Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5ADCM Contributing to Coaching & Mentoring

Word Count - Personal Statements: 2,237

Student Name: Leanne Aitken
Student Number: 1810266
CIPD Membership Number: 53274276

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: L Aitken
Date: 9 March 2020

Contents

Evidence Matrix.....

Section 1

LO1 – Personal Statement.....

LO1 – References.....

LO1 – Evidence.....

Section 2

LO2 – Personal Statement.....

LO2 – References.....

LO2 – Evidence.....

CIPD Candidate evidence matrix (CEM1)

Candidate name: Leanne Aitken				CIPD Membership/registration No.: 53274276		
Qualification title: CIPD Diploma in Applied Human Resources				Unique Learner No. (ULN): 1810266		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
5ADCM	Contributing to Coaching & Mentoring	1.1	Outline of how the NAS framework aligns to the National Positive Behavioural Framework	EV1		
5ADCM	Contributing to Coaching & Mentoring	1.1	Putting our Values into Practice Document	EV2		
5ADCM	Contributing to Coaching & Mentoring	1.1, 1.4	NAS Learning & Development Policy	EV3		
5ADCM	Contributing to Coaching & Mentoring	1.2	NAS Induction & Probation Policy	EV4		
5ADCM	Contributing to Coaching & Mentoring	1.2	NAS Supervision Policy	EV5		
5ADCM	Contributing to Coaching & Mentoring	1.3	Training Memo: Leadership & Management	EV6		
5ADCM	Contributing to Coaching & Mentoring	1.3, 2.3	Agenda: Building Capacity for NAS Managers	EV7		
5ADCM	Contributing to Coaching & Mentoring	1.3	Wellbeing & Safety Staff Forum Outline	EV8		
5ADCM	Contributing to Coaching & Mentoring	1.3	Digitation Update email dated 14.02.20	EV9		
5ADCM	Contributing to Coaching & Mentoring	1.3	Email dated 14.11.19 re: focus group	EV10		
5ADCM	Contributing to Coaching & Mentoring	1.4	YOY Case Register Stats	EV11		
5ADCM	Contributing to Coaching & Mentoring	1.4	Turnover Analysis	EV12		
5ADCM	Contributing to Coaching & Mentoring	1.4	Example of a Competency Framework	EV13		
5ADCM	Contributing to Coaching & Mentoring	1.4	Example of a Coaching Plan	EV14		
5ADCM	Contributing to Coaching & Mentoring	1.4	Coaching Wheel / toolkit	EV15		
5ADCM	Contributing to Coaching & Mentoring	2.1	Academy Journey Workflow	EV16		

5ADCM	Contributing to Coaching & Mentoring	2.1	Refer-a-friend scheme email dated 05.03.20	EV17		
5ADCM	Contributing to Coaching & Mentoring	2.1	Reflective Supervision Agreement	EV18		
5ADCM	Contributing to Coaching & Mentoring	2.1	GTD Invite, Methodology & Impact Statement	EV19		
5ADCM	Contributing to Coaching & Mentoring	2.2	Supervisions evaluation survey results	EV20		
5ADCM	Contributing to Coaching & Mentoring	2.2	Letter from Line Manager dated 15.02.20	EV21		
5ADCM	Contributing to Coaching & Mentoring	2.2	Absence Management & Probation Flow Charts	EV22		
5ADCM	Contributing to Coaching & Mentoring	2.2	WRAP Clinics email / deliverables 17.09.19	EV23		
5ADCM	Contributing to Coaching & Mentoring	2.3	Extract from Building Capacity slide deck	EV24		
5ADCM	Contributing to Coaching & Mentoring	2.4	Extract from Leadership & Management slide deck	EV25		
5ADCM	Contributing to Coaching & Mentoring	2.4	Absence trend report	EV26		
5ADCM	Contributing to Coaching & Mentoring	2.4	Evaluation forms from L&M attendees	EV27		
5ADCM	Contributing to Coaching & Mentoring	2.5	L&D Satisfaction Report on learning interventions	EV28		
5ADCM	Contributing to Coaching & Mentoring	2.5	Extract from 2019 Annual Staff Survey	EV29		

Candidate declaration:

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

Signature:	L Cutler	**Date:**	**09.03.20**

SECTION 1

LO1: Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development

1.1 Investigate the extent to which coaching and mentoring take place within an organisation

The National Autistic Society ("NAS") recognises that coaching and mentoring are integral to the successful functioning of the charity. The NAS is reliant upon its reputation as the leading authority on autism spectrum disorders in the UK and at the heart of its operations is the Positive Behaviour Support Framework devised by the PBS Coalition UK. As evidenced in the document outlining how the NAS aligns itself to the PBS framework (EV1), a core requirement is the values upon which the organisation is founded, being that all stakeholders are equipped to reduce levels of challenging behaviour by improving quality of life for our individuals through inclusion, participation and supporting them in gaining skills and increased opportunities, whilst rejecting restrictive practices.

In order to deliver on this mandate, employees are provided coaching and mentoring (both formal and informal) whilst being actively encouraged to engage in reflective practice as a means of self-development, primarily utilising solutions-focused coaching (Cox, et al., 2018). The need for employees to engage with this ethos is outlined in a document (EV2) that lists ways in which employees can bring our values to life and I quote: *"Working with a mentor or coach to identify different, better ways of working across the NAS"*.

This commitment to learning and development is underpinned by the NAS Learning & Development Policy (EV3), which subscribes to the Investors in People definition for learning and development, namely: *"Any activity which develops skills, knowledge and attitude"* and advocates that the personal development plans for each employee should incorporate a range of learning methods, for example, coaching and shadowing.

1.2 Evaluate how current coaching and mentoring activity supports achievement of individual, team and organisational objectives

The NAS recognises that continuous development through the various learning streams is instrumental in ensuring that organisational outcomes are achieved and our philosophy on coaching and mentoring is in keeping with contemporary research as advocated by the CIPD (2019), who highlight the point that organisations who facilitate collaborative learning are twice as likely to increase learning access / flexibility and further, that linking coaching and mentoring to on-the-job learning, is the most effective method for individual development (CIPD, 2015).

SHRM (2020) highlights the need for organisations to have a comprehensive induction process in place and that welcoming and supporting people from the outset, enables them to realise their full potential. The NAS Induction and Probation Policy (EV4) supports this view and practice mentors are allocated to each new joiner in order that they have the support in place to guide them through their foundation year, which aligns to the definition of mentoring put forward by Clutterbuck, et al. (2016) who described mentoring as being "off-line

help" to support individuals to achieve significant transitions in the knowledge and thinking applied to work.

Performance management is another area in which the organisation recognises that *"everyone benefits from a culture where development and wellbeing are valued"*, hence, as outlined in the Supervision Policy (EV5), a mandated requirement exists for reflective supervisions to take place on a regular basis. This document outlines how supervisions should be conducted and confidentiality maintained and are, effectively, the organisation's interpretation of a coaching contract.

1.3 Assess factors in the organisation including other learning strategies which could impact on the further development of coaching and mentoring

The NAS, like many organisations within the 3rd sector, operates a traditionally hierarchical structure and historically, the culture has been one of low trust and high power and suffers from high levels of absence and low levels of engagement, typical of organisations with a low trust culture (Zak, 2017).

The HR and L&D team have introduced a number of initiatives that seek to empower employees by focusing on utilising managers to develop the workforce which aligns to current thinking in this area (Connor & Pokora, 2017). These include the introduction of the Leadership and Management Programme – which features a coaching and mentoring segment (EV6), Building Capacity for Managers (EV7) and the introduction of a staff communication network forum (EV8) to provide a platform for employee voice which, according to (Jones & Gorell, 2018) translates into an improved bottom line performance.

It should be noted, however that these interventions are being played out against a backdrop of significant financial constraints as a result of the charity running at a deficit. Schools and services are currently under scrutiny with any deemed unviable, facing the prospect of closure.

A further challenge is the expansive digitisation project that has been underway for the past 18 months which has necessitated a restructure of the finance and business function and impacted the operating systems responsible for rota management, expense claims, timesheets (EV9).

Albeit that the operating environment is undergoing significant change at a rapid pace, opportunities to leverage coaching and mentoring as tools to navigate the current climate have presented themselves. An example of this is the formation of focus groups termed "engagement sessions" for employees to have a voice in shaping their roles post the centralisation of functions post digitisation (EV10) which aligns to a scenario that would be appropriate in which to apply co counselling techniques to support long standing employees to align their skillset to forthcoming opportunities (Maestro, 2019).

1.4 Make justified recommendations for how coaching and mentoring activity can be developed to benefit the organisation

As noted in the Learning & Development Policy (EV3), the NAS has historically measured effectiveness of its interventions through the reaction to learning / behaviour and performance change, however, by the organisation's own admission (as evidenced in aforementioned policy), the focus needs to shift to measuring organisational results /

return on investment, a view also expressed in (Forbes, 2017), wherein it was identified that business leaders were failing to "consistently and comprehensively calculate" return on investment of such employee development interventions and this is certainly the organisation's expectation in the current environment of austerity and rationalisation of services.

Giving the ongoing trend to devolve more operational people management responsibility to line managers and upskill them accordingly, which has seeing a measurable improvement in a number of the organisational KPI's (eg: positive comparative in the year on year case register (EV11) which has also translated into a reduction in turnover (EV12) for the same period), the opportunity for increasing the impact of any people initiative (and how to leverage a coaching and mentoring ethos still further), would be for business leaders to consider the following:

- Linking the competency frameworks at each level to a learning and development plan which could be discussed and progressed at supervision meetings and utilised to identify those exceeding in the core requirements of their role (EV13). People exhibiting high levels of performance could then be given the opportunity for differential experiences (eg: fulfilling mentoring roles, modelling "what good looks like" in different services etc).
- Introducing a more robust selection process for nominees proposed for the Leadership and Management Training, including this as part of the differential experience offered to those who demonstrate greater

competency within their current roles with the aim of ensuring that learnings acquired are cascaded across the business.

- Implementing a more structured approach to counselling through the introduction of coaching plans for example, University of Cincinnati (2010) templates acquired (EV14).
- Actively signposting employees to learning material that could facilitate them developing coaching techniques that they could leverage through the usual course of business (including: the compilation of a coaching toolkit with best practice examples; templates (eg: coaching wheel – EV15) and nominating coaching champions for each area).

Bibliography

CIPD, 2015. *Annual Survey Report: Learning and Development* , London: Chartered Institute of Personnel and Development.

CIPD, 2019. *Professionalising Learning and Development,* London: The Chartered Institute for Personnel and Development.

Clutterbuck, D., Megginson, D. & Bajer, A., 2016. *Building and Sustaining a Coaching Culture.* London: Chartered Institute of Personnel and Development.

Connor, M. & Pokora, J., 2017. *Coaching and Mentoring at Work: Developing Effective Practice.* 3rd ed. New York: Open University Press.

Cox, E., Bachkirova, T. & Clutterbuck, D., 2018. *The Complete Handbook of Coaching.* 3rd ed. London: SAGE Publications Ltd.

Forbes, 2017. *The Success And Failure Of The Coaching Industry.* [Online]
Available at: https://www.forbes.com/sites/forbescoachescouncil/2017/10/05/the-success-and-failure-of-the-coaching-industry/#fb8a83d6765f
[Accessed 15 January 2019].

Gallup, 2019. *What Engaged Employees Do Differently.* [Online]
Available at: https://www.gallup.com/workplace/266822/engaged-employees-differently.aspx?
[Accessed 21 February 2020].

Jones, G. & Gorell, R., 2018. *How to Create a Coaching Culture: A Practical Introduction.* 2nd ed. London: Chartered Institute of Personnel and Development.

Maestro, 2019. *How to Tell the Difference Between Coaching and Training.* [Online]
Available at: https://meetmaestro.com/insights/how-to-tell-the-difference-between-coaching-and-training/
[Accessed 15 January 2020].

SHRM, 2020. *New Employee Onboarding Guide.* [Online]
Available at: https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/new-employee-onboarding-guide.aspx
[Accessed 3 March 2020].

Zak, P. J., 2017. *Trust Factor: The Science of Creating High-Performance Companies.* New York: American Management Association.

EVI 1/2

The PBS Framework

1.	Creating high quality care and support environments	2.	Functional, contextual and skills based assessment	3.	Developing and implementing a Behaviour Support Plan (BSP) Evaluating intervention effects and on-going monitoring
1.1	Ensuring that services are values led	2.1	Working in partnership with stakeholders	3.1	Understanding the rationale of a BSP and its uses
1.2	Knowing the person	2.2	Assessing match between the person and their environment and mediator analysis	3.2	Synthesizing data to create an overview of a person's skills and needs
1.3	Matching support with each person's capabilities and with goals and outcomes that are personally important to them	2.3	Knowing the health of the person	3.3	Constructing a model that explains the functions of a person's challenging behaviour and how those are maintained
1.4	Establishing clear roles and effective team work	2.4	Understanding the principles of behaviour (4 term contingency); understanding the function of behaviour	3.4	Devising and implementing multi-element evidence based support strategies based on the overview and model Antecedent strategies • Antecedent strategies • Developing functionally equivalent alternative behaviour (to CB) • Increasing skills and communication • Systems change and contextual interventions
1.5	Supporting communication	2.5	Supporting data driven decision making	3.5	Devising and implementing a least restrictive crisis management strategy • Arousal curve • Reactive strategies
1.6	Supporting choice	2.6	Assessing the function of a person's behaviour	3.6	Developing the plan; outlining responsibilities and timeframes
1.7	Supporting physical and mental health	2.7	Assessing a person's skills and understanding their abilities	3.7	Monitoring the delivery of the BSP (procedural/treatment fidelity/integrity)
1.8	Supporting relationships with family, friends and wider community	2.8	Assessing a person's preferences and understanding what motivates them	3.8	Evaluating the effectiveness of the BSP
1.9	Supporting safe, consistent and predictable environments			3.9	The BSP as a live document
1.10	Supporting high levels of participation in meaningful activity				
1.11	Knowing and understanding relevant legislation				
1.12	A commitment to Behaviour Skills Training				

- Extract from: Positive Behavioural Support, a competence framework, published by Positive Behavioural Support (PBS) Coalition UK.

EVI 2/2

PBS Competencies Refer to the Positive Behavioural Support, a competence framework PDF for further competency details.	NAS Centres framework How our Centres link the PBS competencies, for further information please refer to SharePoint on the intranet.
1.10 Supporting high levels of participation in meaningful activity • Identify activities a person likes and create opportunities for the person to make them a part of daily life • Help the person do something they like for most of the time • Help the person do things they do not like, but that are essential • Introduce new activities so that a person has more activities to choose from • Support the person to develop skills in order to do things as independently as possible • View complex activities as a series of simpler activities arranged in a sequence of steps that a person is able to do with help. • Adapt the level of help for each step so the person can join in as much as possible • Supply extra motivation and reward for low- or non-preferred activities • Schedule the day so the person has at least one activity available at all times, (most often more than one), and the support required to perform the activity • Intersperse low-preference and high-demand activities with low-demand high preference activities • Keep track of what people do to make sure it is often enough, of good quality, spread out in time, and has enough variety and interest • Ensure that staff supporting the person develop good links with the local community • Support staff to identify and develop meaningful activity for each person throughout each day, using core activities as 'anchors' • Coach staff to break down complex activities into steps (carry out task analysis) and vary the help they provide at each step • Coach staff to provide just the right amount of help • Monitors that each service user has meaningful activity in their lives, and things they are looking forward to goals they want to achieve • Secures the resources necessary to ensure that all persons supported are able to engage in meaningful activities • Provides a clear expectation that participating in everyday activity is a key outcome • Supplies operational and procedural guidance for supporting activity engagement – active support training and practice leadership • Measures participation and community involvement as outcomes and reports to stakeholders along with data on the occurrence of challenging behaviour • *Designs interventions that enable persons to develop new skills and to access and participate in meaningful activities*	**NB: Each of the following may apply to more than one competence bullet point.** • NAS core beliefs and values • NAS Assessment and Support Design • Outcomes Framework • Module Framework – specifically Session Plans • Personal Support Plan • Centre Timetables • Individual Timetables and week to view/daily plan • SharePoint NAS Outcomes page • Active Support • Module Guidance • A Framework for Inclusion Opportunities for Adult and Community Services • Positive Behavioural Support Plan • Circle meetings • Referral to first year review process • Person Centred Review • Quality Assurance questionnaires • Centre meetings with people we support • Linking with local community to access services such as the library, sports centre, cafes etc. • Staff training • NAS Autism Academy • Autism Accreditation • Centre budget • Staff appraisals – particularly Development needs

EV 2 1/2

The National Autistic Society

1. Putting our values into practice

The standards that guide and govern our individual actions and behaviour can be established through a number of means including:

- Our own moral frameworks
- NAS values
- NAS Code of conduct
- Professional or occupational code of conduct
- Statutory/regulatory bodies standards
- Person centred, professional practice

Developing our values and behaviours

Each and every one of us has a personal responsibility to do our very best so that people on the autism spectrum are understood, supported and appreciated.

Our values are important to what we do as a charity and the way that we do it. It's important that we put them into practice and that we all take responsibility to live them on a day to day basis.

This means making sure that we all hold ourselves and each other to account for demonstrating behaviours that are consistent with our values.

Personal responsibility means individually being accountable for what we think, say and do (our actions/inactions and behaviours) and recognising that we have the ability to choose how we react and behave. It is an obligation to do the right thing for both ourselves and others and involves:

- Understanding that what we do and how we do it impacts on those around us
- Accepting the consequences of our actions
- Admitting our mistakes and working on our own personal and skill development in order to change rather than blaming others for situations and circumstances:



What is the role of the employee in implementing our values in the workplace?

Employees can bring our values to life by:

- Listening and reacting constructively to new ideas
- Openly supporting and promoting new ideas
- Keeping up to date with new practices
- Adopting best practice in work
- Following their professional code of practice as well as our code of conduct
- Taking appropriate opportunities to developing individual personal skills and competencies, including by participating in training and development activities and reflective practice
- Engaging in the supervision and appraisal process
- Taking time to think about the way things are done and whether they can be improved
- Sharing ideas with others to ensure that they are practicable
- Working with a mentor or coach to identify different, better ways of working across the NAS
- Engaging with good practice from elsewhere
- Having a positive approach to work and actively challenging negative attitudes and behaviours
- Doing what you say you will, when you said you would

The essentials of implementing our values in the workplace

Our Code of Conduct – guidance

Our Code of Conduct is based on our charity's values and should be followed by everyone who works or volunteers at our charity, alongside the professional codes of conduct relevant to individual roles. Our Code of Conduct is:

1. Stay within the law and our charity's policies
We all have a duty to follow the law and our charity's policies. Our policies exist to help everyone understand how to stay within laws like the Care Act or Social Services and Wellbeing Act, Children and Families' Act, Health and Safety Act, Data Protection Act and The Charities Act. Everyone should read and understand our policies.
* So always: read our policies
* And never: break the law

2. Be professional
It takes a lot of different skills for our charity to excel. Whatever your professional background, we need to use your skills to the utmost. If your profession has a code of practice then follow it as well as this code. And as professionals, none of us should let a conflict of interest get in the way of doing the best possible work we can. A conflict of interest means there is a reason that you could act against the best interests of the organisation or an individual you support. For example, you might be related to someone who is working in the same service or school or to someone who is bidding to provide us with a service. You should talk to your line manager if you think there could be a conflict of interest.
* So always: report conflicts of interest
* And never: break your professional code of practice

3. Learn from experience
Our charity has spent over 50 years learning from experience and we expect everyone who works or volunteers to take opportunities to learn about autism and from their specific work here. We all have a duty to make every bit of our work as effective as possible, so we can create the maximum benefit for autistic people. Whether you work or volunteer directly with autistic people or in supporting roles, all of us should be open to new ideas to improve our practice, our processes and

Learning and Development Policy

Document Title	**Learning and Development Policy**
Reference Number	**HR-5001**
Version Number	**V1.1**
Date of Issue	**4/9/17**
Latest Revision	**1/8/17**
Distribution	**All employees**
Owner	**Human Resources Director**
Policy Lead(s)	**Dorothy Lowe**
Department	**Human Resources**

Scope

This policy and its procedures cover all learning and development activities. This policy is supported by the Learning and Development Strategy and Learning and Development Plan which define the associated procedures and responsibilities in further detail.

All staff working within the NAS are covered by this policy

This policy should be used during the following activities:

- Undertaking Appraisal
- Devising Personal Development Plans during development discussions Setting Personal Objectives
- Planning learning activities to meet mandatory requirements, Competency Framework (CF) outline requirements, including agree objectives for these activities
- Providing evidence of competency achievement to meet requirements
- Allocating/prioritising resources for learning activities
- Devising annual learning and development plans
- Evaluation of learning

 © NAS

Competencies and values needs: The NAS has its competencies and values. Each employee must seek to fully develop competencies related to their role and must seek to develop share and develop behaviours that demonstrate a commitment to organisational values

Development needs identified from all three elements feed into each employee personal development plan and learning diary)

2.4 Learning and development needs – how should they be recorded:

- Individual development needs should be recorded by completing an employee personal development plan and reflective learning diary (please see appendix 1)
- Managers will then work with SDCs to pull together a team Learning needs analysis (please see appendix 2)
- SDCs and Managers collate all the team plans to produce an annual local L&D plan for their area.
- Annual local area plans are made available to the organisation's development team as this feeds into the organisation's L&D plan.

It is critical that appropriate & timely information is supplied by managers following the development discussion in September in order to enable that this information can be used to support the steps identified above

3. MEETING LEARNING AND DEVELOPMENT NEEDS

The NAS Learning and Development Strategy is informed by the Investors in People definition of learning and development:

'Any activity which develops skills, knowledge and attitude'

This embraces a wide range of activities that can take place either away from the workplace or within the working environment. This policy supports and encourages flexible routes to learning and is underpinned by a desire for the NAS to move from training to learning. It supports the Learning and Development Strategy which sets out everybody's responsibilities with respect to learning and which, through its specific programmes, is encouraging the development of a learning organisation where learning is valued at every level and encouraged as a continuous and self-reflective process. Alongside classroom based learning, opportunities to learn through other methods is encouraged, including a wide variety of learning methods as shown in the Learning and Development Strategy. (Appendix 3 – types of learning and development)

All learning and development activity is recorded onto ResourceLink through My HR View

 © NAS

Induction and Probation Policy and Procedure

Document Title	**Induction and Probation Policy and Procedure**
Reference Number	**HR-5007**
Version Number	**V3.1**
Date of Issue	**01/12/2016**
Latest Revision	**12/12/2018**
Distribution	**All employees**
Owner	**Human Resources Director**
Policy Lead(s)	**Head of Autism Practice & NAS Academy**
Department	**Human Resources**

Scope

This policy and procedure is relevant to all staff members working for the National Autistic Society.

Policy Summary

The Induction & Probation Policy aims to provide a structured approach to the management of a staff member's induction and performance during their probationary period and to support all employees across the charity to understand how the induction of new employees should be supported, providing information on how performance during the probationary period should be managed. The policy also aims to ensure the NAS Academy's role in the induction and probationary period of new employees is understood.

Position Statement

The charity recognises that everyone benefits from a culture where development and wellbeing is valued. A good quality, comprehensive induction and effective processes for monitoring learning and performance during the probationary period, are key tools for ensuring a positive start to employment.

© NAS

In addition to supporting best practice in the recruitment and retention of staff, the NAS Academy Foundation year also meets requirements set out by the various regulatory bodies for social care and schools in England, Scotland and Wales.

Procedure

1. Induction

It is crucial that new staff feel both welcomed and supported when they join the NAS. An effective induction will have a long lasting impact, it will help them develop a commitment to the organisation and enable them to work to their full potential. Inductions should create the right impression and make staff feel valued and welcome. All new employees should receive an induction relevant to their job role and that ensures a clear, shared understanding of autism from the start. In schools, induction for the majority of new staff will happen at the beginning of the school year during the first inset days. Staff who join the school during the school year however, will need a separate induction planned for them during term time by their L&D manager or SDC.

1.1 **'Welcome to our Charity'**: All new starters in offices across our charity, plus home workers and managers in schools and services, are invited to attend this day, in our City Road office. Held three times a year, this day gives attendees a brief introduction to our charity. During the morning session our CEO (or one of our directors) introduces the charity. During the afternoon session an autism professional goes through the basics of what autism is and how people on the spectrum experience the world.
For all other staff, their initial induction includes this overview of our charity.

1.2 **Local specific induction arrangements**: Should introduce new employees to their specific service, school or office and how their role fits into the team, the organisation and the bigger picture. It provides the staff member with an understanding of how their role supports the NAS vision and mission to become real. For those employed in our schools and services, this can happen as part of their first shadow shift.

1.3 **Mandatory induction standards for our Schools and Adult Services:** Social care regulatory bodies in England, Scotland and Wales, as well as the Department of Education, have developed mandatory standards which identify what new employees should know, understand and be able to do within defined time periods after starting work. It is an NAS requirement that all employees new to NAS schools and services, achieve the relevant standards in the appropriate time frame. L&D teams and line managers have a duty to ensure staff have been given the knowledge to meet the required outcomes in each standard. The Getting It Right from the Start booklet (GIRFTS) ensures new employees have the means to meet these relevant regulatory requirements for either England, Scotland or Wales, in the first 12 weeks of their

© NAS

EV4 3/3

foundation year. Schools are required to meet the relevant department of education induction requirements.

For experienced social care staff joining the NAS who already meet relevant standards, the line manager is responsible for completing an assessment of their skills against the local standards/requirements. This must be recorded on the checklist found in the relevant GIRFTS booklet.

1.4 Prior to the first day of their induction, new employees in our schools and services should receive an initial welcome pack from their local L&D team. It should include

- The local L&D Manager's, and/or Staff Development Coordinator (SDC)'s, own One Page Profile
- Induction timetable
- Venue details
- Contact details and e-learning login details etc.

Where there is no SDC or L&D Manager, the role responsible for this should be decided locally.

1.5 All new employees in our schools and services enrol in The NAS Academy during their first weeks of employment. Once initial induction starts, inductees should receive their NAS Academy Portfolio, a copy of the NAS Academy Foundation Year document and their Reflective Journal.

1.6 Each new employee in our schools and services should be allocated a practice mentor, by their line manager, to support them through their foundation year.

1.7 **Induction for new managers** - whether new to the NAS, or an internal promotion or secondment, it is essential that new managers receive appropriate induction to their new role. In schools and services, new managers should be allocated a Practice Mentor and complete NAS Management Foundation programme within 3 months of starting role. In offices, new managers should complete 'Online Management Training', 'Corporate Induction', 'Understanding Autism for Managers' and 'Managing Autistic Employees'.

2. The NAS Academy Foundation Year

Supported by L&D and Autism Practice Teams, all new employees in NAS schools and services need to complete The NAS Academy Foundation Year (Appendix 4), this provides a consistent and structured approach to their first year of employment. Underpinned throughout by reflective practice, it ensures the quality of training and development meets the requirements of all staff supporting autistic individuals. It is the successful, and timely, completion of this foundation year that ensures new employees meet the relevant regulatory requirements for either England, Scotland or Wales. Schools are also required to meet the relevant department of education induction requirements. A Manager's Guide is available to support line managers (Appendix 5)

© NAS

Supervision Policy

Document Title	**Supervision Policy**
Reference Number	**HR-5006**
Version Number	**V2.0**
Date of Issue	**15/10/2012**
Latest Revision	**15/11/2018**
Distribution	**All employees**
Owner	**Human Resources Director**
Policy Lead(s)	**Head of Autism Practice & NAS Academy**
Department	**Human Resources**

Scope

This policy is relevant to all employees working for the National Autistic Society. The NAS uses a reflective model of supervision and though it is recognised that there are several functions for supervision, any performance management functions are covered in the appraisal policy.

Policy Summary

This policy aims to support all staff members across the charity to understand how supervision should be conducted and provide information on why supervision is important.

Position Statement

The charity recognizes that everyone will benefit from a culture where development and wellbeing is valued and good quality supervision is one of the key tools for achieving this. Supervision ensures that all staff members understand what they should be seeking to achieve and are able to learn through critical reflection. Good supervision also improves communication and accountability between staff members at all levels, and helps to highlight and meet the training needs of all staff.

 © NAS

EV 6 1/2

National Autistic Society Cymru

TRAINING MEMO – LEADERSHIP

NAME	1. Understanding Leadership	2: LM Coaching Skills	3: Difficult Conversations	4: Absence Management	5: Conducting Investigations
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]					Monday 7th October
[redacted]					Monday 7th October
[redacted]		Wednesday 18th September		Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September			Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]	Wednesday 11th September	Wednesday 18th September	Tuesday 24th September	Tuesday 1st October	Monday 7th October
[redacted]		Wednesday 18th September			
[redacted]		Wednesday 18th September			

EV6 2/2

National Autistic Society Cymru

COURSE	DATE	TIME	FACILITATOR	LOCATION
1: Understanding Leadership	Wednesday 11th September	9:30-16:30	Michal Blochowiak	Cardiff Office
2: Line Management Coaching Skills	Wednesday 18th September	9:30-16:30	Kevin Mort	Cardiff Office
3: Difficult Conversations	Tuesday 24th September	9:30-16:30	Harvey Philpott	Cardiff Office
4: Absence Management	Tuesday 1st October	9:30-16:30	Leanne Aitken	Cardiff Office
5: Conducting Investigations	Monday 7th October	9:30-16:30	Michal Blochowiak	Cardiff Office

If you have any additional learning needs such as dyslexia and/or any special requirements please contact the Learning and Development Team at the Cardiff office where any special arrangements can be made.

If for any reason you are unable to attend, you must contact Sofie Lansdown, Learning and Development & Office Administrator on 02920 629300, OR Michal Blochowiak, Learning and Development Manager on 02920 629307 ***AND*** your line manager. **Continual failure to adhere to this protocol will be treated as a performance issue.**

It is your responsibility to organise your own transport to attend this training. If you wish to car share, please see the services for other attendees and contact that service to organise.

EU7 1/2

Building capacity for NAS People Managers
11.00 am – 5.30 pm 2nd October and 9.00 am – 2.00 pm 3rd October 2019
Crowne Plaza Nottingham - Wollaton St, Nottingham NG1 5R **Phone:** 0871 942 9161
Plan

Time	What	Who
10.30 – am onwards	**Tea coffee available for arrival signing in and name labels**	All
11.00 – 11.10 am	Intro Resources and logistics	Dorothy
11. 10 –11.45	Setting the scene –	Wande Including update about Safeguarding training & Quality measures
11.45 - 12.20 pm	Putting values into practice & embedding them in the workplace Including NHS Values video and Group work 1. What are values 2. Identify the behaviours required from a service used by own family and match them to our values 3. Consider and write up on flip chart values statements script linking our values	What are values – Group work Activity to identify a script linked to our values
12.20 – 12.45 pm	Building people management capacity & Values Based Recruitment 1. tool kit each key stage of employment: Stage 1 Joining the Organisation Stage 2: Setting Goals Stage 3: Supporting Development Stage 4: Monitoring Performance (only when there is a concern)	Leanne & Debbie
12.45 – 1.30 pm	**LUNCH - IN THE RESTAURAUNT**	
1.30 PM – 1.45 pm	Assessor skills	Dorothy
1.45 pm – 4.15 pm	Assessment Day x 2 activities	Leanne & Debbie
1.45 – 2.00 pm	Activity Briefing	Leanne
2.00 pm – 2.45 pm	Group Exercise No 1 – Survival activity	Leanne & Debbie
2 .45 – 3.30 pm	Group Exercise No 2 Assessment Activity– Values activity	Leanne & Debbie
3.30pm – 3.45.pm	**Tea break**	

3.45 – 4.00 pm	Feedback from Groups 1 & 2 focused on observing and recording	Dorothy Debbie, Leanne & Wande
4.00 pm - 4.45 pm	Managing self – working to strengths	Leanne
4.45 – 5.25	Building performance	Leanne
5.25 – 5.30	Making it work at work – 1 Page Profile	Dorothy
6.30 PM	**DINNER IN THE RESTAURAUNT**	

DAY 2 9.00 am – 2.00 pm

Time	What	Who
8.30 onwards – Tea and coffee available for 9.00 am start		
9.00 AM – 9.10 AM	Recap	Wande
9.10 am - 9.50 am At least 20 mins interactive / group exercises Max 20 mins presentation to include engagement with delegates	**Managing Induction & Probation** Case study Role play activity – in groups of 3 to include Observer, Employee & Manager to include completion of the process including paper work	Leanne
9.50 am – 10.30 At least 20 mins interactive / group exercises Max 20 mins presentation to include engagement with delegates	**Managing Capability** Case study Role play activity – in groups of 3 to include Observer, Employee & Manager to include completion of the process including paper work	Debbie
10.30 am – 11.10 am At least 20 mins interactive / group exercises Max 20 mins presentation to include engagement with delegates	**Managing Conduct** Case study Role play activity – in groups of 3 to include Observer, Employee & Manager to include completion of the process including paper work	Leanne
11.10 – 11.25	**Tea & Coffee**	
11.25 am – 12.15 pm At least 20 mins interactive / group exercises Max 20 mins presentation to include engagement with delegates	**Managing attendance** Case study Role play activity – in groups of 3 to include Observer, Employee & Manager to include completion of the process including paper work	Wande
12.15 – 12.45pm	Plenary & Q & A;s Plenary, actions & evaluation	Wande, Leanne, Debbie
12.45 – 1.00 pm	Actions & Evaluation	Dorothy
1.00 pm – 2.00 pm	**CLOSE WITH LUNCH IN THE RESTAURAUNT**	

EV 8 1/1

National Autistic Society

Staff representative for wellbeing and safety- Role

Name	
Job Title	
Service represented	
Manager of service represented	
Lead Manager for area	

Representative of employees will learn more about our charity and acquire new skills, taking on a bit of extra responsibility to help our charity to be the best it can be. ROES will play an important role in communication and have good communication skills, a solid work ethic and a desire to improve their services. ROES will be directly responsible to communicate and engage with their colleagues on matters affecting the Health and Safety of people in their service and the wellbeing of all staff.

The Representative of Employees will:

- Regularly canvas staff opinion about the staff team's experiences of working for the NAS. These opinions could be positive, negative or neutral.
- Attend quarterly insight sharing sessions with a mentor.
- Contribute as an agenda item on team meetings in regard to information shared with you about the wider NAS as well as listen to and make note of staff views and concerns about their service or roles.
- Become familiar with relevant policies that relate to the staff experience in your place of work - especially relating to health and safety.
- Engage with the Service Manager and Lead Manager at least on a quarterly basis in order to discuss matters arising in your place of work
- Attend quarterly meetings in the Cardiff office to report back to the Area Manager on matters arising in your place of work.
- Have an operational understanding of the health and safety needs of the service you work in of relevant Health and Safety related actions.
- Feedback issues to our national forum representatives through the area wellbeing safety forum.

EV 9 1/2

Leanne Aitken

From: Leanne Aitken
Sent: 14 February 2020 15:43
To: Area HR Managers
Cc: Rhys Jones; Dinah Abaye; Julie Thomas; Steven Hamer; Sandra Holder; Nick Haake
Subject: People Planner Pilot Update

Hi all

In the run up to the proposed launch in Wales on 1 April, please see below what I have managed to establish during the meetings I have attended with the People Planner project team this week. There remain a number of unanswered questions and I have relayed the requirement we discussed during the HR call last week for protocols and comms to be disseminated across areas (which I understand from Natalie (Project Manager) is in play - eg: the email from Hannah this week which referenced the managers comms toolkit signposting staff to the NAS intranet for copies of the following:

- Guidance notes for Managers and Shift Leaders
- Monitoring for Managers and Shift Leaders
- How to use the Terminal posters
- How to start and end your shift using the terminal
- How to start and end your shift in Access Care Planning
- Portal user guide for all staff

The plan with the Wales pilot is to have a weekly status update session with the business manager, People Planner Co-ordinator and the project team to troubleshoot and respond to queries as the date draws nearer so I am happy to be the conduit for any questions or concerns that you have over the next six weeks and I will feed those in to the team.

The story so far...

- As regards PP having the functionality to distinguish between shift patterns (including those that run over 6 weeks for example) and flag when people are paid at their additional hours rate (after potentially working less than their contracted hours depending on when in the month that rota pattern ends), the system currently cannot identify that. Natalie says that this will be built in at some point but for now, we are reliant on managers making use of the real-time reports to track and monitor hours incurred outside of standard rostered hours.
- March will be the last month that manual timesheets are completed. The Business/Finance Manager will no longer have a hard copy reference point to check what hours staff submitted in the event they query their salary, hours worked etc. Instead, reports will be made available to managers and the PP co-ordinator + Business Manager on a weekly basis so they can reconcile planned shifts to actual hours logged.
- There was apparently a glitch with staff being able to record annual leave on PP where their contracts exceeded 37 hours, but according to Natalie (Project Manager), this has been rectified.
- Staff will be able to log into the PP portal and view their planned shifts and download a (CSE) report that reflects these.
- The PP co-ordinator will check if shifts that have been created are started and ended within 24 hours (as a means of ensuring that what is planned, actually occurs in practice).
- Staff will have the ability to create adhoc shifts on the system (eg: if coming into service to cover absence).
- Managers are responsible for signing-off all overtime on the system.
- Payroll deadlines will remain the same and the HR/Finance will still have the ability to submit changes at 1st run.

- Staff calling in sick will need to call FirstCare and the service manager (which happens in most services in Wales already) – managers (shift leaders) will update PP which in turn, will update Access People and that is the data that will be pulled through to payroll.
- Nick Haake (Area Manager) has agreed that mobile phones be utilised to sign in and out of shifts (however, for the purposes of the pilot, this will be restricted to day service and outreach where shifts can commence with a pick-up from home and/or begin with a community based activity - residential staff will continue to use the terminals in service unless with exception (eg: when on training) – this will have an impact on the mobile phone policy and propose that this be revised (as terminology should relate to inappropriate use of mobile phones as opposed to not being permitted to have a mobile phone on shift).

Ultimately, staff members are accountable for fobbing in and out of shifts and the burden of responsibility has been shifted to managers to ensure that overtime is approved timeously and signed-off on, which will generate the additional hours payments through payroll.

I appreciate that you may have questions on the above and I have a list of my own for the next session (eg: could managers delegate approval to deputies) so happy to consolidate any you may have.

L

EV10 1/1

Leanne Aitken

Subject: Focus Group - Joiner Request

From: Julie Thomas
Sent: 14 November 2019 15:21
To: Leanne Aitken <Leanne.Aitken@nas.org.uk>
Subject: FOCUS GROUPS

Hi Leanne

Following on from the conference call with Hannah Barnett, I would like to be included in any focus groups that are established on the way forward with the changing that will be coming in due to the digital transformation.

Thanks for being on hand to answer our questions last week after. It was a lot to take in and having worked here for 20 years I am anxious about the uncertainty that lies ahead but following our chat, I feel like I can make a valid contribution to the focus groups, especially because of the work I have done in the last year on moving our rotas to People Planner and understanding what the problems have been as I have had a lot of interaction with the services and staff as they got used to the tablets and automated time logging. It was also good to know that we have the option of employee assist to support us.

Thanks Julie

Julie Thomas
Area Rota Co-ordinator – NAS Cymru
t: 02920 629309
m: 07483012455

e. Julie.Thomas2@nas.org.uk

National Autistic Society

EU 11 1/1

Leanne Aitken

Subject: FW: URGENT; Info for charity commission needed today 12pm

From: Leanne Aitken
Sent: 07 January 2020 11:59
To: Dina Patel <Dina.Patel@nas.org.uk>; Debbie Rigby <Debbie.Rigby@nas.org.uk>; Dawn Allen <Dawn.Allen@nas.org.uk>; Maria Crookes <Maria.Crookes@nas.org.uk>; Brenda Yearwood <Brenda.Yearwood@nas.org.uk>; Caroline Dale <Caroline.Dale@nas.org.uk>; Liz Morgan <Liz.Morgan@nas.org.uk>
Cc: Andrew Powles <Andrew.Powles@nas.org.uk>
Subject: RE: URGENT; Info for charity commission needed today 12pm

Hi

Please see below as requested.

Year	Case Type	Total
2017/18	Investigation/disciplinary	18
	Suspensions	3
	Grievances	7
	Complaints	Not recorded

Year	Case Type	Total
2018/19	Investigation/disciplinary	30
	Suspensions	5
	Grievances	10
	Complaints	2

Year	Case Type	Total
2019/20	Investigation/disciplinary	19
	Suspensions	2
	Grievances	4
	Complaints	4

Leanne Aitken
Area HR Manager (Wales) / Rheolwr AD Ardal (Cymru)
02920 629 302
07397 727 050
leanne.aitken@nas.org.uk

National Autistic Society
Transforming lives and changing attitudes

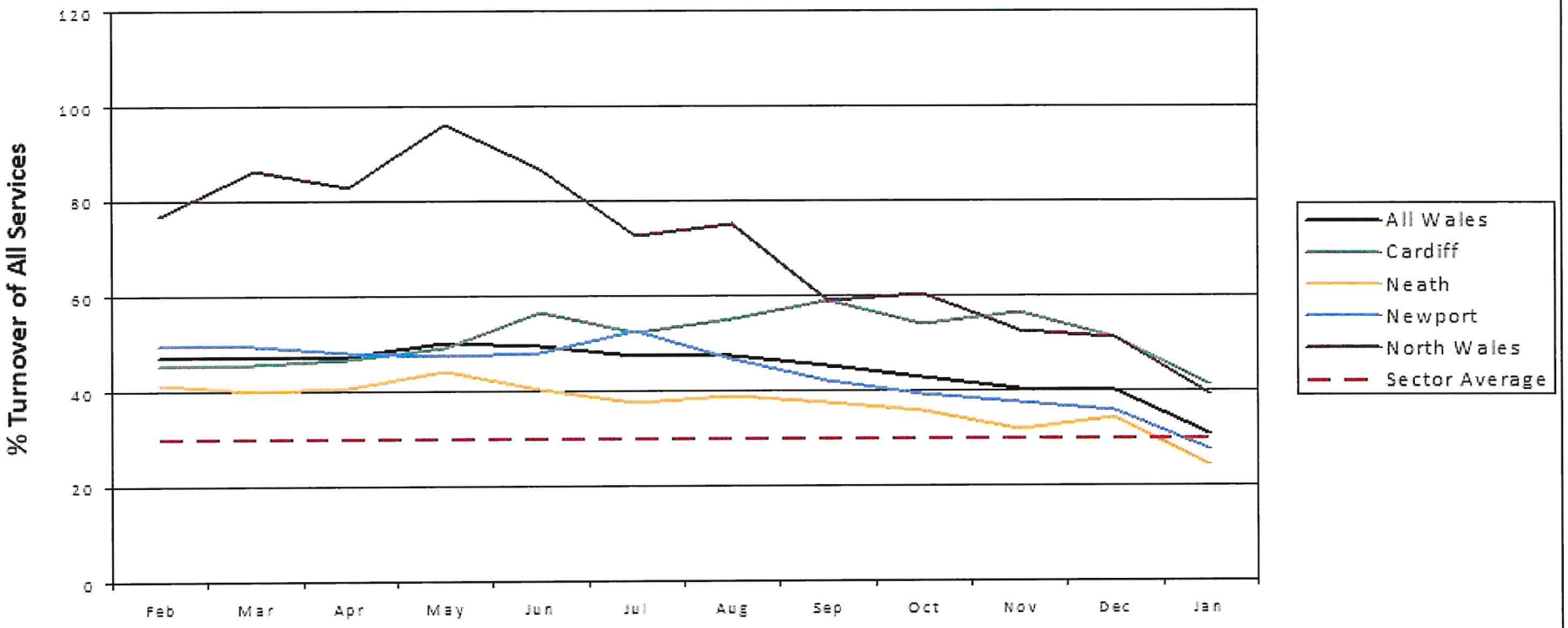
From: Dina Patel
Sent: 07 May 2019 10:17
To: Debbie Rigby <Debbie.Rigby@nas.org.uk>; Dawn Allen <Dawn.Allen@nas.org.uk>; Maria Crookes <Maria.Crookes@nas.org.uk>; Brenda Yearwood <Brenda.Yearwood@nas.org.uk>; Leanne Aitken <Leanne.Aitken@nas.org.uk>; Caroline Dale <Caroline.Dale@nas.org.uk>; Liz Morgan <Liz.Morgan@nas.org.uk>

EV 12 1/1

Yearly Turnover As Of Month Shown

(Sector Average Turnover is 30%

Source: Skills For Care, September 2017 to March 2018)



This report was correct at the time of printing. This report may no longer be up-to-date and must not be assumed to be accurate.

Mentor Guidance

The most important element in your role as mentor is to guide the member of staff through this framework. For the frameworks to be effective **it is vitally important that you do not sign off anyone as competent before you are completely confident that they have demonstrated their knowledge using the criteria as a minimum guide. You cannot sign anyone off as competent unless you have proved your own competency in your framework.** Above all the demonstration of knowledge must always be to a level that you are satisfied with. If you are unsure about the criteria for competence then speak to the Area Service Managers or the Staff Development Team as soon as possible. For some competencies a designated member of staff is the only one who would be able to sign someone off. In those cases you should liaise with that member of staff.

Staff members can complete the learning section themselves or you may wish to do this together. Either way it is expected that you will take a coaching approach, empowering the member of staff to progress at their own pace, taking charge of their own learning and development. Like all learning activity, staff members will find they gain most benefit from the effort that they put into their own development.

It is up to you, in conversation with the member of staff, as to how you record the evidence of learning and the evidence of assessment. Recording evidence does not have to be in detail (it could reference an activity observed, a project undertaken or a simulated role play) the important factor is that you're both clear about what is expected, have confidence in the process and can stand up to scrutiny by others. You may wish to keep a more detailed record of evidence for your records. This could then be added to this framework.

For large parts of the competency written evidence is needed. You may find that it is easier for you to have a structured conversation with the member of staff where they discuss the topic and you make notes – this could then be submitted as written evidence. However, if you decide to do this then it is your responsibility to complete the written assessment.

If you encounter any issues or problems, please contact the Area Service Managers or the Staff Development Team as soon as possible.

- Staff Development Team, NAS Cymru (March, 2015)

Introduction

The NAS Cymru Autism Specialist Competency Framework takes job roles within adult services and breaks them down into a set of agreed and measurable competencies and criteria. The competencies are elements of the job role that are carried out on a day-to-day basis. This framework will help you find all the resources you will need to carry out the competencies. This framework links directly to the delivery of the NAS' business strategy and how talent is shaped and strengthened across the organisation.

There are three different frameworks depending on your job role: Manager & Team Leader, Senior Support Worker and Support Worker.

To guide you through the framework you will be assigned a mentor. Usually, but not necessarily, your mentor will be your line manager. Your mentor is there to provide all the support and help you need. You can also speak to the Area Service Managers as well as the Staff Development Team at NAS Cymru amongst others.

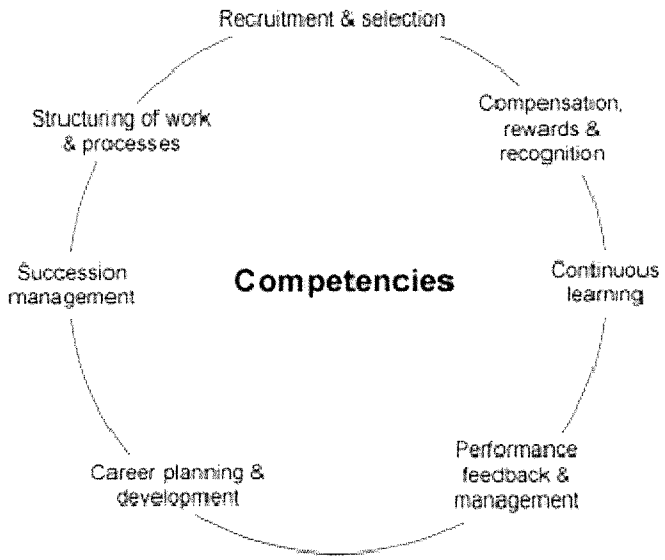
This framework has been designed to be completed via a blended learning approach utilising a variety of different training resources. It will give you the competency and then suggest a primary training source which you find in **emboldened** text beneath the competency. This may be in-house training, a module on the NAS eLearning zone, a book, a chapter, a conference, a coaching session etc. Each primary source will contain most of the basic information you will need. However, there will also be suggestions for secondary sources which you may find useful to build upon the primary source and can be found listed below the primary source. The majority of sources can be found in the *Competency Framework* folder on the Q or O drives. Since all learning is considered to be self-directed you may use whichever sources you feel will help you to develop your knowledge. If you have found a source that you think is particularly useful you may want to add this to the folders in order that others will also benefit. Record all the sources you have used in the appropriate section as a record of your learning.

Having undertaken appropriate learning and when you indicate that you feel confident, you will be expected to demonstrate your knowledge in a practical way to your mentor who will sign off that that you are competent. *As your mentor will not necessarily be aware of when this is you will be expected to let them know when you want to be assessed*. Your mentor will use the criteria set out in the framework to do this. This is the most

important stage of all training, it is where your mentor observes you putting your training into practice and ultimately impacting on the quality of the services we provide. It is only your mentor or a qualified individual who specialises in that area, who can sign you off as competent.

For example, let's look at the Confidentiality and Data Protection competency. The primary source is listed as the Data Protection training on the NAS eLearning zone. This is compulsory training. To expand on this knowledge you may want to read the Data Protection policy or find some online resources around the Data Protection Act. Afterwards you could have a conversation with your mentor about data protection issues specific to your service. According to the criteria for competency you will need to state the five data protection principles, give at least three pieces of sensitive material and your mentor will observe the way that you store, interact and use confidential and sensitive material. You would then be signed off as competent.

The main focus of this framework and all training is always on your learning and development. In the model below you can see just some of the benefits of this competency framework.



If you complete all competencies for your job role you can request those from the next tier up and begin to develop higher level skills. This will be of great benefit in terms of career development. If, for example, you attend an interview for a more senior position, you could bring that framework with you to interview to evidence all your learning and development.

There is a strong expectation that you will have completed your level of the framework within a twelve-month period. You should find that this is more than enough time as you will be doing all of the tasks on the framework in your day-to-day work. In certain circumstances this timeframe could be extended but this must be agreed by the Area Service Managers and the Staff Development Team well in advance. Constant extension or failure to complete the framework may result in performance management.

We trust that you will find this framework a useful tool and welcome your feedback to the staff development team in Cardiff Office 02920 629300

- Staff Development Team, NAS Cymru

Front cover designed by Umar Khan, Ty Yfory

	words max.)			
Practice Leadership **Shadowing your mentor**	- Define practice leadership - Explain how this is relevant to your role			
Dealing with comments, compliments and complaints **Comments, Compliments and Complaints Policy**	- Explain the how you would deal with a comment, compliment or complaint following the policy (to include formal and informal comments etc.)			
Setting a Positive Example **Shadowing your mentor**	- Explain how you set a positive example to other members of your team - Explain why this is important - Give three examples of when you have set a positive example in your role			
Shift Leading (or for Outreach Staff Running the Texting-in Service)	- Explain what is involved in being an effective and			

EVI4 1/2

Coaching Plan Template

Coaching plans serve two purposes: they create a foundation for consistent coaching efforts across the development cycle, and they ensure that the manager's coaching activities are supporting their employees' development goals. To that end, the coaching plan outlines the responsibilities of both the employee and the manager. The employee's responsibilities—such as activities and success measures—are generally pulled from his/her development plan to ensure targeted development. The manager's responsibilities center on the specific coaching activities he/she will perform over the course of the coaching plan, and milestones ensure that coaching obligations are being met. The success of a coaching plan is ultimately decided by the employee's improvement.

Employee Information Should Align with the Development Plan
To ensure the employee and manager are working toward the same goals, the employee's development areas, the activities he/she should engage in, and the metrics that track successful progress against these goals should be identical to those in the employee's development plan.

Manager Should Focus on Activities That Help Employee Learn and Apply Lessons
The manager should commit to activities that prepare the employee before he/she engages in development experiences, track progress along those experiences, encourage reflection, and ensure that he/she applies the lessons learned.

Sample Coaching Plan

Employee Name: Loren **Manager Name:** Ryan **Date:** August 8

Employee Responsibilities			Manager Responsibilities		
Development Areas	**Employee Activities**	**Success Measures**	**Manager Activities**	**Milestones**	**Target Dates**
Closing (Specifically, handling objections)	1. Shadow top salespeople on visits to potential clients 2. Script ways to handle objections	1. Lifts sales by 5% 2. Turn around one solid "no"	1. Sit in on closing calls, providing immediate feedback 2. Identify possible objections and go through scripting before sales visits	1. Sit in on one call per week 2. Discuss why closing did or did not occur after all sales visits	1. Once a week for first month, until employee achieves goals 2. After each sales visit

Success Is Measured by Employee Improvement
While coaching plans outline the activities a manager commits to, the true measure of a plan's success is the development of the employee. If an employee fails to demonstrate growth or to reach his/her goals, it may become necessary to revisit the plan.

CLC Learning and Development, Corporate Leadership Council
© 2010 The Corporate Executive Board Company. All Rights Reserved.
LDR6597510PRO

UNIVERSITY OF Cincinnati

EU14 2/2

Coaching Plan Template (Continued)

Use the table below to ensure that your coaching efforts are aligned with your employees' development areas.

Coaching Plan					
Employee Name:			Manager Name:		Date:
Employee Responsibilities			Manager Responsibilities		
Development Areas	Employee Activities	Success Measures	Manager Activities	Milestones	Target Dates

CLC Learning and Development, Corporate Leadership Council
© 2010 The Corporate Executive Board Company. All Rights Reserved.
LDR6597510PRO

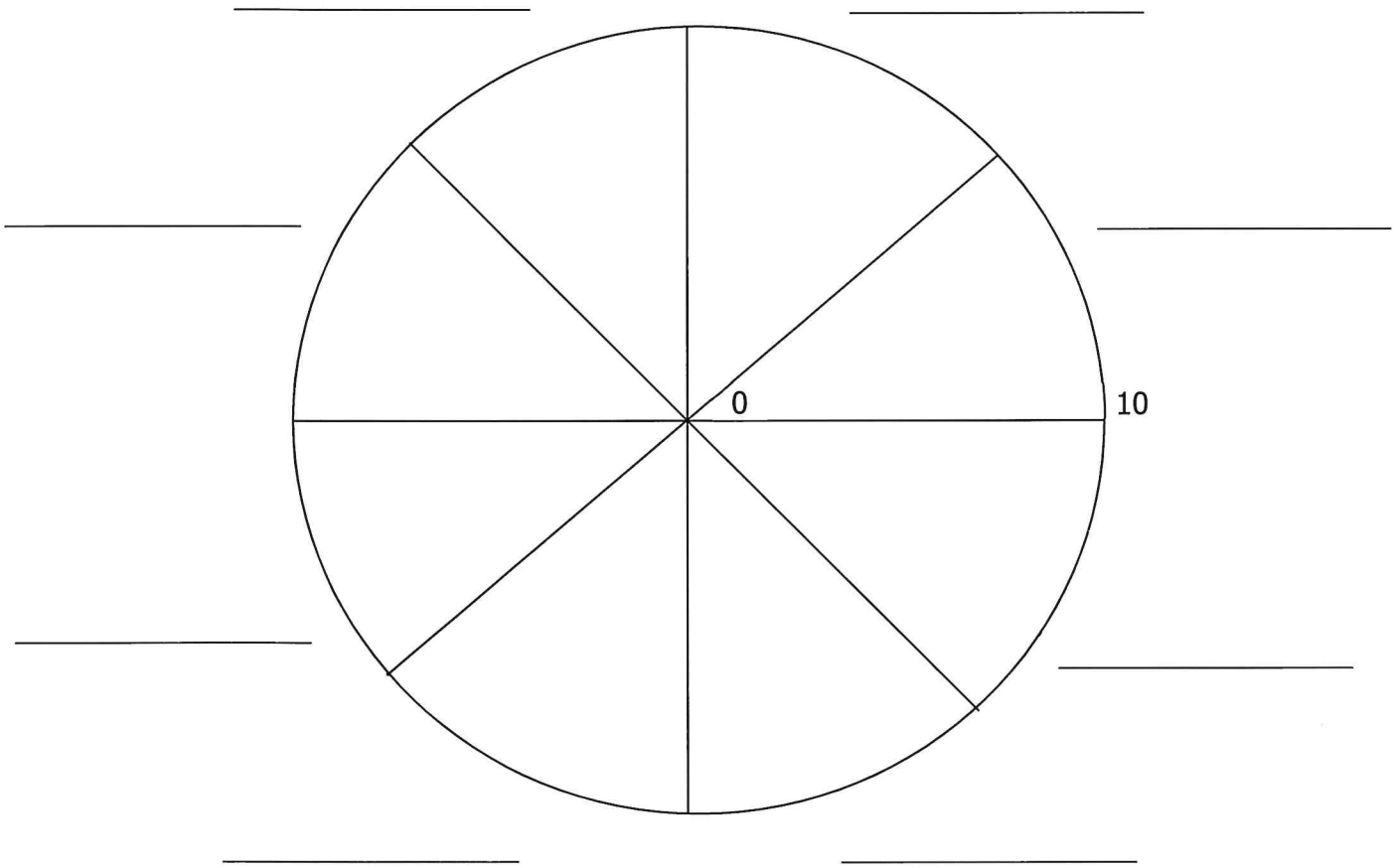
UNIVERSITY OF Cincinnati

EUIS 1/1

YOUR COMPANY NAME/LOGO

Blank Wheel - to use/name as you see fit

NAME: _____ **DATE:** _____

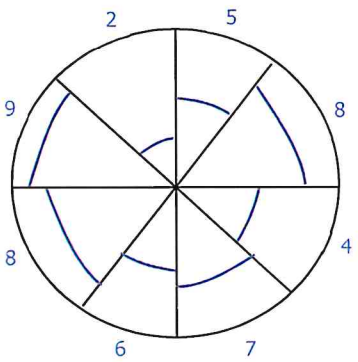


WHEEL OF LIFE INSTRUCTIONS

The 8 sections in the Wheel of Life represent balance.

- Please change, split or rename any category so that it's meaningful and represents a balanced life for you.
- Next, taking the centre of the wheel as 0 and the outer edge as 10, rank your **level of satisfaction** with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example)
- The new perimeter of the circle represents **your** 'Wheel of Life'. Is it a bumpy ride?

EXAMPLE



Email: you@yourwebsite.com
Phone: your phone number

Your Company Name
www.yourwebsite.com

SECTION 2

LO2: Be able to support coaching and / or mentoring programmes within an organisation

2.1 Promote the benefits of coaching / mentoring within the organisation, recognising and addressing the potential barriers

The organisation does endeavour to weave coaching and mentoring opportunities through each stage of the employee lifecycle and the HR function plays an integral part in delivering on this mandate as follows:

- Fully integrating and assimilating people into their roles quickly, assists in addressing our retention issue. Our induction programme includes on-the-job coaching in the form of shadow shifts. Onboarders are simultaneously assigned a buddy to support them in orientating into the service (EV16) and people are given the opportunity to feedback on the onboarding experience in order to continue to improve the experience and as a means to encourage them to utilise our recently launched "Refer-a-friend" pilot scheme (EV17).
- Given that the charity offers limited pay progression, it is important that the organisation is able to offset this barrier by creating a culture which encourages transparency, collaboration and offers diverse experiences to people. Regular reflective supervisions are carried out according to the guidelines contained in the Reflective Supervision Agreement (EV18). This aligns to a more fluid approach to engaging employees and providing timely feedback which is an approach adopted by Deloitte and Accenture (CIPD, 2017).
- To further demonstrate the organisation's commitment to developing a coaching ethos, I have engaged an external service

provider to conduct a 2 day "Getting it Done session" which utilises a methodology to coach stakeholders in how to improve organisational productivity. This is the first time we have sourced training of this nature externally and given the results of the client impact survey, it is exciting to be able to introduce this to the NAS (EV19).

2.2 *Contribute to the development of organisational coaching / mentoring processes*

Core to my mandate is embedding a coaching culture, specifically given the high levels of attrition and coaching plays a dual role in enabling knowledge and skills to be shared with new members of the organisation whilst providing the coaches with opportunities to hone their coaching skills and gain exposure to diverse people and opportunities.

Whilst I actively contribute to the Building Capacity and Leadership and Management workshops, I also engage in the following as a means to ensure that as an organisation, we do the "right thing" by our people in terms with equipping them with the skills and knowledge to manage themselves and others, thereby enacting our responsibility to our workforce which (McKinsey Global Institute, 2019) advocate as an imperative for 21st century companies.

These initiatives include:

- Conducting spot surveys in order to evaluate the extent to which employees feel that their supervisions add value, including whether they deem their supervisor to be a good coach (EV20).

- Coaching managers in matters relating to complex conduct and capability cases (confirmed by my line manager - EV21).
- Devising flow charts in order for people to have a simple snapshot of these processes to refer to (EV22).
- Conducting HR interventions in services, eg: WRAP clinics (EV23).

2.3 Support coaches / mentors to build and develop the knowledge, skills and behaviours required for the role

CIPD (2013) state that most coaching is conducted by line managers with only 15% of coaching being conducted by external coaches. In their Human Capital Trend Report, Deloitte advocates that organisations invest more in developing potential leaders from within their own ranks (Deloitte, 2019).

In line with this thinking, the "Building Capacity for Managers" workshops were devised and I am engaged in the delivery of these (EV7). This initiative is closely aligned to the organisations vision and goals for its managers, which Wootton (2019) cite as being key to effectively supporting leadership development through coaching whilst evidencing a demonstrable investment in our people; a concept tested in the CIPD's Job Quality Index which was found to deliver favourable business outcomes (CIPD, 2018).

These sessions as indicated in the attached extract (EV24) covers:

- Reflective exercises using de Bono's six thinking hats model (de Bono, 2016) and the strengths based four quadrant model – which includes an element of executive coaching.
- How to effectively assess candidates as part of the organisation's values based recruitment drives.
- How to conduct difficult conversations and the five levels of listening (Clutterbuck & Megginson, 2012).
- Understanding the systems and processes in operational people management.

2.4 Assist potential coachees / mentees to understand and participate fully in coaching / mentoring programmes

The other group training initiative that I contribute to is the absence management segment of the Leadership & Management course (EV25).

I designed the content for this module and deliver it alongside the Learning & Development Manager. The aim being to provide coachees with practical examples and guidance of how to apply the absence management process in practice.

A further focus is the impact of absence on service delivery and the cost that this has on the business, so examples of this are included in the form of trend reports and analysis which indicate the cost benefits of timely absent management interventions (EV26).

Attendees are required to complete the evaluation forms at the end of the day (EV27) and these are utilised to review the content and format going forward. Whilst this method measures Level 1 (Reaction) and 2

(Learning) of Kirkpatrick's training evaluation model (Forbes, 2017) and there is evidence to support that Level 4 (Results) is reflecting favourable outcomes, there is further work to be undertaken on Level 3 (Behaviour) and Level 5 (Return on coaching investment).

2.5 *Support the on-going evaluation and continuous improvement of the organisation's coaching / mentoring programmes*

In terms of measuring the impact of whether the above initiatives are delivering the benefits that are being sought, the following have relevance:

- The satisfaction report for the last "Understanding Leadership" and "Difficult Conversations" workshops returned participant scores of 100% satisfaction rates (EV28).
- The latest annual staff survey (EV29) released in October 2019 indicates the following favourable gains in response to the questions posed:
  - "The training I am given supports me in my role as line manager" – up 23 percentage points
  - "Our charity gives me skills and knowledge that will help me in my future career" – up 17 percentage points
  - "The induction I received gave me the information I needed to feel confident in doing my job in my first few weeks at our charity" – up 10 percentage points

According to a UK Working Lives Report published last year, 49% of UK respondents felt that they didn't have the appropriate skills to perform

their roles (CIPD, 2019). My focus will remain addressing the skills mismatch that appears to be prevalent in the NAS through applying coaching and mentoring techniques to facilitate an improvement in operational people management.

Bibliography

CIPD. (2013, July 2). *Is coaching actually solving problems for organisations?* Retrieved from cipd.co.uk: https://www.cipd.co.uk/podcasts/is-coaching-solving-problems-for-organisations

CIPD. (2017, September 5). *Coaching: It's a culture thing.* Retrieved from cipd.co.uk: https://www.cipd.co.uk/podcasts/coaching-culture

CIPD. (2018). *UK Working Lives: The CIPD Job Quality Index.* London: The Chartered Institute of Personnel and Development.

CIPD. (2019a). *Professionalising Learning and Development.* London: The Chartered Institute for Personnel and Development.

CIPD. (2019b). *UK Working Lives: The CIPD Job Quality Index.* London: Chartered Institute of Personnel and Development.

Clutterbuck, D., & Megginson, D. (2012). *Making coaching work.* London: Chartered Institute of Personnel and Development.

de Bono, E. (2016). *Lateral Thinking: A Textbook of Creativity.* New York: Harper Perennial.

Deloitte. (2019). *Leading the social enterprise: Reinvent with a human focus.* London: Deloitte Development LLC.

Forbes. (2017, October 5). *The Success And Failure Of The Coaching Industry*. Retrieved from Forbes.com: https://www.forbes.com/sites/forbescoachescouncil/2017/10/05/the-success-and-failure-of-the-coaching-industry/#5939acf16765

Howlett, W., & Coburn, T. (2019, November 5). Critical Thinking Episode 154: How to think well and reflect objectively on the ideas, opinions and arguments of others. (P. Lamb, Interviewer)

McKinsey Global Institute. (2019). *MGI in 2019: Highlights of our research this year.* New York: McKinsey Global Institute.

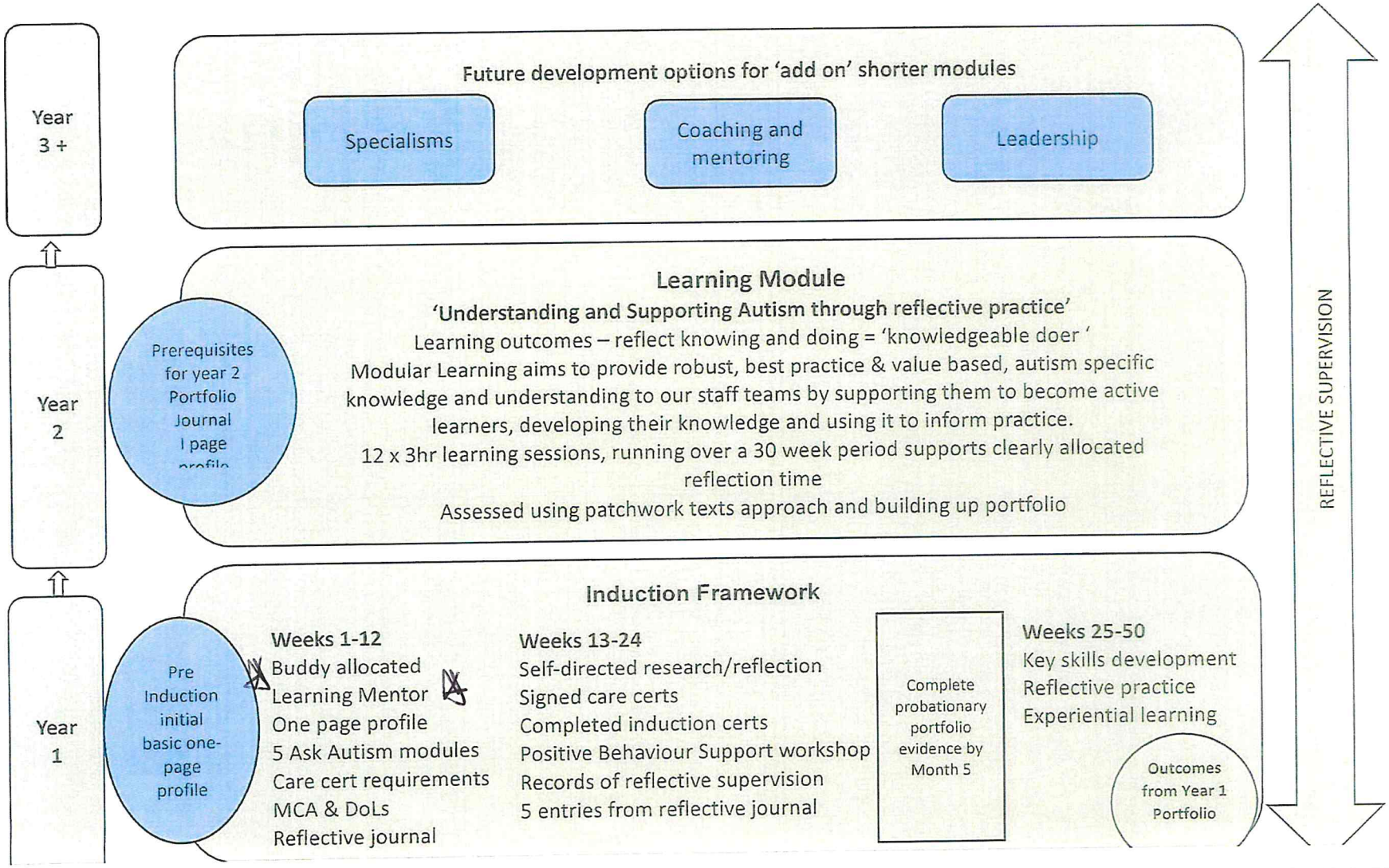
Stokes, J., & Jolly, R. (2018). Chapter 17. In E. Cox, T. Bachkriova, & D. Clutterbuck, *The Complete Handbook of Coaching.* London: SAGE.

Wootton, R. (2019, April). *Coaching in the Workplace.* Birmingham: Momentwm Consulting.

World Economic Forum. (2019). *HR4.0: Shaping People Strategies in the Fourth Industrial Revolution.* Geneva: World Economic Forum.

EU16 1/1

The Academy Journey



EU17 1/2

Leanne Aitken

From:	Leanne Aitken
Sent:	05 March 2020 15:17
To:	Robert Bell; Harvey Philpott; Kevin Mort
Cc:	Michal Blochowiak; Sandra Holder; Louise Albert; Nick Haake; Rhys Jones; Dinah Abaye; Sofie Lansdown
Subject:	Refer-a-Friend Scheme
Attachments:	Refer-a-friend poster Wales.docx; Refer-a-friend referral form.docx; Refer-a-friend scheme overview.docx

Hi all

Given the emphasis around up-staffing currently, I am happy to confirm that we how received formal approval to pilot the Refer-a-Friend Scheme in South West England and Wales. You are welcome to circulate the attached posters to service managers to profile this initiative in your areas.

Please note that payments will only be made through payroll (as opposed to staff having the option to receive payment as vouchers instead). This may result in a challenge from staff on benefits but we deemed it too unwieldly to administer if they were to elect which payment method they preferred.

We have purposely omitted any reference to "family" as we are not wishing to actively encourage this and although we are aware that we will have approaches from staff in this regard, which we will honour, we would propose that standard protocols are followed in service around how staff are assigned to services, line managers etc as usual and we will track how many referrals of this nature are received and then we can take a view on this once the pilot concludes and before this initiative is launched UK wide.

I hope we start to see the desired effect in terms of an uptake in applications.

By copy Rhys/Dinah – people are asked to include the name of the referring person on the application, however, this will not generate the release of the payments as those will be managed through the payroll process (anomalies sheet) and will be triggered by HR having received the completed form. The 2nd payment would then be diarised for processing.

Good luck and let me know if you have any questions.

L
Leanne Aitken
Area HR Manager (Wales) / Rheolwr AD Ardal (Cymru)
02920 629 302
07397 727 050
leanne.aitken@nas.org.uk

National Autistic Society

Transforming lives and changing attitudes

EV17 2/2

National Autistic Society

Refer-a-friend and receive £150!!



Tell your friend about the fantastic opportunities we have available at the NAS. If they are successful in being offered a role and starting with us, you will receive £150. Just follow the simple steps below:

1. **Tell your friend about the roles we have within NAS.**
2. **Ask your friend to mention you on their application.**
3. **When they receive their offer, you will need to send a completed Referral form to Waleshr@nas.org.uk**
4. **Your Referral form will be processed by HR once your friend has started with us and on successful completion of their probation.**

£50 — **Paid to you via payroll, when your friend completes their induction and starts working for us.**

PLUS

£100 — **Paid to you, when your friend successfully passes probation.**

EU18 1/6

Reflective Supervision Agreement

Name of Practitioner:
Name of Facilitator(s):
Venue:
Frequency: As per arranged dates, once per month
Time: As per arranged dates

Boundaries

- Confidentiality has been agreed between members and will be complied with at all times. However any issues which breach the practitioner's respective professional code of conduct or organisation policy or procedure will not be held in such confidence.

- Breaches of Safeguards of Vulnerable Adults and Children will be recorded as per Trust Policy. This policy will be followed at all times

- It is assumed that high standards of integrity will be respected at all times throughout the reflective supervision process.

- Issues of lateness, repeated absence and concerns with practice will be discussed outside of the session and will be acted upon accordingly.

Values Based Approach through Values Based Principles which underpin the SPELL Framework
Implementing a values based set of principles is fundamental to every session. The SPELL Framework is underpinned by a set of principles (The HI-HER principles). The principles and the framework will be integrated into every session. Below illustrates the **HI-HER Principles** and the **SPELL** framework

HI-HER Principles: Honest, Individual, Hopeful, Ethical and Respectful. These are the values which underpin the SPELL framework

SPELL Framework: Structure, Positive, Empathy, Low-arousal and Links. This is the framework used by the National Autistic Society.

Reflective Supervision and Support is NOT for
Personal therapy/criticism of others' clinical work
Raising managerial/service/resource Issues
Resolving team problems/issues

The Purpose of Reflective Supervision
To develop clinical practice, support, quality issues, and education
To assist planned patient/client care
To identify training needs
To highlight and recognise good practice/interventions and initiatives
To address clinical competence and confidence issues
An arena for safeguarding vulnerable adult/child issues

EU18 2/6

Safe Guarding Vulnerable Adults/Children
If raised the safeguarding process **MUST** be engaged, discussed and responded to via the appropriate procedure

Rights and Responsibilities
Practitioner (Including the following)
To prepare appropriately for the session
Implement any plan of action
To identify practice issues which need exploring
To identify and communicate the kind of interventions that are useful
To be honest, accountable and open to constructive feedback
To raise safeguarding vulnerable adult/child issues as appropriate

Rights and Responsibilities
Facilitator (Including the following)
To initiate the reflective supervision contract.
To establish a safe enough environment with privacy to explore practice issues
To help explore and clarify thinking, feeling, underlying one's own practice through the process of reflection.
To give clear feedback and action plan
To share information, experience and skills appropriately
To challenge and address any concerns to practice that is considered unethical, unwise, incompetent or contravening the contract boundaries.
How safeguarding vulnerable adult/child issues will be resolved
Record as appropriate

Recording of the Reflective Supervision
Recording forms appropriate to the type of presentation will be utilised (paper or electronic). These will be signed by the facilitator and returned to the facilitator at the end of the session. Confidentiality and data protection procedures will be followed.

Suggested Timescale for Presentations
Feedback from previous session..... 2 - 5 minutes
Introduction to the presentation (Case/ Reflection/ Theme).....10 - 15 minutes
Structured reflection and discussion.....15 - 20 minutes
Implementation of values and action plan.....3 - 5 minutes

Signed (Facilitator)..... **Date**.....

Signed (Practitioner)..... **Date**.....

Date of Agreement.....

EU18 3/6

Reflective Supervision - CASE PRESENTATION FORMAT (Practitioner to complete this form)
Instructions: Reflect on an event, situation, incident or any support you have provided to an individual over the past four weeks. Follow the guide below to present to your facilitator. Do this by recording prompt words in each of the rows.
Reflect on the individual using the guide below
Thoughts: Have they expressed what they are thinking? What are they? Example: Do they tell you that they are worried about something?
Behaviours: Are their behaviours different than usual? What are they? Example: Pacing around, spending more time alone
Emotion: How are emotions expressed? Example: Are they irritable, happy? Is this more or less than usual?
Physical: Have there been any changes in diet or sleep or physical activity or physical care and hygiene?
Sensory: Any sensitivity issues with sight, hearing, touch, taste, smell or balance?
Now reflect on how any of the above affect you in the following ways
Thoughts: What are your thoughts on this?
Behaviours: Did any of the above make you change your behaviour? How?
Emotions: What were your feelings on this?

EU18 4/6

Reflective Supervision CASE PRESENTATION FORMAT (Practitioner to record on this sheet)
Summary of Presentation
History of the experience/issue or matter that you wish to discuss (Brief points)
Current Care Plan/ Intervention(s) (Is the current care plan addressing the experience/issue? If not why not? How could the care be enhanced?)
Experience/Issue Presented (Be as specific as possible – you may find the guide below of some use) **The experience/issue that you wish to address** (Think of the following to break any issue down in your own practice) **Thoughts:** What did you think? What did the person with autism think? What do you think is the issue? **Behaviours:** What behaviours are you encountering with the person with autism? Has your own behaviour in how you approach changed? **Emotions:** How do you feel about the issue? How does the person with autism feel about the issue? Do feelings have an effect on behaviours? **Physiology:** Are there any physiological changes? Poor diet, poor sleep, etc ?

EV18 5/6

Reflective Supervision
STRUCTURED REFLECTION FORMAT (Driscoll Model)
(Practitioner to record on this sheet)

Answer the reflective questions as best you can about the situation/ event

What (Returning to the event / situation)

What exactly in your own words occurred?

.. did you see/do

.. was your reaction?

.. did other people do?

.. were the key aspects of this situation?

So What

So what were your feelings at that time?

.. are your feelings now? Any differences? Why?

.. did you do/did you not do?

.. positives emerged from the situation for self or others?

.. troubles you, if anything.

.. were your experiences in comparison to your colleagues?

.. are the main reasons for feeling differently from your colleagues

Now What

Now what are the implications for you, the person with autism, your colleagues?

.. needs to happen to alter the situation?

.. are you going to do about the situation?

.. happens if you decide not to alter the situation?

.. might you do differently if faced with a similar situation again?

.. information do you need to face a similar situation?

.. are the best ways of getting further information about the situation should it arise again?

EV 18 6/6

Reflective Supervision REFLECTION FORMAT (Gibbs Model) (Practitioner to record on this sheet)
Answer the reflective questions as best you can about the situation/ event
Description/ What Happened? Briefly tell the story, uninterrupted, but keep to a time frame. **Thoughts/Feelings** What were you thinking and feeling then and what are you thinking and feeling now? **Evaluation / Analysis** What was good and bad about the experience? Why was it good/bad? What are you basing this on? What sense can you make from the situation? Think about what this means to you. **Conclusion** What else could you have done? **Action plan points** If the situation arose again what would you do? The same or different? Would you expect to deal with the situation again? How could you prepare?

EV19 1/7

Leanne Aitken

Subject: Nominees for Coaching Workshop - 22 & 23 April
Attachments: GTD - Problems it solves.pdf; Client impact survey.pdf

From: Leanne Aitken
Sent: 18 February 2020 11:57
To: NAS CYMRU CARDIFF OFFICE <NASCYMRUCARDIFFOFFICE@nas.org.uk>; Andrea Cooke <Andrea.Cooke@nas.org.uk>; Angharad Humphreys <Angharad.Humphreys@nas.org.uk>; Chris Carmichael <chris.carmichael@nas.org.uk>; Helen Grout <Helen.Grout@nas.org.uk>; Joanna Byrnes <Joanna.Byrnes@nas.org.uk>; Julie Jenkins <Julie.Jenkins@nas.org.uk>; Kayleigh Williams <Kayleigh.Williams@nas.org.uk>; Libby Davies <Libby.Davies@nas.org.uk>; Maria Cross <Maria.Cross@nas.org.uk>; Mark Stediford <mark.stediford@nas.org.uk>; Nicola Long <Nicola.Long@nas.org.uk>; Paula James <Paula.James@nas.org.uk>; Pheobe Rees <Pheobe.Rees@nas.org.uk>; Philip Criddle <Philip.Criddle@nas.org.uk>; Sarah Cunniffe <Sarah.Cunniffe@nas.org.uk>; Sarah Johns <Sarah.Johns@nas.org.uk>; Sarah Morgan <Sarah.Morgan@nas.org.uk>; Vanya Davies <Vanya.Davies@nas.org.uk>; Wendy Brisland <Wendy.Brisland@nas.org.uk>; Caroline Marasco <Caroline.Marasco@nas.org.uk>; Gareth Phillips <Gareth.Phillips@nas.org.uk>; Geraint Thomas <Geraint.Thomas@nas.org.uk>; Ian Greenow <Ian.Greenow@nas.org.uk>; Julie Thomas <Julie.Thomas2@nas.org.uk>; Kathryn Bishop (formally Dickenson) <Kathryn.Bishop@nas.org.uk>; Lauren McCartney <Lauren.McCartney@nas.org.uk>; Lyn Williams <Lyn.Williams@nas.org.uk>; Meryl Childs <Meryl.Childs@nas.org.uk>; Nicholas Cunliffe <Nicholas.Cunliffe@nas.org.uk>; Richard Boswell <Richard.Boswell@nas.org.uk>
Cc: Harvey Philpott <Harvey.Philpott@nas.org.uk>; Kevin Mort <Kevin.Mort@nas.org.uk>; Robert Bell <robert.bell@nas.org.uk>; Nick Haake <Nick.Haake@nas.org.uk>
Subject: Nominees for Coaching Workshop - 22 & 23 April

Hi all

We have managed to secure an external service provider to deliver the attached training session over two days which has received a favourable response from our colleagues in other organisations across the sector.

We're provisionally looking at booking this for 22nd and 23rd April in Cardiff. Given that we are a charity, they have agreed to deliver this to 25 staff maximum at the cost of materials and travel expenses only, which is a substantial saving given that their usual fee is £16k so I am keen that we avail ourselves of this opportunity.

Places will be limited so please respond ASAP to register your interest.

Kind regards

Leanne Aitken
Area HR Manager (Wales) / Rheolwr AD Ardal (Cymru)
02920 629 302
07397 727 050
leanne.aitken@nas.org.uk

National Autistic Society
Transforming lives and changing attitudes

From: Miles Seecharan <miles.seecharan@next-action.co.uk>
Sent: 24 January 2020 16:17

EU19 2/7

To: Michal Blochowiak <Michal.Blochowiak@nas.org.uk>
Subject: GTD info

Hi Michal,

As promised, here are three things to share with others when discussing GTD:

- 2 minute video about GTD benefits
- **Problems that GTD solves** (pdf) – attached
- **Client survey of GTD's impact** – attached

Let me know if there's anything else you need.

Speak soon,

Miles

-
Miles Seecharan
Senior Associate

NEXT ACTION ASSOCIATES

M: +44 7534 161281
W: www.next-action.co.uk

Next Action Associates is the only Certified International Partner of the David Allen Company in the UK and Ireland.

EV19 3/7

gtd®
GETTING THINGS DONE

What problems can GTD® solve?

The GTD methodology is the result of thirty years of consulting services, private coaching, training, and organisational programmes with hundreds of thousands of people globally. It has earned a reputation as the gold standard in personal and organisational productivity.

GTD addresses issues for individuals, managers, and teams

GTD helps individuals who have:

- Insufficient focus on strategic things. Always "busy", but not as effective as they would like to be.
- Email overload
- Unhealthy or unsustainable work-life balance
- Too much time spent reacting or "fire-fighting." Not enough focus on the truly important
- Lack of a sense of control at work
- Mental distraction, lack of ability to focus effectively
- Inability to "shut off" after work and on weekends
- The sense that "I could be so much more effective if the sources of friction in my working life were reduced"
- Procrastination
- Suboptimal use of organisational tools: Outlook, mobile devices, etc.
- Missing deadlines
- Showing up unprepared for meetings
- Getting home late

GTD helps managers and teams who have:

- Ineffective meetings, without clear goals and follow-up accountabilities
- Lack of strategic direction and alignment with organizational goals
- Lack of role clarity: who is responsible for what?
- Ineffective delegation
- Managers doing things that they should be delegating
- Ineffective follow-up: too little, too late, or too often

Designing GTD Programmes

- Live seminars
- 1-on-1 coaching
- Follow-up virtual and live sessions
- Blended programmes

NE»T ACTION ASSOCIATES

2 Physic Place
Royal Hospital Road
London SW3 4HQ

+44 (0)20 7352 6433
info@next-action.eu
www.next-action.eu

Certified International Partner of The David Allen Company in the UK and Ireland

GTD and Getting Things Done are registered trademarks of The David Allen Company

Who took part in the Survey?

Online survey to assess general impact of GTD practice on individuals' work and life

A survey invitation was sent to the Next Action Associates newsletter database, which is made up of seminar and coaching alumni as well as other individuals who have registered interest in GTD.

There were 320 completed surveys which were conducted in September 2016.

Questions focused on participant's perceptions regarding the following:

- Stress levels
- Productivity gains
- Ability to shut off after work
- Impact on personal life and
- Overall happiness

Summary of results

Survey shows significant improvements in respondents work and personal life after using GTD methodology

82% report high stress levels of **7 or higher** before implementing GTD

→ **compared to**

15% after implementing GTD

82% rate their productivity as **7 or higher after** implementing GTD compared to 29% before

99% would **recommend GTD** to a friend, family member or colleague

81% feel **considerably or dramatically happier** after implementing GTD

20% rate their ability to shut off from work at **7 or higher** before implementing GTD

→ **compared to**

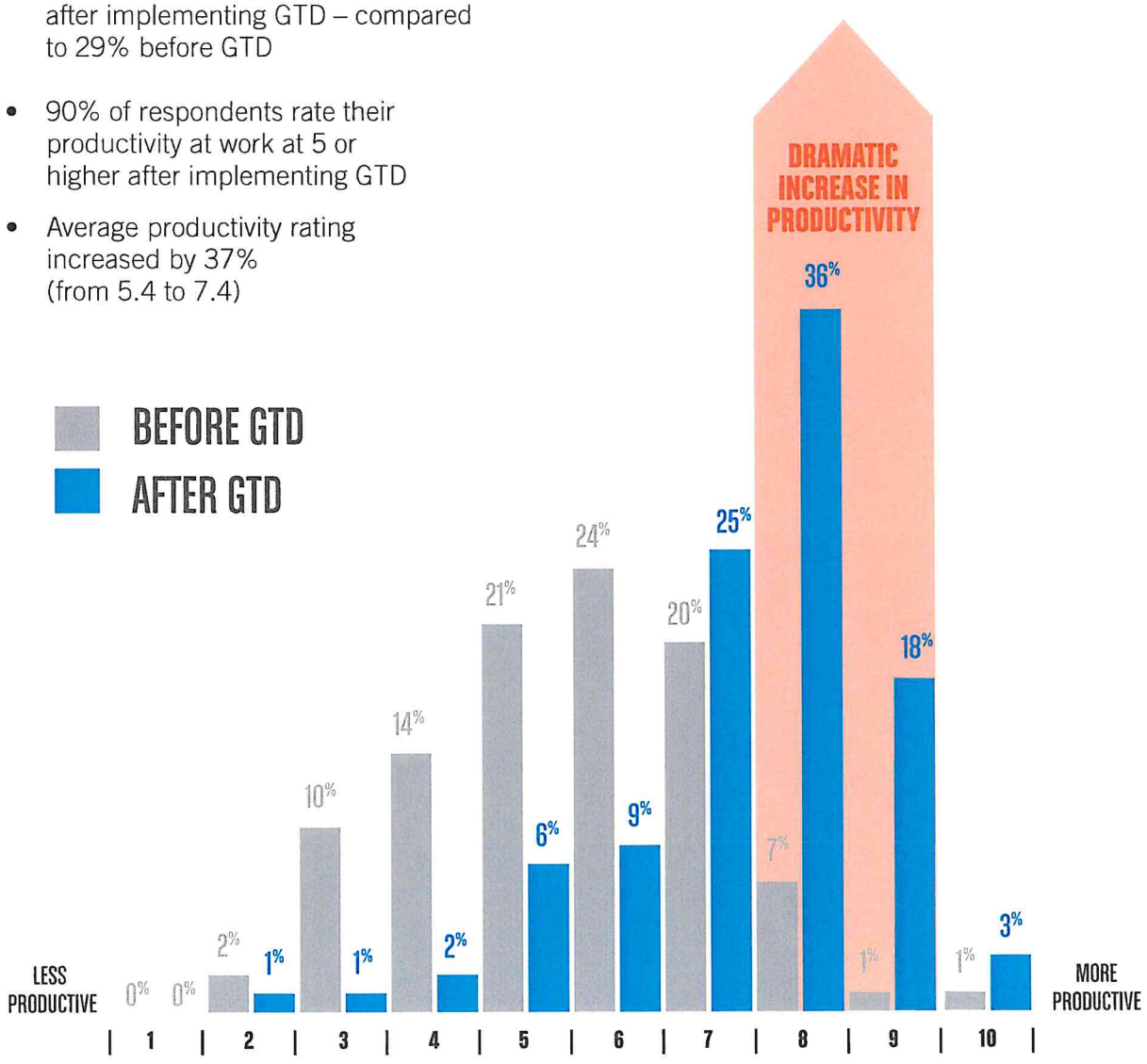
60% after implementing GTD

EU19 6/7

Dramatic increase in productivity at work

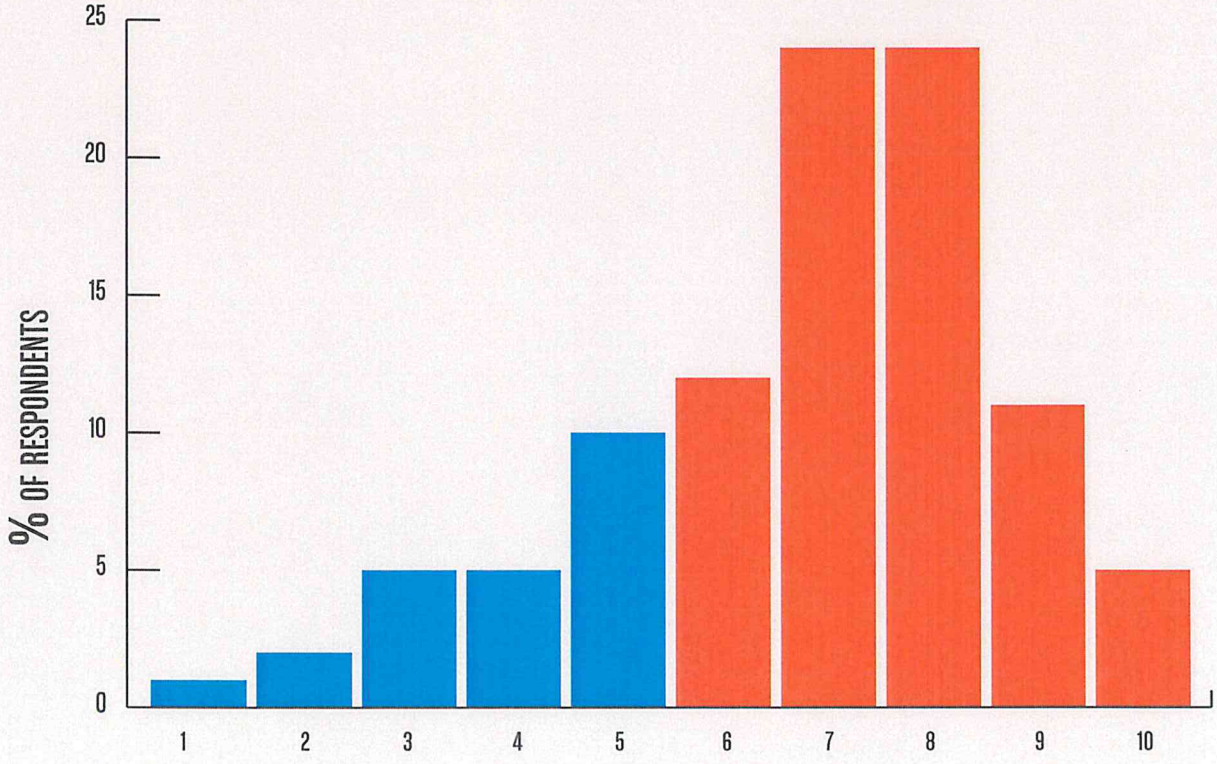
After implementing GTD, more than half of respondents reported a very high rating for productivity at work

- 82% of respondents rate their productivity at work as 7 or higher on a 1 to 10 scale after implementing GTD – compared to 29% before GTD
- 90% of respondents rate their productivity at work at 5 or higher after implementing GTD
- Average productivity rating increased by 37% (from 5.4 to 7.4)



Impact of GTD on personal life

76% of respondents rate 6 and above (on a 10 point scale) for GTD enabling productivity in personal life



Participants were asked to rate the positive impact of productivity in personal life on a scale 1 to 10, 1 being 'very low impact' and 10 being 'very high impact'.

EU20 1/1

Staff evaluation of supervision

We are looking to review the value staff feel they have in relation to their supervision in services. Please spend five minutes sharing your views with us Please evaluate the supervision you have received as it relates to the areas listed below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Response Total
My supervisor provides me with appropriate training opportunities.	45.8% (33)	47.2% (34)	2.8% (2)	1.4% (1)	2.8% (2)	72
My supervisor is a good teacher/coach.	55.6% (40)	36.1% (26)	2.8% (2)	1.4% (1)	4.2% (3)	72
My supervisor understands my job and what I do well enough to help me improve my work.	59.7% (43)	33.3% (24)	4.2% (3)	1.4% (1)	1.4% (1)	72
My supervisor clearly defines what he/she expects of me.	52.8% (38)	38.9% (28)	1.4% (1)	2.8% (2)	4.2% (3)	72
My supervisor and I discuss how I can grow and improve.	50.0% (36)	43.1% (31)	1.4% (1)	2.8% (2)	2.8% (2)	72
My supervisor listens well.	58.3% (42)	31.9% (23)	2.8% (2)	2.8% (2)	4.2% (3)	72
My supervisor is accessible when I have a problem.	61.1% (44)	30.6% (22)	1.4% (1)	2.8% (2)	4.2% (3)	72
My supervisor is a good problem-solver.	52.8% (38)	36.1% (26)	2.8% (2)	1.4% (1)	6.9% (5)	72
My supervisor gives clear, helpful feedback about how I'm doing my job.	55.6% (40)	34.7% (25)	1.4% (1)	2.8% (2)	5.6% (4)	72
My supervisor expresses appreciation of my work.	50.0% (36)	41.7% (30)	0.0% (0)	2.8% (2)	5.6% (4)	72
My supervisor communicates clearly about work plans.	44.4% (32)	41.7% (30)	2.8% (2)	2.8% (2)	8.3% (6)	72
I understand how my job fits into the "big picture" of the work at the service.	50.0% (36)	45.8% (33)	1.4% (1)	0.0% (0)	2.8% (2)	72
My supervisor is a strong advocate for me.	50.0% (36)	33.3% (24)	2.8% (2)	2.8% (2)	11.1% (8)	72
My supervisor expresses appreciation for my ideas and comments.	51.4% (37)	41.7% (30)	1.4% (1)	1.4% (1)	4.2% (3)	72
My supervisor is prepared for my supervision.	50.0% (36)	37.5% (27)	1.4% (1)	2.8% (2)	8.3% (6)	72
My supervisor reviews what we agreed from the last supervision.	40.3% (29)	38.9% (28)	2.8% (2)	1.4% (1)	16.7% (12)	72
My supervisor gives me appropriate notice for my supervision.	47.2% (34)	37.5% (27)	4.2% (3)	2.8% (2)	8.3% (6)	72
I benefit from having supervision.	56.9% (41)	25.0% (18)	5.6% (4)	2.8% (2)	9.7% (7)	72

EU21 1/1

National Autistic Society Cymru

National Autistic Society Cymru
2nd Floor / 2il Lawr
Lancaster House / Tŷ Lancaster
106 Maes-y-Coed Road /
106 Fforddd Maes-y-Coed
Heath / Y Waun
Cardiff / Caerdydd
CF14 4HE

Tel / Ffôn: 029 2062 9300
Email / Ebost: wales@nas.org.uk

Deborah Rees
c/o UWTSD

15 February 2020

Dear Deborah

Leanne Aitken's Role in coaching line managers

Since joining the organisation in late 2016, Leanne has been instrumental in leading the way in terms of coaching and mentoring frontline managers to perform more effectively as "people managers" in their roles. She has engaged in National training initiatives and run sessions for newly promoted managers across the UK.

Leanne is a trusted business advisor and one of her strengths is her ability to forge relationships at all levels of the business and actively coach our frontline managers in the finer points of people management through the effective use of classroom sessions (Building Capacity for People Managers and Leadership & Management training, HR clinics, or through one-to-one discussions.

One of the formats utilised as coaching opportunities are the bi-weekly reviews of the HR case register which are attended by myself and the Deputy Lead Manager for Wales along with the Lead Managers for North, South East and West Wales. Leanne chairs these sessions which are held separately in order to retain a focus on the individual cases and service specific issues that are occurring at a given time. Leanne guides lead managers through both the complexities of case law and how this can be applied within the context of absence and conduct related cases, as well as reviewing correspondence and related outcomes in this regard, which Lead Managers then relay back to their frontline managers and refer back as a benchmark for managing similar cases when they arise in the future.

I should also highlight that the Leadership and Management Programme (which Leanne devised the absence management slides for), is in the process of an application towards national accreditation.

Kind regards

Nick Haake
Area Manager - Wales

BUDDSODDWYR MEWN POBL | INVESTORS IN PEOPLE

Patron: HRH The Countess of Wessex. Chairman: Dr Carol Homden. President: Jane Asher. Chief Executive: Mark Lever. The National Autistic Society is a charity registered in England and Wales (269425) and in Scotland (SC039427) and a company limited by guarantee registered in England (No.1205298), registered office 393 City Road, London, EC1V 1NG

CYFRAEDD Y NOD CORPORATE HEALTH STANDARD ARIAN · SILVER Cymru Iach at Waith Healthy Working Wales

EU 22 1/3

Leanne Aitken

Subject: Workflows for Sickness & Probation
Attachments: Short Term Absence Flow Chart.docx; Long Term Absence Flow Chart.docx; Probation Process Flowchart.docx

From: Leanne Aitken
Sent: 21 August 2019 15:27
To: Wande Showunmi <Wande.Showunmi@nas.org.uk>
Subject: Workflows for Sickness & Probation

Hi

See attached work flows that I created earlier this year – these could be the jump off point for the document that accompanies the support grid for managers.

Leanne

Leanne Aitken | Area HR Manager | The National Autistic Society

T: 02920 629 302
M: 07397 727 050

Until everyone understands
Nes bydd pawb yn deall.

Please consider the environment - do you really need to print this email?

The National Autistic Society Cymru
Cymdeithas Genedlaethol Awtistiaeth Cymru

Long-Term Process Flowchart

Characterised by a continues/ several periods of absence traced to a single condition

Conduct an Occupational Health referral at an early stage and in all cases of 4 weeks or more absence within a 12 month period

Initial Review

Underlying condition <u>but not permanently</u> unfit for employment

Action depends on Medical report advice, length of absence, nature of illness and whether the condition is defined as a disability (Equality Act 2010 refers)

LM action dependent on one or more of the following:

- Further time for recovery
- Review working arrangement - ie: shorter working week, redeployment,
- Refer to Occupational Health
- Recommend a phased return
- Consider reasonable adjustments

Advise employee that employment at risk unless regular attendance can be achieved in a reasonable time frame

<u>Refer to next level for consideration to be given to dismissal</u>

Underlying condition <u>and permanently unfit</u> for employment

This will apply when Occupational Health certifies employee permanently unfit for current occupation

LM action dependent on one or more of the following:

- When medical advice supports such action, consider reasonable adjustments/ redeployment
- **Dismissal**
  Where employee is not a member of an applicable pension scheme
- **Ill Health Retirement**
  Where employee is a member of an applicable pension scheme, he/she should contact the pension administrator for advice on the process

Medical Dismissal Hearing

Where absence continues and reasonable adjustments/redeployment is not an option, formal panel hearing should be convened

NB - Obtain a medical report from medical practitioner in advance of the meeting

Appropriate course of action may include one or more of the following:

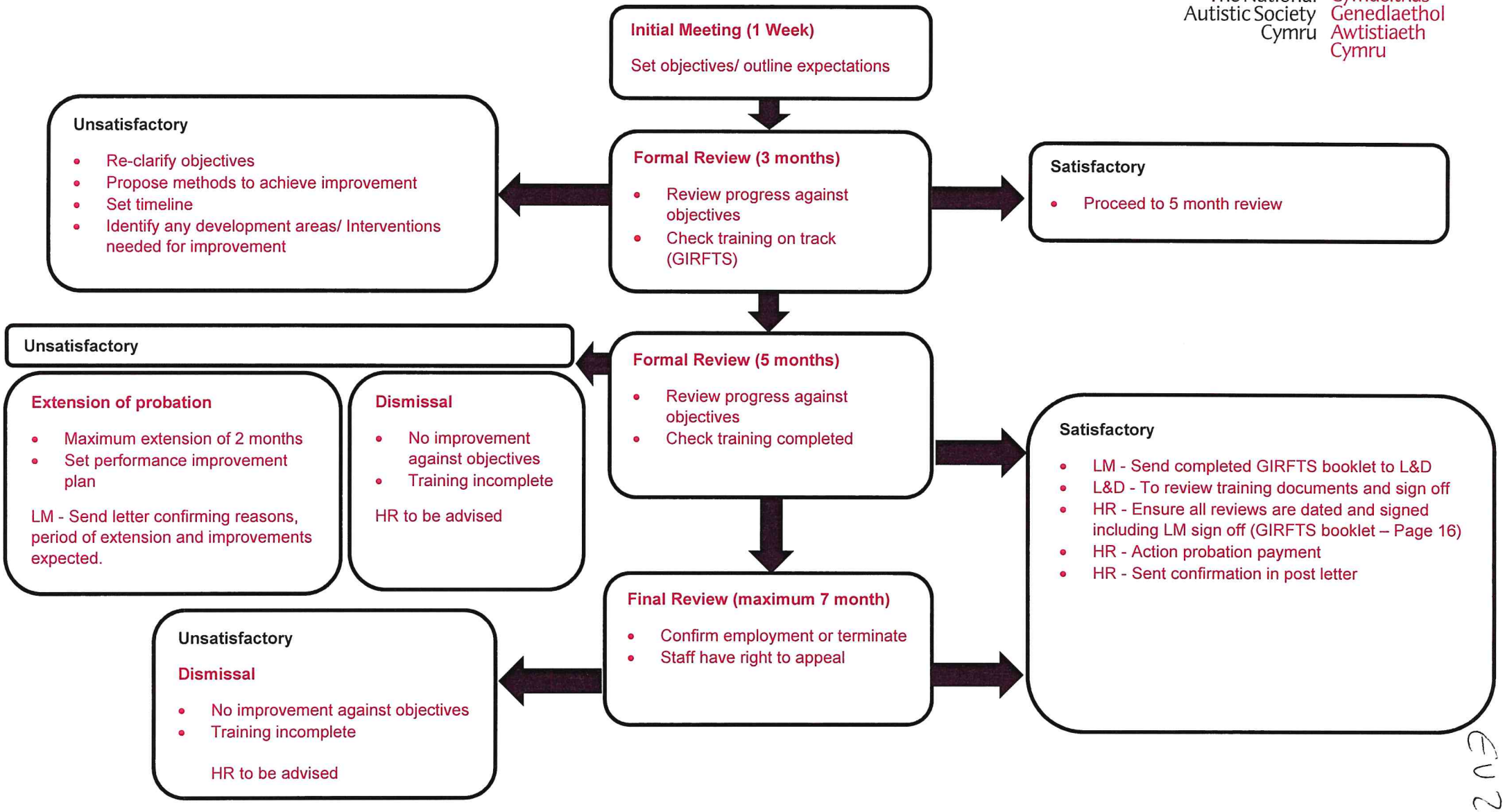
- Allow further time for recovery
- Further consideration in respect of reasonable adjustments/redeployment
- Dismissing the employee with full contractual notice

EV 22 2/3

Probation Process Flowchart

Purpose of probation: To set performance objectives and outline expectations in respect of competencies, values and conduct.

The National Autistic Society Cymru
Cymdeithas Genedlaethol Awtistiaeth Cymru



NB - If there are concerns about performance, conduct, attendance or values, a formal review meeting can be scheduled outside of the 3 and 5 month review. A decision to end employment may be taken in line with contractual notice period.

EV 22 3/3

EV23 1/6

Leanne Aitken

Subject: WRAP Clinics
Attachments: 1. Wrap Plan revised- April 2018.pptx; 3. Wellness Recovery Action Plan.docx; 2. Learn-more-about-stress-at-work.pdf; 4.Sample Wrap plan.docx

From: Leanne Aitken
Sent: 17 September 2019 15:40
To: Area HR Managers <AreaHRManagers@nas.org.uk>; Laura Lang <Laura.Lang@nas.org.uk>; Julie Wray <Julie.Wray@nas.org.uk>; Sobia Khan <Sobia.Khan@nas.org.uk>; Polly Gunning <Polly.Gunning@nas.org.uk>; Amelia Branch <Amelia.Branch@nas.org.uk>; Manminder Kaur Kalsi <Manminder.KaurKalsi@nas.org.uk>
Subject: WRAP Clinics

Hi All

Following on from our meeting today – please see attached deliverables for inclusion in your sessions. Our aim should be to cover off at least half of the services identified with higher levels of absence through work related stress within the next 4 to 6 weeks.

Please do let me know if you have any questions.

Kind regards

Until everyone understands
Nes bydd pawb yn deall.

The National Autistic Society

Introduction to the WRAP in the NAS

Mental wellbeing across the charity

Based on WRAP

EU23 2/6

Ethos of wrap:

The National Autistic Society

Own	Define	Follow
Own your well being	Define the support you need	Follow it through

EU23 3/6

- Hope
- Personal Responsibility
- Education
- Self-Advocacy
- Support

5 Key Recovery Concepts in Wrap

EU23 4/6

Key Elements of WRAP

A Wellness Toolbox
Daily Maintenance Plan
Identifying Triggers/Action Plan
Identifying Early Warning Signs/Action Plan
When Things are Breaking Down/Action Plan
Crisis Planning
Post Crisis Planning

EU23 5/6

What does this mean for an employee in the NAS?

The National Autistic Society

Ask	• Ask for a WRAP booklet and complete it
Ensure	• Ensure your manager is one of your supporter
Discuss	• Discuss your wrap plan with your manager at your next supervision
Review	• Review your Wrap plan every 8 – 12 weeks or as you deem is necessary
Discuss	• Discuss any additional support that might be required to support your wellbeing with your manager and your HR manager
Use	• If you do get stressed or become anxious, use your wrap plan and speak to your manager and your HR manager on how to access support.

EV22 6/6

The National Autistic Society

Building People Management Capacity

Welcome

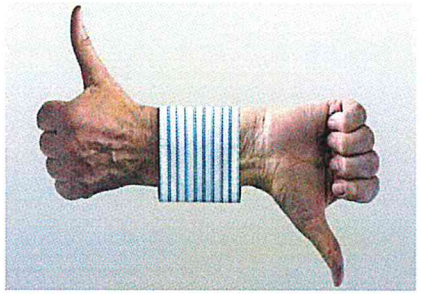


Induction

The process of introducing someone to a post or organisation.



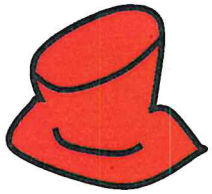
Probation



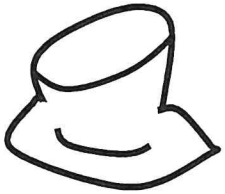
EV24 1/6

Six Thinking Hats (De Bono)

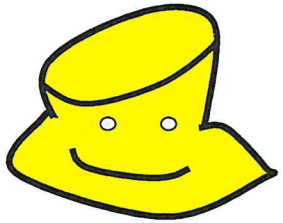
The National Autistic Society



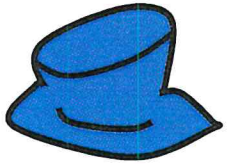
Feelings and Intuition
Emotions and hunches
No reasons or justifications
"At this point"
Keep it short



Information & Data
Neutral and objective
Checked and believed facts
Missing information &
Where to source it



Why it <u>may</u> work
Values * Benefits (both known and potential)
Logical reasons must be given



Managing the Thinking
Setting the focus
Making summaries
Overviews & conclusions
Action Plans



Creative Thinking
Possibilities * Alternatives
New Ideas * New Thinking
Overcome black hat issues
Reinforce yellow hat issues

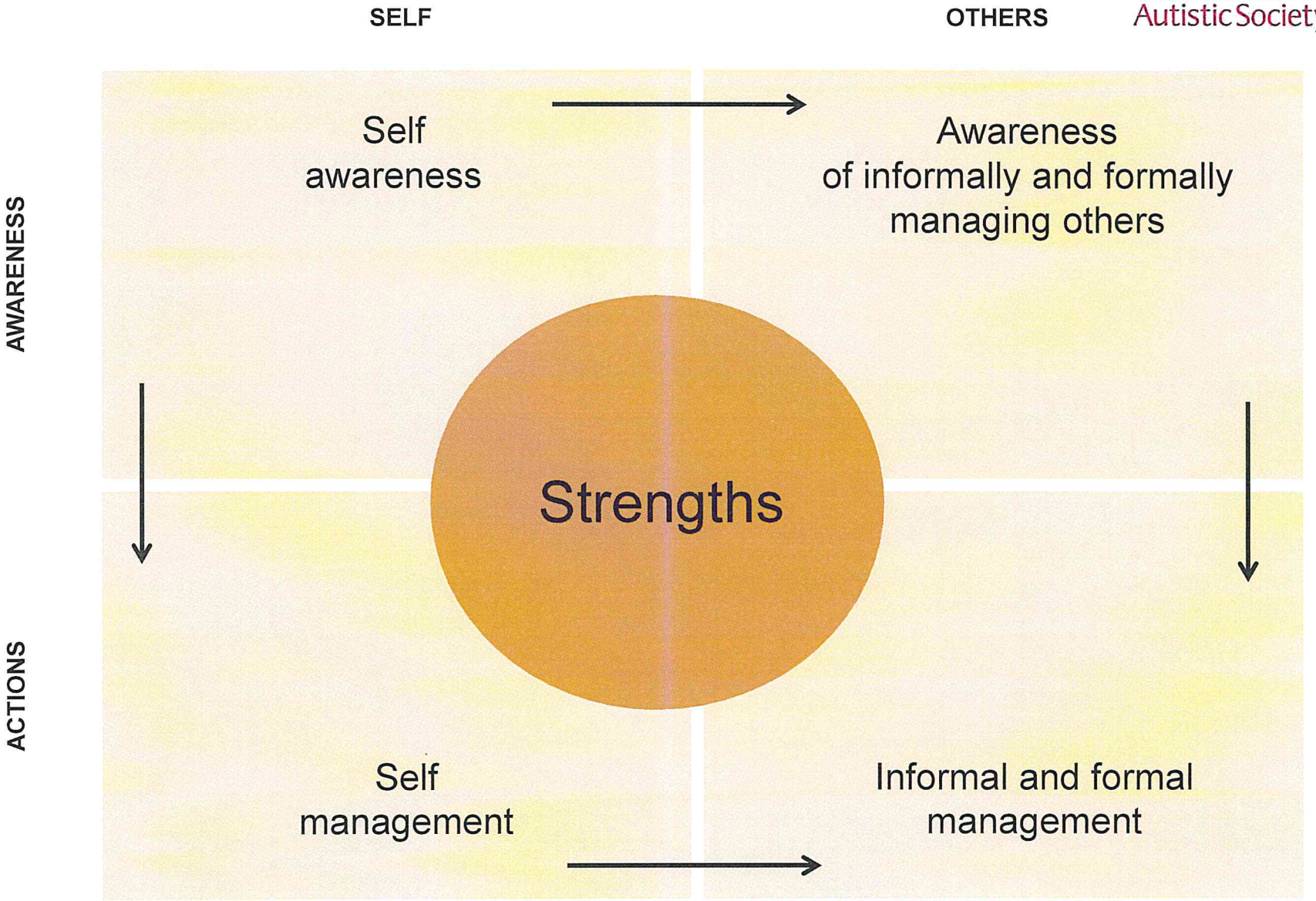


Constructive hat -Why it <u>may not</u> work
Cautions * Dangers
Problems * Faults
Logical reasons must be given

EU24 2/6

Building Capacity - Four Quadrants Model

The National Autistic Society



EU24 3/6

Building performance through positive conversations and by focusing on strengths 3.45 – 5.15 pm

The National Autistic Society

6 Building performance

The National Autistic Society

7 Positive Conversations Template

The National Autistic Society

Start here! Research across 3 million employees internationally has identified six core foundations that most strongly affect positivity and performance in the workplace. This template will help you explore these in your team. If you are working in a group choose someone to read out the questions and make a note of your answers. Then, work your way around each section, discussing your responses before recording your agreed points. Otherwise work through this on your own.

Important: Before you use this template you should be coached in positive conversations – please contact your HR team to arrange a coaching session.

1. Valued

I feel valued at all times

How would you like to be valued?

How do you, or would you, value others?

2. Clarity

I have clarity over what is expected of me

What does clarity look like to you?

What would help you to have better clarity in your role?

3. Praise

I receive praise for a job well done

What makes praise effective?

Type of praise that has meaning for you?

What examples of praise would you like to see more of in your team?

4.Play to strengths

I am able to play to my strengths every day

What are your strengths?

What are the benefits of playing to your strengths?

Are there situations where you might not need to play to your strengths?

5. Remove Barriers

I am also able to remove barriers to my performance

What are the barriers to my performance?

What will help you remove these barriers?

6.Help them to grow

I have the opportunity to grow and develop in my role

What does growth and development mean to me?

What would growth look like for you and how would you like to grow?

What opportunities do you have to develop and grow in your role?

9/4 2024

Making in work at work

Blocks



Blocks to transferring your knowledge from today back into the workplace

- Factors that may hinder you in achieving these goals

  e.g. Time, self-belief, skills, personal strengths, opportunities

Bridges



Bridges to transferring your knowledge back to the workplace:

- Factors that may enable you to achieve these goals

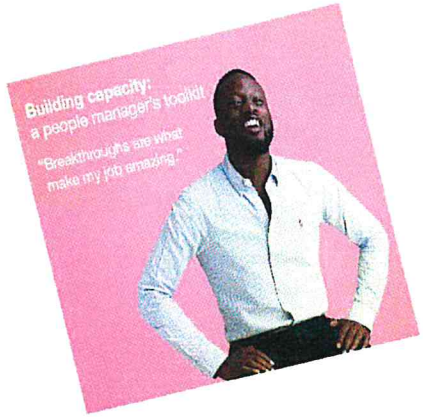
  e.g. Personal strengths, enhanced perspective-taking, commitment to enhance performance, personal qualities, resources, opportunities, self-belief, peer and supervisory support

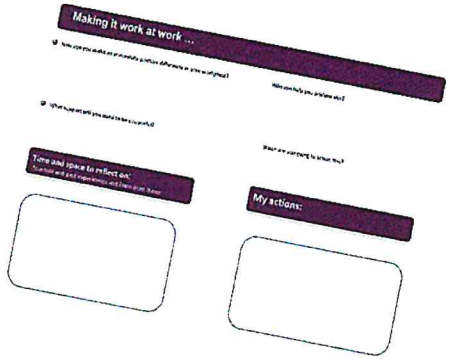
Identify a peer training buddy – another manager, to help each other overcome any blocks to transferring knowledge into the workplace





The National Autistic Society





The National Autistic Society



2 Groups



Review progress Conference call or WebEx in 6 weeks' time

9/9 2023

National Autistic Society Cymru

Leadership induction programme

4. Absence Management

EU25 1/6

Learning Agreement

National Autistic Society Cymru

- Confidential environment, don't use names or identifiable information
- Contribute
- Be respectful
- If unsure, ask questions

9/2 s2n3

Aim and Learning Outcomes

National Autistic Society Cymru

Aim: To ensure that people managers at NAS Cymru are able to manage absence in line with policies and best practice

Learning Outcomes:

By the end of the session learners will be able to:

- List your responsibilities and the procedures around the absence management process
- Explain key points in the absence management flow chart

EU25 3/6

Why manage absence?

National Autistic Society Cymru

Why?

- Cost to the organisation
- Affects service delivery
- Indirect strain on the rest of the team
- Supportive of the individual (may reveal an underlying medical or other problems that require support)
- Reveals patterns and can be tied to poor conduct, stress, low motivation levels etc.
- https://www.personneltoday.com/pr/2017/03/cost-of-absence-to-uk-economy-rises-to-18-billion/

How?

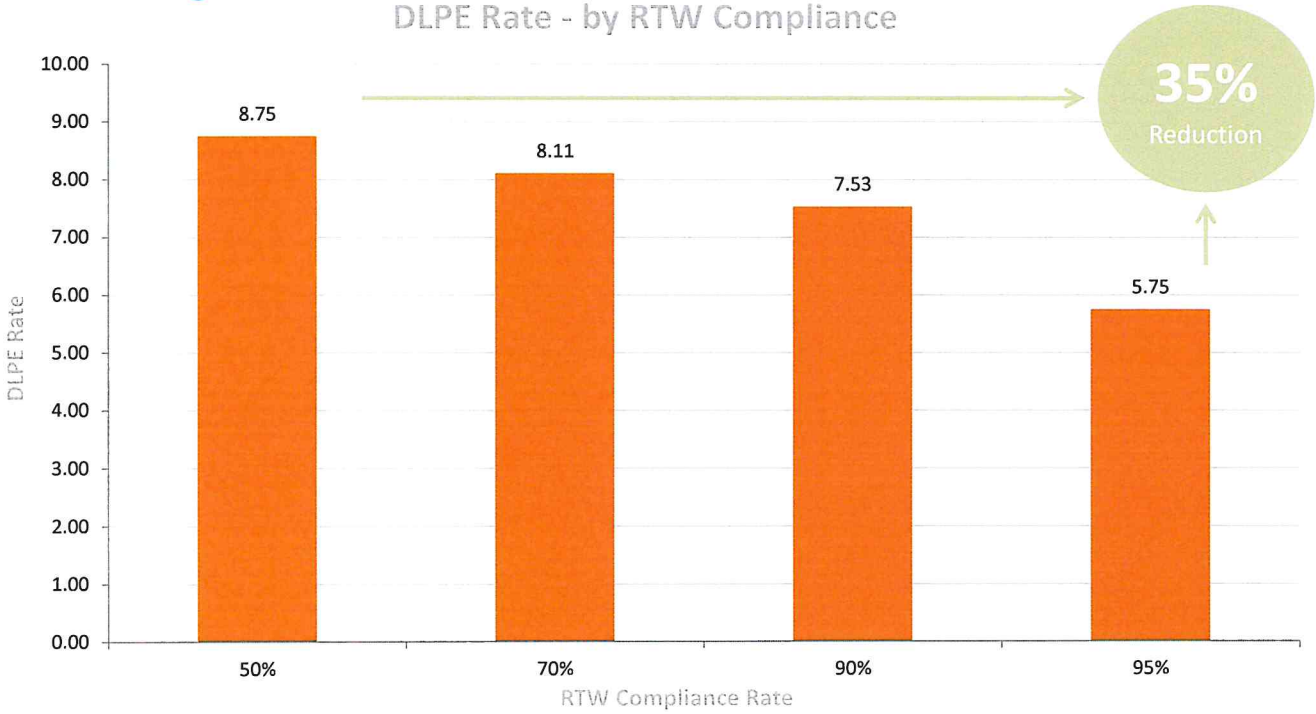
- FirstCare
- Use a sickness records report/ use the procedure, relevant policies, document your conversations



4/6

Impact of High RTW Interview Completion

Completing Return to Work Interviews in a timely fashion for each absence is one of the most successful approaches to reducing absence.

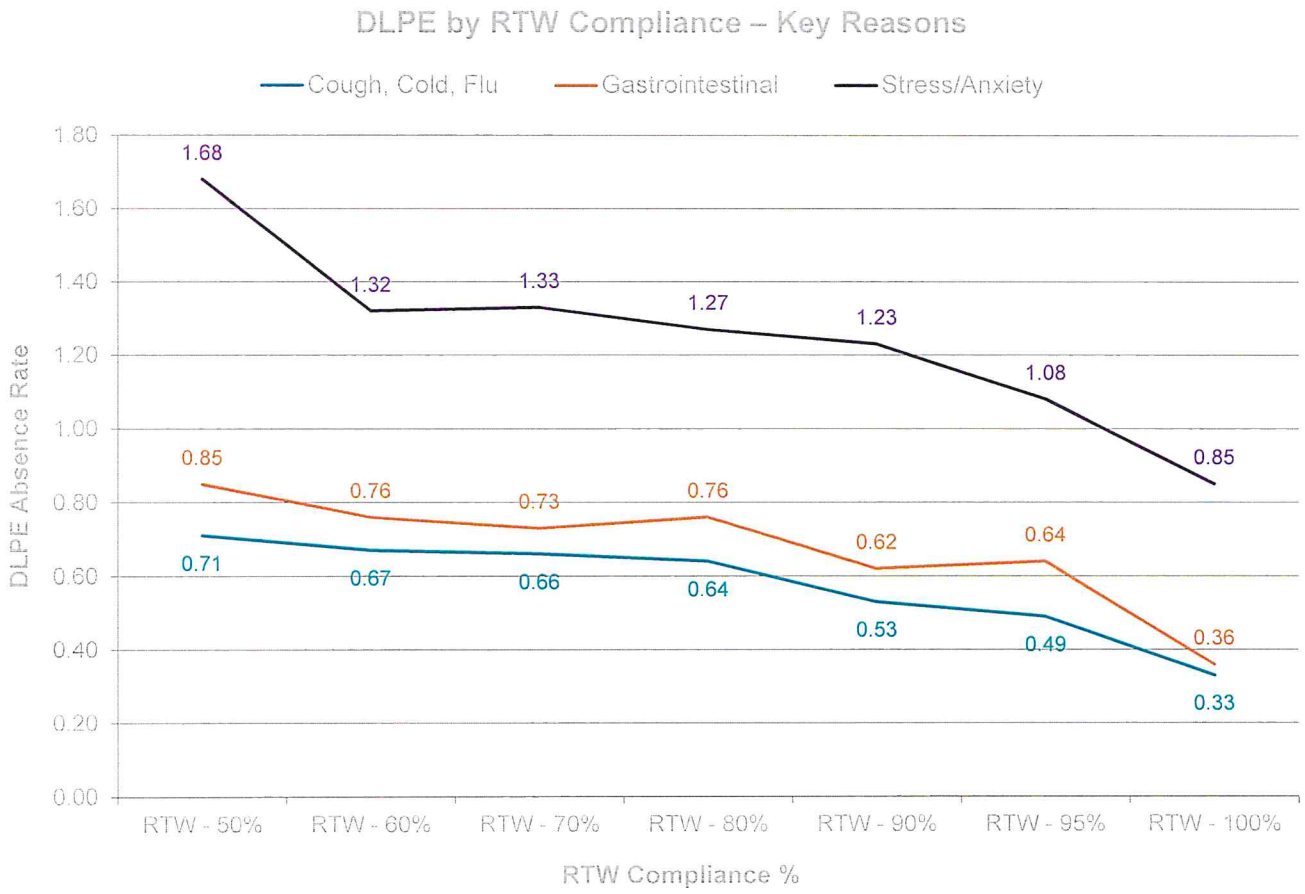


National Autistic Society Cymru

EV25 5/6

What absence reasons are they most effective on?

National Autistic Society Cymru



CU25 6/6

Report Name	Absence Trends
Run By	Leanne Aitken
Date Ran	09/03/2020 17:23

Department	HCount	Feb 19	Mar 19	Apr 19	May 19	Jun 19	Jul 19	Aug 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	12 Month total
Wales (L3)	331	35	36	46	27	39	52	38	38	62	41	57	50	42	528
North Wales (L4)	33	2	2	4	2	4	4	2	4	3	4	4	2	4	39
Supported Living - North Wales	32	2	2	4	2	4	4	2	4	3	4	4	2	4	39
Flintshire Supported Living (Jasmine)	27	1	2	4	1	4	3	2	4	1	4	2	2	3	32
Bishops Court	5	1	0	0	1	0	1	0	0	2	0	2	0	1	7
South East Wales	161	25	19	24	18	21	26	22	17	42	19	30	28	27	293
Administration - South East Wales	16	3	1	1	1	2	1	3	1	3	0	3	2	0	18
Wales HQ	16	3	1	1	1	2	1	3	1	3	0	3	2	0	18
Day (SE Wales)	91	18	14	15	13	17	20	15	10	31	17	17	22	22	213
Belin Centre	5	0	0	2	0	0	0	0	1	1	0	1	1	0	6
New Ground	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St Mark's House	26	5	2	3	3	5	8	6	3	8	3	5	3	6	55
Ty Ddraig	35	7	6	4	2	7	8	4	4	13	10	7	10	10	85
Ty Yfory - Wales	24	6	6	6	8	5	4	5	2	9	4	4	8	6	67
Outreach (SE Wales)	15	3	1	4	3	2	1	0	0	3	0	3	1	1	19
Cardiff Outreach	8	2	1	2	3	0	1	0	0	1	0	1	1	0	10
Neath Outreach	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Newport Outreach	5	1	0	1	0	2	0	0	0	1	0	2	0	1	7
Residential - South East Wales	39	1	3	4	1	0	4	4	6	5	2	7	3	4	43
Orchard House	32	0	3	4	1	0	2	3	5	4	1	6	3	4	36
Plas Newydd	7	1	0	0	0	0	2	1	1	1	1	1	0	0	7
South West Wales	136	8	15	18	7	13	22	14	17	17	17	23	20	11	194
Day (SW Wales)	53	0	7	5	4	4	9	8	5	9	6	11	8	5	81
Glamorgan House	49	0	5	4	4	4	8	8	5	8	6	11	8	5	76
New Mill Court	4	0	2	1	0	0	1	0	0	1	0	0	0	0	5
Residential - South West Wales	79	8	8	12	3	9	13	6	12	8	11	11	12	6	111
Pale Road	5	1	0	0	0	1	1	0	0	1	0	1	2	0	6
Rhyd Hir	5	1	0	0	0	0	0	0	0	0	1	0	0	0	1
Ty Canol	7	1	2	1	0	1	2	0	1	1	0	0	1	1	10
Ty Coed Bungalow	6	2	0	0	0	1	0	1	1	1	3	2	2	2	13
Ty Coed	19	0	1	1	2	2	1	1	0	2	3	1	1	1	16
Ty Mawr	12	2	1	7	1	1	8	2	3	2	2	6	4	0	37
Ty Mynydd	25	1	4	3	0	3	1	2	7	1	2	1	2	2	28
Supported Living - South West Wales	4	0	0	1	0	0	0	0	0	0	0	1	0	0	2
Old Road (Supported Living)	4	0	0	1	0	0	0	0	0	0	0	1	0	0	2

EU26 1/1

National Autistic Society Cymru

INDUCTION TRAINING ATTENDANCE SHEET

COURSE TITLE	ABSENCE MGMT	DATE	26/02/20
FACILITATOR	LEANNE AITKEN & MICHAL BLOCHOWIAK		

	PRINT NAME	SIGNATURE	PLACE OF WORK
1.	SAIJY KOSHY PANICKER		PLAS NEWYDD
2.	Sonarena Ali		TY Mawr.
3.	Nicola Lloyd		Cardiff Day Service
4.	Emily Isaac		Glamorgan House
5.	Abbie Williams		Glam House / TY Mawr / TY Canol
6.	Vivienne Powell-Thomas		New Mill Court.
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

5/11 (2013)

EV27 2/5

National Autistic Society Cymru

Leadership Training Evaluation Form

Name: Samantha Hill Date: 26/2/20

Job Title: Senior Support Worker Trainer: .....

Workplace: Ty Mawr Course Title: Absence management.

Please complete this section <u>prior</u> to the start of the course

What is your <u>knowledge</u> about this subject now? Please tick one box.

Limited	Moderate	Good	Very good
☐	☑	☐	☑
1	2	3	4

How <u>confident</u> do you feel in this subject now? Please tick one box.

Not very	Moderately	Confident	Very confident
☑	☐	☐	☑
1	2	3	4

Please complete this section, and the next page, <u>at the end</u> of the course

What is your <u>knowledge</u> about the subjects following the course?

Limited	Moderate	Good	Very good
☐	☐	☐	☑
1	2	3	4

How <u>confident</u> do you feel in the subjects following the course?

Not very	Moderately	Confident	Very confident
☐	☐	☑	☐
1	2	3	4

P.T.O

EV27 3/5

National Autistic Society Cymru

Please complete the following sections <u>at the end</u> of the course.

(**1**=Strongly Disagree, **2**=Disagree,**3**=Neither Agree or Disagree, **4**=Agree, **5**=Strongly Agree)

	1	2	3	4	5
The course fulfilled its aims and objectives.	☐	☐	☐	☐	☑
The presenters were knowledgeable and met the course objectives.	☐	☐	☐	☐	☑
I feel more informed about current NAS policy and approaches to managing each of the subjects covered in this course.	☐	☐	☐	☐	☑
My management skills were enhanced by participation in this management course.	☐	☐	☐	☐	☑
I am able to make practical changes in my practice/workplace to better manage my team and my management responsibilities.	☐	☐	☐	☐	☑
I have more understanding and awareness towards the subjects covered in the course.	☐	☐	☐	☐	☑
I feel more empowered to support and manage my team more effectively.	☐	☐	☐	☑	☐
I am satisfied with the service the National Autistic Society has provided (incl. initial contact, materials, domestic arrangements, <u>please elaborate below</u>)	☐	☐	☐	☐	☑

.....

.....

Please tell us one thing that you found <u>most</u> useful, and/or what will you do differently in your practice as a result of attending this course:

How to approach absences and the stages to carry out and the policies to support what needs to be said.

Please tell us one thing that you found <u>less</u> useful, or suggestions you have for improving this course:

N/A

How likely is it that you would recommend our training to a colleague?

Not at all — Highly

0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑

EU 27 4/5

National Autistic Society Cymru

Leadership Training Evaluation Form

Name: Abbie Williams Date: 26/2/2020

Job Title: Seconded Team Leader Trainer: Michael + Leanne

Workplace: Ty Mawr / Ty Canol Course Title: Absence Management.

Please complete this section prior to the start of the course

What is your knowledge about this subject now? Please tick one box.

Limited	Moderate	Good	Very good
☐	☑	☐	☐
1	2	3	4

How confident do you feel in this subject now? Please tick one box.

Not very	Moderately	Confident	Very confident
☐	☑	☐	☐
1	2	3	4

Please complete this section, and the next page, at the end of the course

What is your knowledge about the subjects following the course?

Limited	Moderate	Good	Very good
☐	☐	☑	☐
1	2	3	4

How confident do you feel in the subjects following the course?

Not very	Moderately	Confident	Very confident
☐	☐	☑	☐
1	2	3	4

P.T.O

EU27 5/5

National Autistic Society Cymru

Please complete the following sections <u>at the end</u> of the course.

(**1**=Strongly Disagree, **2**=Disagree,**3**=Neither Agree or Disagree, **4**=Agree, **5**=Strongly Agree)

	1	2	3	4	5
The course fulfilled its aims and objectives.	☐	☐	☐	☐	☑
The presenters were knowledgeable and met the course objectives.	☐	☐	☐	☐	☑
I feel more informed about current NAS policy and approaches to managing each of the subjects covered in this course.	☐	☐	☐	☐	☑
My management skills were enhanced by participation in this management course.	☐	☐	☐	☐	☑
I am able to make practical changes in my practice/workplace to better manage my team and my management responsibilities.	☐	☐	☐	☐	☑
I have more understanding and awareness towards the subjects covered in the course.	☐	☐	☐	☐	☑
I feel more empowered to support and manage my team more effectively.	☐	☐	☐	☐	☑
I am satisfied with the service the National Autistic Society has provided (incl. initial contact, materials, domestic arrangements, <u>please elaborate below</u>)	☐	☐	☐	☐	☑

.....

.....

Please tell us one thing that you found <u>most</u> useful, and/or what will you do differently in your practice as a result of attending this course:

"The standard you walk past is the standard you set".

Please tell us one thing that you found <u>less</u> useful, or suggestions you have for improving this course:

.....

.....

.....

.....

How likely is it that you would recommend our training to a colleague?

Not at all — Highly

0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑

Courses Delivered Between 01/11/2019 and 31/01/2020.

1: Understanding Leadership

(№ of courses in period = 1)

(№ of feedback forms = 9)

	Score 1	Score 2	Score 3	Score 4	Total Satisfaction
1. Notice of the course (confirmation of place, map, etc)	0%	13%	0%	88%	88%
2. Pre-course information and material (if applicable)	0%	25%	13%	63%	75%
3. How well did the course meet your learning needs?	0%	0%	11%	89%	100%
4. How well did the course meet its stated aims?	0%	0%	11%	89%	100%
5. Were Training materials appropriate and of a good standard?	0%	0%	0%	100%	100%
6. How would you rate your manager's pre-course discussion with you?	11%	11%	11%	67%	78%
7. How confident do yo feel about completeing your action plan? (NAS Staff only)	0%	0%	25%	75%	100%
8. What is your overall rating for the course as a whole?	0%	0%	0%	100%	100%
Total for '1: Understanding Leadership'					93%

3: Difficult Conversations

(№ of courses in period = 1)

(№ of feedback forms = 9)

	Score 1	Score 2	Score 3	Score 4	Total Satisfaction
1. Notice of the course (confirmation of place, map, etc)	11%	0%	22%	67%	89%
2. Pre-course information and material (if applicable)	17%	0%	33%	50%	83%
3. How well did the course meet your learning needs?	0%	0%	11%	89%	100%
4. How well did the course meet its stated aims?	0%	0%	0%	100%	100%
5. Were Training materials appropriate and of a good standard?	0%	0%	0%	100%	100%
6. How would you rate your manager's pre-course discussion with you?	14%	29%	29%	29%	57%
7. How confident do yo feel about completeing your action plan? (NAS Staff only)	0%	0%	44%	56%	100%
8. What is your overall rating for the course as a whole?	0%	0%	0%	100%	100%
Total for '3: Difficult Conversations'					93%

EU 28 11

My learning and development



	2019 Overall Positive %	Traffic Light	Whole Org	2017 Overall Positive %	2016 Overall Positive %	Benchmark Median
My learning and development	80		+14	+6	+13	+12
14. The training and development I am given supports me in my role as a line manager	89		+23	-	+33	-
11. I am supported by my line manager to continue learning more about autism	84		+11	-	+17	-
12. Our charity gives me the learning and development opportunities necessary for me to do my job effectively	84		+14	+8	+4	+10
13. Our charity gives me opportunities to develop skills and knowledge that will help in my future career	78		+17	-	+11	+13
16. The induction I received gave me a good understanding of our charity and its mission, and how different teams work to achieve it	72		+11	-	+5	-
15. The induction I received gave me the information I needed to feel confident in doing my job in my first few weeks at our charity	70		+10	+3	+8	-

Please note, for question 14, respondents were able to choose an additional response option "I am not a line manager" if the question was not applicable to them.