NHS
Elect

2020-21
Online Leadership Development

Details of blended leadership development
programmes that are available to members

www.nhselect.nhs.uk

Contents

Introduction

NHS Elect supports thousands of colleagues every year through a mixture of onsite and online workshops, coaching and action learning sets. Our members consistently tell us that they like our efforts to relate the theories and techniques we share to the organisations and communities in which they work.

Our journey to online delivery

Since NHS Elect's foundation in 2002 the majority of our work has been done on a face-to-face basis and the social distancing required by Covid-19 initially felt like a disruption to normal service.

However, as the team devoted itself to working online, we discovered huge benefits to delivering blended learning; not only the ease of scheduling when room booking ceases to be a constraint, but the fact that we could still facilitate in-depth conversations with and between delegates while increasing the flexibility of learning delivery.

Opportunities to undertake structured pre-work also supports individual learning, and follow-up activities maximise the transfer of learning and the realisation of tangible benefits back in the workplace.

About this document

This prospectus summarises the ways we can deliver leadership development online. It can be adapted in terms of content, focus on specific organisational priorities and delivery.

Shaping your leadership programme

Whilst this document provides an illustration of the type of virtual leadership development we can deliver, we would love to talk to you about the specific needs of your organisation and will tailor your programme accordingly.

To arrange a conversation, please talk to your account manager or email **Jim Timpson** or **Linda Keenan** at jim@nhselect.org.uk or linda@nhselect.org.uk.

Approaches to leadership development

In talking to our members, we are finding it helpful to think about three types of online development session, which are described below. Each approach lends itself well to particular topics, which are, in turn described in the next section of this prospectus*.*

1. Standalone drop-in session lasting about an hour, with no pre-work

Delegates will be able to ask questions during the session, although the amount of interaction may be limited by numbers. Minor modifications to content can be made to reflect local issues. The session can be recorded. This approach works well when the priority is to maximise access to learning and for 'introduction' or 'overview' sessions.

These hour-long sessions of online learning supported by slides, video clips and questions for facilitators lend themselves well to the topic list below. This list is not exhaustive, and we are happy to discuss what else can be covered effectively in this format:

- Leadership fundamentals
- Writing an effective business case
- Building high performing teams
- Conflict fundamentals
- Resilient people in compassionate organisations
- Essentials of project management
- Effective negotiation
- Change management

2. Standalone sessions with pre-work and topic-specific follow up activities

These sessions also work well for the list above, with the hour-long webinar being accompanied by pre-work and follow up to give greater detail and depth of topic understanding.

A brief follow up session can also be included in this format, during which attendees can discuss their successes and challenges in completing the follow up activities. This approach works well for exploring a topic beyond the introductory level or where the objective is behaviour change in areas like conflict handling or resilience.

3. Programmes aimed at developing a coherent set of leadership skills, supporting culture change or fostering a learning community

In this approach, we would deliver a series of virtual workshops to a single leadership group and each session in the programme would include pre-work and follow up activities.

From the second session onwards, the opening conversation would focus on delegates' experience of trying the follow up activities. The follow up activities themselves can be compiled on either the organisation's intranet or NHS Elect's website to build up a learning portfolio. This could be used in support of some sort of certification or to support an end-of-programme presentation.

We have included, in the following pages, descriptions of a series of sessions covering core topics that, taken together, would deliver a balanced leadership development programme. If the aim is to foster a particular culture or organisation-wide competence, the sessions would link to emphasise a particular theme. For example, if your organisation wants to foster a culture which prioritises resilience and compassion, we might create a series that tackled each of the following in turn:

1. Resilient people in compassionate organisations
2. Learned optimism & compelling communication
3. Leading under stress and pressure
4. Coaching skills
5. Kindness and compassion in leadership

Descriptions of core topics

On the following pages you can find descriptions of a range of core topics, including:

Understanding and developing your leadership style

Subject	Learning outcomes	Online delivery
Overview and learning objectives	Delegates will explore leadership style and how to vary it to reflect the requirements of team and task. The session will cover: • The range of leadership styles described in the Merrill & Reid Social Styles (M&R) indicator • Their own style including the strengths and challenges that come with it • How to work effectively with other styles particularly through the lens of motivation, communication and response to change • Practical techniques for realising the benefits of existing strengths while enhancing their capacity to adopt other styles when necessary	Programme prospectus
Pre-work	Delegates will be asked to complete a short questionnaire which will be scored by the facilitator. They will also be asked to write a brief description of a colleague that they regard as an excellent leader.	Questionnaire
Online workshop	A two-hour webinar covering: • The role of psychometric tests like M&R in developing leaders and their teams • Strengths, weaknesses and motivational preferences of the various styles • Benefits of building a team with a range of styles • How to foster skills in adopting unfamiliar styles when needed	Slides of the session
Follow through and learning transfer	Learning transfer will be supported by a range of observational, collaborative and personal development activities which delegates can complete to create a learning portfolio: • Observe colleagues with a view to assessing their M&R preference • Ask team members to complete the M&R questionnaire and lead a conversation about how the preferences inform group working • Identify one M&R style which would enhance the delegate's leadership effectiveness and practice it between this session and the next one, either in the form of communication or action research	Observation sheet M&R questionnaire and facilitation guidance Leadership practice and communication tip sheet
Potential organisational benefits	• Increased delegate effectiveness • Increased team effectiveness	Online feedback immediately after the webinar and one month later

Coaching skills

Subject	Learning outcomes	Online delivery
Overview and learning objectives	• Delegates will be introduced to Hersey and Blanchard's model of situational leadership and the importance of applying the correct leadership style in relation to task and individual capability • Most of the time will be then spent looking at the particular skills of coaching and also how to notice and manage drama triangles • Delegates will practice coaching skills in session and be tasked to try these techniques back in the workplace (or at home) after the session • Access to Zoom is a pre-requisite for this session	Programme prospectus
Pre-work	• Reading an article on coaching by one the NHS Elect coaching faculty • Identify personal learning objectives	Darren Leech article
Online workshop	• This 3-hour Zoom based workshop will be a mix of theory and the practical application of coaching skills with colleagues using breakout rooms • Delegates will need access to Zoom, microphones and cameras to participate in this session	Slides of the session Link to situational leadership webinar
Follow through and learning transfer	• Reflection on what came easily in session and what they should focus on for development • Practice coaching skills on 3 people and reflect upon different responses	Instruction sheet for coaching conversations including open questions based on the GROW model
One month post session - Online follow up workshop	• Facilitated 90 min Zoom session for delegates to reflect on successes and challenges • In a coaching style with breakout rooms	Zoom capacity
Potential organisational benefits	• Increased delegate effectiveness • Increased delegate wellbeing • Increased team effectiveness	Online feedback immediately after the webinar and one month later

Building high performing teams

Subject	Learning outcomes	Online delivery
Overview and learning objectives	The session provides delegates with a clear evidence-based framework for assessing and improving team effectiveness. Learning objectives are: • Understand Patrick Lencioni's "5 Dysfunctions" model of team effectiveness • Gain confidence in analysing team effectiveness using Lencioni's diagnostic questionnaire • Recognise the behaviours which undermine the development of an excellent team • Know which leadership behaviours are required to sustain the 5 characteristics of an excellent team • Be able to plan interventions to raise a team's awareness of its own strengths and weaknesses • Be able to model leadership behaviours that support team excellence	Programme prospectus Suggested structure for a conversation with the delegate's line manager to discuss how this session could support personal development objectives
Pre-work	Delegates complete Lencioni's Dysfunctions questionnaire giving them insights into their own team's effectiveness and cohesion. This is returned to the session facilitator who scores it and offers comments to sharpen the focus of the interactive webinar for the delegate.	Questionnaire
Online workshop	A two-hour interactive webinar covering: • Lencioni's work on the team and leadership behaviours associated with excellence • Practical advice on helping teams self-assess using the Lencioni questionnaire • Opportunities to practice the leadership behaviours that sustain high performing teams • Action planning to ensure attendees have an achievable plan to begin increase the insight and effectiveness of their home team	Slides of the session
Follow through and learning transfer	• Bite sized activity: Use the "observation sheet" to assess how well the team manage conflict, decision making and holding to account • Intermediate activity: Lead a team self-assessment exercise using the Lencioni questionnaire • Advanced activity: Adapt personal leadership style to enhance specific element of the team's effectiveness	Observation sheet Dysfunctions questionnaire and facilitation guidance Webinar materials and tip sheet
Potential organisational benefits	• Increased delegate effectiveness • Increased team effectiveness	Online feedback immediately after the webinar and one month later

Conflict fundamentals

Subject	Learning outcomes	Online delivery
Overview and learning objectives	This session aims to offer delegates insights into their own conflict responses, ways to understand the responses of others, a framework to help individuals and teams manage conflict constructively and practical strategies to build confidence and competence in handling conflict. Learning objectives are: • Understand the Thomas Kilmann model of conflict • Survey the benefits and drawbacks different conflict modes • Gain insights into delegates' own conflict management preferences at work • Make sense of the benefits they gain from using familiar conflict modes and the additional choices open to them if they adopt a different mode • Feel able to practice unfamiliar conflict modes safely and appropriately with a view to increasing their confidence and competence	Programme prospectus
Pre-work	• Complete the TKI questionnaire and return it to the facilitators for scoring and the opportunity for conversation before the webinar • Watch a short TED talk video on conflict resolution by William Ury of the Harvard Negotiation Project "The Walk from No to Yes"	Questionnaire Video
Online workshop	An interactive three-hour webinar covering: • The Thomas-Kilmann conflict modes • How are each of them used constructively and destructively? • How conflict modes relate to our working lives • How to engage constructively with colleagues who have a different conflict preference • How to develop confidence and competence in unfamiliar conflict modes safely and appropriately • When to get help with conflict • How to use conflict modes to facilitate better group conflict and decision making	Slides of the session
Follow through and learning transfer	• Bite sized observation activity: Use the "observation sheet" to note how colleagues use conflict modes in group decision making • Intermediate participation activity: Lead a team discussion in which you map the options for dealing with a conflict against each of the five conflict modes • Advanced personal development activity: Grow confidence and competence in an unfamiliar conflict mode by choosing one of them as your "default" for three days	Observation sheet Conflict modes outline and facilitation guide Conflict modes outline and "lever phrase" guide
Potential organisational benefits	• Increased delegate effectiveness • Increased delegate wellbeing • Increased team effectiveness	Online feedback immediately after the webinar and one month later

Resilient people in compassionate organisations

Subject	Learning outcomes	Online delivery
Overview and learning objectives	The session provides delegates with an overview of science, theory and practice of psychological resilience and the team environments that sustain it. They will finish the webinar have learned: • Key theories underpinning the science of resilience and wellbeing • The environmental factors that support or deplete resilience • The habits that underpin or undermine it • Personal development practices which can build resilience • Leadership practices that can support resilience in others	Programme prospectus Suggested structure for a conversation with the delegate's line manager to discuss how this session could support personal development objectives
Pre-work	Delegates will be sent a link to a 12-minute TED talk outlining key concepts in happiness, resilience and wellbeing. They will also be sent a link to a free questionnaire at the University of Pennsylvania's Authentic Happiness website which will take around 10 minutes to complete. The webinar session will work for them if pressure of work prevents them undertaking the pre-work but if they can make time the impact of the webinar itself will be amplified.	Video and questionnaire
Online workshop	An interactive webinar built around 4 resilience and wellbeing practices: • Auditing your environment • Surveying lifestyle and habits • Personal development to sustain or enhance resilience • Organisational development to identify opportunities to make their team environment more sustaining	Slides of the session
Follow through and learning transfer	• Bite sized activity: Complete the "Jenga Stack" audit of environmental factor supporting resilience for one day at work • Intermediate activity: Keep a gratitude log for 21 days • Advanced activity: Undertake a CIA (Control, Influence, Accept) conversation with colleagues	Jenga Stack card Simple instructions for the activity Instructions for CIA activity
Potential organisational benefits	• Increased delegate effectiveness • Increased delegate wellbeing • Increased team effectiveness	Online feedback immediately after the webinar and one month later

Kindness and compassion in leadership

Subject	Learning outcomes	Online delivery
Overview and learning objectives	Participants will consider what it is to lead with compassion (both for self and others), the real and evidence-based benefits for the organisation and why leading with kindness is one of the most courageous decisions an individual can make. Participants will be asked to consider: • What makes a kind and compassionate leader? • What is the evidence base for a new approach to leadership thinking? • How is kindness demonstrated in our own leadership practice? • What gets in the way of compassion and kindness in leadership practice? • How can we develop our own practice as a kind leader?	Programme prospectus
Pre-work	NHS Elect article and values questionnaire.	Article and questionnaire
Online workshop	A workshop can be tailored to fit the context of your organisation, system or programme. Examples of a typical workshop might include: • What it is to lead with kindness (and what might get in the way)? • The evidence-base and real examples of kindness in leadership in the NHS and elsewhere • How leading with kindness creates an environment for a better understanding of problems, and the engagement of everyone in creating solutions? • How the removal of blame and shame allows teams to co-create their future and focus on solutions rather than blame • How a leader can develop their practice as a kind leader	Slides of the session
Follow through and learning transfer	• A session on *Kindness in Leadership* could be followed up with a facilitated discussion session and group work to engage participants in discussion and reflection on their leadership practice. • Participants could be given access to follow-up material and recordings to continue their leadership development.	Articles, workbook and follow-up recordings
Potential organisational benefits	• There is consistent and demonstrable evidence that organisations with leaders that practice kindness and compassion have stronger connections between people, better collaboration, more trust, stronger commitment to the organisation, and lower turnover.	Online feedback immediately after the webinar and a month later

Leading change and human dimensions of change

Subject	Learning outcomes	Online delivery
Overview and learning objectives	• Give delegates an overview of commonly used change management theories • Create safe opportunities to practice key change management techniques • Apply theory and techniques to their own change management projects	Programme prospectus
Pre-work	• Complete a brief "statement of need" for a change they would like to undertake in their department • Complete a draft "interest map" of the change • Watch the 5 minute video about Kotter's 8 Steps: https://www.youtube.com/watch?v=L-XrJaP-UHw	Templates for the statement of need and the Interest Map Video link
Online workshop	• Work through complementary approaches to change from Kotter, Bridges and Stacey • Work with colleagues to firm up benefits and stakeholders • Identify key steps in moving the change forward. Use CIA to identify scope for action and influence • Specify "quick wins" and bite sized goals to move the change forward • Anticipate concerns and needs to the people consuming the change to maximise the chance that they can be engaged in the process of "co-design" • Develop a compelling "pitch" to gain support for the change	Slides of the session CIA activity sheet Template for benefits, "bite-sized" and "right now" goals
Follow through and learning transfer	• Undertake one "sponsor" conversation within someone who might be able to help the change • Facilitate a group "CIA" conversation with colleagues to understand what can be controlled or influenced in relation to the change • Take one "right now" or "bite sized" action to progress the change	Prompt sheet for the sponsor conversation CIA facilitation instruction sheet Activity sheet from webinar
Potential organisational benefits	• Increased delegate effectiveness • Increased delegate wellbeing • Increased team effectiveness	Online feedback immediately after the webinar and one month later

Effective negotiation

Subject	Learning outcomes	Online delivery
Overview and learning objectives	• Familiarise delegates with the key concepts of negotiation such as stakes, settlement range, best alternative to a negotiated agreement and principled negotiation • Develop an understanding of different negotiation stances, how to encourage both parties to use an appropriate stance and how to counter inappropriate approaches • Enable colleagues to plan effectively for a negotiation	Programme prospectus
Pre-work	• Watch a video on principled negotiation: https://www.mindtools.com/CommSkll/NegotiationSkills.htm • Complete the TKI questionnaire to understand your default negotiation style	Win-win negotiation video TKI questionnaire
Online workshop	A two-hour interactive webinar covering: • The foundations of negotiation – building relationships, establishing rapport and clarifying objectives • Negotiation stances – Identifying the 6 approaches you can take in any negotiation, identifying the best place to start for your particular negotiation and how to work with the other party's approach • Principled negotiation: a methodology for getting to the heart of what's at stake and plotting a course to a win-win solution	Slides of the session
Follow through and learning transfer	• Observational activity: seeing your own and your colleagues' negotiation preferences • Planning for a negotiation using interest mapping • Trying unfamiliar negotiation stances to build competence and confidence in negotiation	Observation sheet Interest mapping template How to negotiate like…guide
Potential organisational benefits	• Increased delegate effectiveness • Increased team effectiveness	Online feedback immediately after the webinar Kirkpatrick assessment Portfolio to support a learning presentation at the end of the programme