new values and example behaviours.

## **New Structures**

Through the creation of the new TEE Business Unit there have been some internal movements with a number of employees taking up senior positions. This movement is seen within a number of levels with a real focus on the senior management and leadership levels (DMA Level 2 and Level 3).

## **Resourcing Issues**

The new structure created a number of new posts the majority of which require technical specialists or senior business critical posts. The external market has recently shifted to an employee-led market which ultimately has made it difficult for TEE to appoint, resulting in a number of business critical posts remaining vacant.

Further recruitment drives are underway and internal deployment has been undertaken in a number of areas to try and plug any gaps, but the main strategy to resource these posts has been through costly interim consultant/agency solutions.

This critical issue has highlighted the real need for the Business Unit to focus on a longer term strategy of developing its internal talent and this Learning & Development Strategy will aim to address this.

The Living the Values training (under the Future Shape Programme) has been rolled out to all managers (DMA Level 1S and above). The Future Shape Team Training sessions have been undertaken by all teams within the Business Unit (excluding School Crossing Patrollers). The outcomes of the Team Training sessions will be shared with the TEE

Extended Leadership Team which will inform further learning and development strategies which can be incorporated into future scoping

### **3. PURPOSE OF THE LEARNING AND DEVELOPMENT STRATEGY**

This Learning and Development Strategy will form part of the strategic planning process around the TEE Business Unit’s People Agenda (please refer to Appendix 2).

The key purpose of this strategy will be to integrate any learning and development activities in order to support the Business Unit’s objectives and by driving forward the culture change required to support the new ways of working.

There will be a real focus on internal development and the sharing of skills and knowledge to build upon the existing talent within the Business Unit.

### **4. COMMITMENT**

The TEE Leadership Team and the Members are committed to the ongoing development of its employees to ensure people are equipped with the right skills, knowledge and experience to perform successfully in their role and to drive forward the performance of the Business Unit.

Learning and Development Champion Leads will be appointed across the TEE management structure (DMA Level 2 and DMA Level 1S) to drive forward this Learning & Development Strategy promoting internal development. In addition at least one Champion Lead role will be occupied by a TEE Employee Representative.

### **5. AUDIENCE**

This Learning and Development Strategy will be aimed at all personnel within the TEE Business Unit. There will be circumstances that require specific development strategies for targeted groups. However, as a wide scale change in culture is required the targeted audience must be inclusive. This includes all personnel within all DMA Levels up to Level 3.

### **6. KEY DRIVERS**

The key drivers for implementing this Learning & Development Strategy include:

<b>Leadership development (TEE Leadership &amp; Extended Leadership)</b>	Developing on the group’s capacity to drive forward direction and commitment
<b>Employees embracing the new ways of working</b>	Changing the way in which we work to meet the changing demands of the Business Unit
<b>Employees demonstrating required behaviours</b>	Driving forward the new ways of working through values and behaviours
<b>Employees having the know-how and expertise required</b>	Developing employee skills, knowledge and expertise to enable them to carry out roles effectively.

## 7. MECHANISMS FOR IDENTIFYING DEVELOPMENT NEEDS

A number of mechanisms can be used to identify employees learning and development needs which include:

<b>DSP Process – Learning Needs Analysis</b>	The DSP process should be used to identify an employee’s learning and development requirements when considering the key objectives of the role. Any skills/knowledge gaps should be able to be identified and a Learning Needs Analysis can be developed to capture these gaps detailing the relevant action (training/development) required. A Learning Needs Analysis form can be viewed in Appendix 3
<b>Skills Matrix</b>	A skills matrix captures employee’s skills, knowledge and experience as well as highlighting potential areas for development. These matrixes will capture both generalist and specialist skills associated with roles within the Business Unit.
<b>Succession Planning</b>	Succession planning will cover both senior and business critical positions whereby potential talent is identified within the Business Units workforce and a detailed plan (short, medium to long term) is established.

Development requirements can be identified by undertaking a learning needs analysis (Appendix 4). Once development needs have been defined and training programmes have been sourced an assessment should be undertaken to assess the impact that undertaking the training will have on:

- The employees ability to undertake their role
- The impact it will have on performance
- Potential to improve productivity
- Ability for the employee to share the learning with colleagues
- Overall return on investment

All TEE employees will have an established training plan which will be developed on an annual basis through the DSP process and reviewed regularly through ongoing performance management

All training plans will be uploaded on an employee’s DSP record.

## 8. LEARNING AND DEVELOPMENT STRATEGIES

### On-the-Job Strategies

Whilst classroom training techniques can be effective in developing an employee’s skills and knowledge one strategy that is often overlooked is on-the-job training. This particular strategy allows employees to learn through performance and observation of a task or wider role. There are different types of on-the job training which can include

<b>Job rotation</b>	Where an employee will rotate through different jobs and/or Delivery Units gaining experience and exposure to a variety of tasks/roles.
<b>Secondments</b>	Where an employee undertakes a different role internally or

<b>(internal &amp; external)</b>	externally and receives on-the-job training to enable them to carry out the role. This may be a move to a level position or a more senior position.
<b>Undertaking specific projects</b>	Employees can be allocated a specific project to undertake which is outside of their role and stretches them in terms of their ability and knowledge. They will be linked to a 'work manager', who is in addition to their substantive manager. By undertaking and delivering a project the employee develops their skills and knowledge practically.
<b>Managed Deployment</b>	Managed deployment will see an employee being deployed into a different role with the aim to build their knowledge and skills.
<b>Job Mentoring</b>	Where an employee is assigned an experienced coach who will provide advice and oversee the individuals learning experience. This is different to line management as the coach will be external to the employees team/Delivery Unit.
<b>Job Shadowing</b>	Where an employee will shadow a work colleague, and where appropriate, participate them in their role observing or undertaking duties which will increase the employees understanding, knowledge and skill.
<b>Job Training</b>	Where an employee has attended an external training course they provide an overview of the session to colleagues by sharing their learning and any training materials they have received.
<b>Development Hubs</b>	The Business Unit has a high number of experienced and specialist skilled individuals who could run internal bite size development sessions (masterclasses).
<b>Innovation Hubs</b>	Drawing upon internal expertise to come up with creative solutions to address particular hurdles or when looking to change/create new processes/approaches.

### Technology based strategies

<b>Learning Management System</b>	The Council is implementing a new Learning Management System that will replace the current e-learning software. The aim of this system gives employees the flexibility to choose learning resources that suit them and learn at your their own pace. The system can create a personalised learning plan, gives access to a wide range of resources including audio/video and web links, allow TEE to create forums and allows employees to record training that has been undertaken outside of the e-learning programme (internally and externally). LMS also enables managers to review their teams learning, ability to specify training programmes which are relevant to the role and to run off bespoke reports.
<b>Mindtools online resources</b>	Mindtools is an online tool that is available to all employees and has more than 1,000 on-demand, easily accessible articles, self-tests, podcasts, and workbooks in a wide range of skills and key areas, including leadership, team management, communication, decision making, team working, problem solving, project management, and strategic thinking.
<b>Webinars</b>	A webinar is a seminar or presentation which is transmitted over the web and enables participation from different locations. This

	can be an interactive source where participants can raise questions and where appropriate answer polls
<b>External E-learning programmes</b>	E-learning programmes can also be available through external sources and often linked to professional bodies, some of which can be free of charge

### **Instructor-led learning**

Instructor-led learning sees the trainer become the facilitator in the delivery of subject based training in either a lecture or classroom format. This can be an interactive session to develop the participants knowledge and understanding.

### **Conferences**

Conferences usually relate to a profession and offer individuals the opportunity to network as well as signing up for seminars/lectures, most of which will incur an additional charge

### **Professional training**

Training programmes which develop an individual's ability to perform their role to the professional standards by developing their knowledge and skills. These programmes will often award a formal qualification and/or professional membership.

## **9. VALUE FOR MONEY**

The TEE Business Unit will invest in its people to build upon the talent and to promote career development within. With the growing pressures on budgets the TEE Business Unit will ensure value for money is a key component when considering different programmes.

To achieve maximum value for money through any learning and development investment the following methods will be followed:

- Explore whether on the job training can be a suitable development strategy to achieve the identified learning requirements
- Explore whether self-managed learning strategies i.e. technology based strategies will be a suitable development strategy to achieve the identified learning requirements
- Explore whether other employees/teams have undergone similar training and therefore can share learning and any related materials
- Explore whether training can be provided using in-house experts
- Join up with internal and/or external partners to benefit from shared costs

The above methods should become custom and practice when considering development programmes.

## **10. EVALUATION**

Evaluation is critical and will determine how effective a development programme is on enhancing both the employee and the Business Unit performance. Evaluation will also inform the Business Unit as to whether a programme has been valuable or whether any future adjustments are required.



For any training programmes identified there should be a clear objective/goal set from the outset and the impact should then be assessed 3-6 months after the training has been undertaken.

Any investment in development will require an employee and their line manager to assess the application and impact on any training undertaken. The TEE Evaluation and Action Plan will be completed (Appendix 4) and a central record will be kept to inform future reviews.

### **11. TEE DEVELOPMENT MATRIX 2015/16**

The TEE Business Unit is in the mobilisation stage post the 1 April go live date. To support the Business Unit through the mobilisation process a number of key development programmes have been identified. The aim of these programmes will support and equip the employees of TEE to move forward in meeting its key objectives.

The key development programmes for 2015/16 has been developed and approved by the TEE Leadership Team (Appendix 5). A full evaluation will be carried out to assess the development matrix and its effectiveness at the end of March 2016.

As a key component of the Learning and Development Strategy a Development Matrix will be developed for each performance year and will be informed through the DSP process and organisational cultural change programmes. The Development Matrix's should be approved each year by July.

## APPENDIX 1 – Buckinghamshire County Council’s Values and Behaviours

### AMBITIOUS

- about what's possible

*Having or showing a strong desire and determination to succeed. Adopting a 'what-if, can-do attitude towards our customers Exploring what's possible with enthusiasm, challenging ourselves to do things differently and better. Respecting other's opinions & ideas and coping with ambiguity*

#### Example behaviours:

- Is positive and optimistic
- Anticipates future needs
- Looks for ways to do things differently
- Embraces change and new ideas
- Builds on experience and adapt
- Is risk aware not risk averse
- Looks for opportunities to develop and learn
- Is agile and quick to act

#### Example behaviours towards others:

- Inspires positivity in others
- Listens openly to others' ideas
- Supports others' enthusiasm

### ACCOUNTABLE

- for our actions and decisions

*Owning our actions and decisions. Using our resources wisely recognising that we are using public money and making sure our contribution makes a positive difference. Seeing things through for the customer.*

#### Example behaviours:

- Is performance and outcome led
- Keeps people informed
- Delivers on promises
- Takes responsibility and ownership
- Makes tough decisions and difficult choices
- Is clear about boundaries
- Sets and reviews priorities regularly
- Exercises sound financial management

#### Example behaviours towards others:

- Does not pass the buck
- Is able to put themselves in others' shoes
- Sets clear expectations
- Communicates priorities clearly

### CARING

– in our approach

*Being caring, supportive and positive in our approach. Keeping customers at the heart of decisions, and being passionate about serving the public.*

#### Example behaviours:

- Demonstrates empathy and shows they care
- Values others' perspectives
- Uses emotional intelligence
- Treats others with respect
- Responds to feedback
- Adapts style appropriately
- Is passionate about what they do

#### Example behaviours towards others:

- Seeks to understand others' views
- Listens to others' opinions to inform decision making
- Gives and earns trust and respect

### COLLABORATIVE

- in the creation of solutions

*Creating more effective solutions and delivering better outcomes through collaboration and team work, across boundaries & complex environments. Being conscious of the consequences of our decisions on others*

#### Example behaviours:

- Seeks out others' who share the same outcome
- Actively seeks the views of the customer
- Involves all stakeholders
- Builds relationships across the organisation
- Manages through effective project management
- Builds the right team at the right time
- Establishes clear roles and responsibilities in the team

#### Example behaviours towards others:

- Shares own knowledge and experiences openly
- Is enthusiastic about contributing to others' priorities
- Respects others' knowledge and opinions

## APPENDIX 2 – People Agenda



## People Agenda Vision 2015-17

<p><b>Engagement</b></p>	<p><b>Increasing engagement levels within the Business Unit through:</b></p> <ul style="list-style-type: none"> <li>➤ Creation of a communication strategy</li> <li>➤ Regular communications through chosen media channels</li> <li>➤ Working in partnership with Employee Representatives</li> <li>➤ Working in partnership with Union Representatives</li> <li>➤ Hold quarterly Local Consultative Group (LCG) Meetings</li> <li>➤ Corporate and Business Unit specific employee surveys</li> <li>➤ Continuous development and review of the TEE Commitments</li> <li>➤ Visibility – Managing Director, Director and Senior Managers being visible</li> </ul>	<p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>➤ TEE Leadership &amp; Extended Leadership Team</li> <li>➤ HR Business Partner</li> <li>➤ Employee Representatives</li> <li>➤ OD Representative</li> <li>➤ Employees</li> <li>➤ Union Representatives</li> </ul>
<p><b>Recruitment &amp; Retention</b></p>	<p><b>Retaining talent and attracting the right skills and know-how through:</b></p> <ul style="list-style-type: none"> <li>➤ Creation of a TEE recruitment page selling TEE as an employer of choice</li> <li>➤ Being innovative on how we promote our posts and being clear on our targeted audience</li> <li>➤ Investing in our selection processes (preparation and overall management)</li> <li>➤ Graduate and Apprenticeship programmes</li> <li>➤ Development of an pre-on-boarding site</li> <li>➤ Streamlining processes to enhance the candidate and manager experiences</li> <li>➤ Promoting the employee benefits</li> <li>➤ Investing in robust induction programmes</li> <li>➤ Development of retention strategies</li> <li>➤ Continuous development plans</li> <li>➤ Talent management</li> </ul>	<p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>➤ TEE Leadership &amp; Extended Leadership Team</li> <li>➤ Team Leaders</li> <li>➤ HR Business Partner</li> <li>➤ Employee Representatives</li> <li>➤ Business Improvement Representative</li> <li>➤ Resourcing Consultant</li> <li>➤ Learning &amp; Development Representative</li> <li>➤ Employees</li> </ul>
<p><b>Learning &amp; Development</b></p>	<p><b>Having the required skills and know how to enable the Business Unit to meet its objectives through:</b></p> <ul style="list-style-type: none"> <li>➤ Development of a Learning and Development Strategy which supports the Business Objectives</li> <li>➤ Development of a succession plan for the Business Unit</li> <li>➤ Development of a skills matrix for the Business Unit</li> <li>➤ Creation of Learning Needs Analysis informed through the DSP process</li> <li>➤ Development of the corporate Learning Management System (LMS)</li> <li>➤ Investment in Leadership development</li> <li>➤ High performers programme</li> <li>➤ Pushing forward with 'on the job' training</li> <li>➤ Coaching and Mentoring</li> </ul>	<p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>➤ TEE Leadership &amp; Extended Leadership Team</li> <li>➤ Team Leaders</li> <li>➤ HR Business Partner</li> <li>➤ Employee Representatives</li> <li>➤ OD Representative</li> <li>➤ Learning &amp; Development Representative</li> <li>➤ Employees</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Create partnerships with providers and neighbouring authorities to share programmes</li> </ul>	
<b>Health &amp; Wellbeing</b>	<p><b>Creating a healthy and motivated workforce through:</b></p> <ul style="list-style-type: none"> <li>➤ Promoting health and wellbeing across the Business Unit</li> <li>➤ Appointing Wellbeing Champions across the Business Unit</li> <li>➤ Feed into the corporate Health and Safety Board</li> <li>➤ TEE Extended Leadership to lead by example</li> <li>➤ Employee Assistance Programme</li> <li>➤ Promoting activity and fitness groups</li> <li>➤ Occupational Health interventions</li> <li>➤ Managing sickness absence</li> <li>➤ Promoting Health &amp; Wellbeing events</li> </ul>	<p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>➤ TEE Leadership &amp; Extended Leadership Team</li> <li>➤ Team Leaders</li> <li>➤ HR Business Partner</li> <li>➤ Employee Representatives</li> <li>➤ OD Representative</li> <li>➤ Employees</li> </ul>
<b>Performance Management</b>	<p><b>Continuously improve performance and commitment through:</b></p> <ul style="list-style-type: none"> <li>➤ Effective management of the DSP process as a whole</li> <li>➤ Regular 1-1's</li> <li>➤ Pro-active performance management</li> <li>➤ Monitoring HR workforce metrics</li> <li>➤ Monitoring of Business Unit MI metrics</li> </ul>	<p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>➤ TEE Leadership &amp; Extended Leadership Team</li> <li>➤ Team Leaders</li> <li>➤ HR Business Partner</li> <li>➤ OD Representative</li> <li>➤ Employees</li> </ul>
<b>Reward &amp; Recognition</b>	<p><b>Recognising and rewarding employees through:</b></p> <ul style="list-style-type: none"> <li>➤ Conducting market tests where appropriate to benchmark reward packages</li> <li>➤ Development of appropriate reward and retention strategies</li> <li>➤ Taking the time to recognise good work and positive behaviours – to say 'thank you'</li> <li>➤ Management of the TEE 'Just to Say' recognition scheme</li> </ul>	<p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>➤ TEE Leadership &amp; Extended Leadership Team</li> <li>➤ HR Business Partner</li> <li>➤ OD Representative</li> <li>➤ Employee Representatives</li> <li>➤ Employees</li> </ul>
<b>Organisational Change</b>	<p><b>Delivering effective change programmes through:</b></p> <ul style="list-style-type: none"> <li>➤ Managing organisational change programmes professionally and efficiently</li> <li>➤ Engaging with key stakeholders</li> <li>➤ Ensuring meaningful consultation is achieved</li> <li>➤ Developing upon lessons learnt from previous programmes</li> </ul>	<p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>➤ TEE Leadership &amp; Extended Leadership Team</li> <li>➤ HR Business Partner</li> <li>➤ Employee Representatives</li> <li>➤ Union Representatives</li> <li>➤ Employees</li> </ul>

## APPENDIX 3 – Learning Needs Analysis Template

<b>LEARNING NEEDS ANALYSIS</b>
--------------------------------

Employee: \_\_\_\_\_

Job Title: \_\_\_\_\_ Delivery Unit: \_\_\_\_\_

Task/Skill/ Knowledge	Expectations of the manager/ organisation	Identified gaps in learning/ understanding	Previous experience/training	How will this be achieved	How is it going to be evaluated

### What is a Learning Needs Analysis (LNA)

- A Learning Needs Analysis (LNA) is a review of learning and development requirements that is designed to support individual, team and organisational development. It is a recognised developmental tool that evaluates an employee's skills, knowledge and behaviours in order to meet the organisational demands together with an assessment of any current or anticipated gaps in learning. The aim of the exercise is therefore to bridge any highlighted gaps through adopting various methods of support and development
- The LNA should be seen as the first step to establishing an effective development plan as it serves to determine learning objectives, design effective development programmes and empower managers to manage.

### The process

- The process involves the manager meeting with their staff and formally discussing and documenting their learning needs. This allows them to assess the training/learning needs of their staff as aligned to business objectives and performance measures. Identify any gaps at the individual, team and organisational levels and utilise the training budget to address these in a targeted way.

## Matters to Consider

- **Task/Skill:** What task or skill does the employee need to know to carry out their role effectively? Has the employee any knowledge on the subject? This could range from having an understanding of a particular policy, to more complex issues that require training, coaching etc.
- **Expectations of the manager/organisation:** What is necessary for the employee to know in order to make the team/organisation function effectively? Does it meet with organisational objectives? Is it a realistic and achievable goal?
- **Identified Gaps in learning/understanding:** Does the employee recognise those gaps? What is required in order to reach competence in that skill/task?
- **Previous experience/training:** What does the employee already know? How long ago was their previous experience or training on a particular matter? Is it still relevant? Have there been changes in legislation, procedure, culture etc.
- **How will this be achieved:** Could there be alternative ways of learning than to send on a course? Also consider self-learning, coaching, shadowing,
- **How is it going to be evaluated:** What processes are in place to ensure that it has been achieved, how is it going to be measured, what are the timescales?

**APPENDIX 4 – Evaluation and action plan**

**TEE Evaluation and Action Plan**

Name: \_\_\_\_\_ Job title: \_\_\_\_\_

Training Course: \_\_\_\_\_ Date Attended: \_\_\_\_\_

<b>What have you taken from this training?</b>
<b>What are you going to take forward in your role, team and/or Business Unit?</b>
<b>Would you recommend this training to your colleagues? If so any particular targeted audience</b>

Signed (Manager & Employee): \_\_\_\_\_ Evaluation Date: \_\_\_\_\_

Please scan a copy of the completed evaluation and action plan to the TEE Mailbox.



## APPENDIX 5 – TEE Development Matrix 2015/16

### Transport · Economy · Environment Business Unit 2015/16 Development Matrix

To support the mobilisation of the new Transport · Economy · Environment Business Unit a number of key areas of development have been identified, which will be commissioned and run through 2015/16.

Training Programmes	Objectives of the Programme	Targeted Audience	Commissioned & Cost
Leadership Development – Team Building	<ul style="list-style-type: none"> <li>• To support the development of the TEE Leadership Team in working effectively as a Leadership Team to drive forward the new Business Unit</li> <li>• To identify areas for personal development as future leaders</li> </ul>	Directors	
Extended Leadership Development – Team Building	<ul style="list-style-type: none"> <li>• To support the development of the TEE Extended Leadership Team in working effectively as a wider Leadership Team</li> <li>• To build on the team dynamics of the Extended Leadership Team (including the Directors) to establish a strong collaboration to drive forward the new Business Unit</li> <li>• To identify areas for personal development as future leaders</li> </ul>	Delivery Unit Managers	
Leadership Development – Corporate programme	<ul style="list-style-type: none"> <li>• To develop an understanding of the leadership role in delivering the Council’s vision</li> <li>• Understand and embody the Council’s new values:</li> <li>• Ability to lead customer focussed, commercially minded, agile services/teams</li> <li>• Understand and demonstrate the identified critical leadership capabilities:</li> <li>• Develop a community of practice to sustain their learning</li> </ul>	Directors	

Coaching Skills for Managers	<ul style="list-style-type: none"> <li>• To develop the understanding of the use of coaching skills in the context of leadership style.</li> <li>• Practice and hone coaching skills of listening and reflecting</li> <li>• To review the coaching skills of questioning, summarising, giving feedback and challenging in the context of individuals practice as a Manager</li> <li>• Develop a personal Action plan on individual development using coaching principles</li> </ul>	Directors Delivery Unit Managers Team Leaders	
Mentoring	<ul style="list-style-type: none"> <li>• To be able to facilitate potential and skill development for current and future leaders</li> <li>• Offer visibility and the opportunity for networking</li> <li>• Help the mentee explore and plan their career</li> <li>• Offer the mentee the opportunity of acquiring new knowledge and skills by understanding the mentor's practical experience</li> </ul>	Directors Delivery Unit Managers Team Leaders Lead Officers	
MACE training programmes	<p>To develop key skills and behaviors for operating in a complex environment through a modular programme including:</p> <ul style="list-style-type: none"> <li>• Engaging and influencing stakeholders</li> <li>• Managing ambiguity</li> <li>• Conflict handling</li> <li>• Political intelligence</li> </ul>	Directors Delivery Unit Managers Team Leaders Lead Officers Senior Officers R7+	
Commercialisation	<ul style="list-style-type: none"> <li>• Improving customer experience and satisfaction by putting the customer at the centre of our thinking</li> <li>• Understanding our current and future costs / income streams</li> <li>• Reducing our operating costs whilst maintaining service levels</li> <li>• Searching for opportunities to secure additional income</li> <li>• Being risk aware rather than risk averse</li> <li>• Acting responsibly with Council Tax payers money</li> <li>• Looking for opportunities to do things differently to</li> </ul>	All (excluding School Crossing Patrollers)	

	<p>deliver greater value</p> <ul style="list-style-type: none"> <li>• Driving better outcomes through commissioning and contract management</li> </ul>		
Commissioning	<ul style="list-style-type: none"> <li>• Building market awareness and understanding business models</li> <li>• Developing key leadership behaviours for commissioning</li> <li>• Commissioning for integration</li> <li>• Commissioning for personalisation and service provisions</li> </ul>	<p>Delivery Unit Managers Team Leaders Lead Officers Senior Officers R7+ Specialist Commissioning Posts</p>	
Emotional Intelligence	<ul style="list-style-type: none"> <li>• To develop an individual's ability to recognise and effectively manage their emotions in the workplace.</li> <li>• Through managing emotions have the ability to make good decisions.</li> <li>• Build upon professional and management relationships.</li> <li>• To deal with stress and be able to cope with change.</li> </ul>	<p>All (excluding School Crossing Patrollers)</p>	
Resilience	<ul style="list-style-type: none"> <li>• To develop and manage themselves in stressful circumstances</li> <li>• To be able to understand how their own patterns undermine their resilience and what they can do about it</li> <li>• Develop an ability to create resilient relationships and repair broken relationships to make them more resilient.</li> <li>• Have an understanding of organisational resilience</li> </ul>	<p>All</p>	
High Performers	<p>A bespoke development programme which focuses on developing the leadership and management skills for the highest performers of the Business Unit</p>	<p>Nominated employees who achieved an outstanding and exceeding DSP rating from 2014/15.</p>	