



Aiming Higher

Aiming Higher I Stepping Up Your Career

For Black and Minority Ethnic Staff
in Tower Hamlets Social Services

Handbook

May 2005 - November 2005

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Welcome from Yvonne Field, *Managing Director, YFA Consultancy & Training*

As a black woman, a mother of an 11 year old girl and Managing Director of a growing management consultancy and training company, I constantly juggle the demands of work and domestic life. For example, last week my average day started at 5.30am with reading and editing of work-related reports, planning important and urgent work tasks, making sure my daughter got herself up, dressed and off to school (with her bag packed properly!) and supporting a friend who is going through a particularly bad patch. All these things occurred before I even reached the office!

Sometimes I feel as though my multi-tasking skills are stretched to their limits - at such times I experience doubts about my effectiveness as both a mother and a person in a leadership role. However, I passionately believe in the value of personal and professional development and the capacity to change through putting new learning into practice, both in the office and at home. This helps me to thrive and to meet very real challenges most days.

I have shared this with you, as we at YFA recognise that you too will have a multitude of responsibilities to manage and that during the programme you might also experience that 'stretch'. **Aiming Higher** is a programme that has been developed specifically to both support and challenge you and to acknowledge the complexities of adult life.

All the elements of the programme will enable you to reflect on your experience, increase your understanding of existing management theory and practice, and develop practical strategies to enable personal, professional and organisational development. You will be given the opportunity to think about whether management is for you; to prepare yourself for management roles and positions; and to develop or refresh the skills, knowledge and understanding essential for successful managers.

Our facilitators use creative and enjoyable approaches to learning and development, which enable everyone to participate and learn. Understanding and valuing diversity, both within the participant group and within the organisational context, is central to our work of facilitating the programme content and individual learning.

Give us your feedback

There will be formal opportunities to let us know how you think we are doing, but please feel free to contact us at any time with your thoughts, comments, questions or suggestions about any aspect of the programme. During the programme you will have access to a Link Worker who will be able to help if you have queries or concerns. Alternatively, contact us by email info@yfassociates.co.uk or by telephone on **020 7277 6693**.

I wish you every success for the programme and I hope you find it an enjoyable and challenging experience.



Yvonne Field
Managing Director, YFA Consultancy & Training



Aiming Higher I
STEPPING UP YOUR CAREER
For BME and women staff
(up to and including PO1)

Aiming Higher II
ESSENTIALS OF
MANAGEMENT
For BME and women staff
(PO2 and above)

Aiming Higher III
ENHANCING YOUR
MANAGEMENT SKILLS
For experienced BME and
women managers

All programmes with:

- EXPERT FACILITATORS
- OPPORTUNITY TO GAIN ACCREDITED AWARDS
- LINE MANAGER SUPPORT
- DEDICATED LINK WORKER

Aiming Higher 1 & 2 also with:

- INDIVIDUAL COACHING
- LEARNING SETS IN SMALL GROUPS
- TUTORIALS
- STUDY TIME

Introduction

Why a programme targeted specifically at Women and BME Employees?

Aiming Higher takes as its starting point that employees from 'minority' backgrounds, working within organisations often led by white heterosexual men, will always have quite specific challenges relating directly to their identities and their experiences. Some of these are easy to articulate. Women, for example, often bear the greatest burden in terms of caring responsibilities and therefore many find flexible working arrangements beneficial to them. However, other issues are more covert and relate to experiences and realities that are much more difficult to put into words. For example, many can relate to the experience of not being heard in team meetings, or not being given the credit for ideas that someone else knows you had first.

It has been said that 'perhaps no other groups experience alienation as black managers do in white organisations'¹ (Ahmad 1992:16). Something similar could be said of female employees in predominantly male organisations. While this may or may not be true, what is certain is that there are few resources or guides as to how to negotiate this alienation.

The **Aiming Higher** programme recognises these experiences and provides participants with opportunities to equip themselves with the skills needed to function and excel in mainstream organisations.

¹ Ahmed, Bandana (1992) *Dictionary of Black Managers in White Organisations* Race Equality Unit.

1. AIMING HIGHER I: Stepping Up Your Career

Feeling frustrated in your work? Not sure about future career options? Need help analysing your strengths and weaknesses? Want an opportunity to consider management as a career choice? This self-development programme is not just about being more effective in your job. It's about enriching every part of your life, enabling greater job satisfaction and personal achievement and fulfilment.

Eligible?

You are eligible if you are:

- A BME employee of Tower Hamlets Social Services
- Grade PO1 or below
- Thinking about career development
- Needing an exciting development opportunity to help you take the next step
- Committed to 100% attendance on the programme

The Programme

Aiming Higher I consists **6 full learning days, 2 half-day learning sets** and **3 coaching sessions** and is delivered over **6 months** and includes:

- Developing your self confidence and personal awareness
- Identifying your strengths and areas for development
- Identifying and examining your experience as BME staff members in order to support your individual development
- Managing yourself and your work effectively
- Managing others
- Motivating yourself and others
- Coping with change
- Strategies for managing stress
- Time Management
- Using *Emotional Intelligence* to improve your relationships
- Working in groups and teams
- Action planning

In order to achieve an accredited award certificate, participants will also be required to complete a number of learning assignments based on their learning and its application to their work.

Once on the programme you will be given:

- Time to explore learning with your peers
- Individual coaching to help you explore career options and choices
- Support in completing learning assignments

Aiming Higher I: Programme Learning Aim

This programme aims to enable BME staff to maximise their personal development and think about themselves in relation to the management role. You will be able to make career choices based on a thorough understanding of your strengths, weaknesses and aspirations, as well as the social, organisational and personal contexts for BME groups.

Aiming Higher I: Programme Learning Objectives

By the end of the course you, as a participant, will be able to:

- Show an awareness of how self-development can benefit work, career and life
- Use an understanding of the personal, social and organisational context for BME groups and women in order to promote continued self-development
- Use critical reflection and emotional intelligence techniques to examine and enhance personal practice
- Use relevant problem-solving, change management, planning, information-gathering and decision-making techniques effectively
- Understand key management theories and approaches, to support development and practice as effective team-leaders and managers
- Use an understanding of equality and diversity issues and their impact on society, work and self to enhance own development
- Understand your strengths and weaknesses and the impact on your life and work;
- Manage your time and personal resources effectively, and continuously develop your own knowledge and skills
- Develop and enhance your working relationships with team members, colleagues, line managers and others

- Understand and use adult learning theory to identify learning and development needs
- Set personal objectives
- Identify possible development activities
- Evaluate personal progress and re-set goals
- Respond to change, challenge and stress effectively
- Provide appropriate support and feedback for others
- Communicate confidently and appropriately in formal and informal situations with groups and individuals.

In addition participants will:

- Undertake self-assessment to explore their own strengths, weaknesses and opportunities as a potential or experienced BME manager
- Identify the particular personal tensions and challenges of being a BME staff member
- Develop networks of support and collaboration
- Carry out learning assignments, including making a presentation that links the theoretical aspects of the course to work-based practice and learning
- Have up to three coaching sessions during the course of the programme.

2. Programme Structure

This eight-day programme consists of:

- Six full learning days
- Two half-day Learning Sets delivered on different days
- Three Coaching sessions
- Learning Assignment 1: self-assessment and personal objective-setting
- Learning Assignment 2: short knowledge assessment (1 hour long/12 questions)
- Learning Assignment 3: a short group presentation

Full Learning Days

During each course day we will:

- Explore relevant theories and models
- Examine organisational cultures and systems
- Explore management approaches, practices and processes
- Use self-development techniques for personal reflection, analysis, planning and review
- Examine personal strategies for handling change, challenge and stress.

We will explore the specific implications for BME managers with links to your actual job role, with time for reflection and skills development.

3. Learning Approach

The programme learning approach will take into account participants' knowledge, skills, competence and diversity. There will be structured input from tutors with regular opportunities for participants' self-reflection through small and large group exercises and discussion. Tutors will facilitate the exploration of problematic or sensitive issues, selecting methods that are appropriate and are agreed by the group. The Learning Sets will provide further opportunities for more in-depth analysis of issues and concerns.

You will also be asked to participate in the evaluation of the programme.

4. Learning Sets

Aim: To assist participants with structured and focused opportunities to improve and further develop understanding and skills gained during the programme.

Learning Sets are an important part of **Aiming Higher** and are organised in small groups of up to eight course participants to one facilitator. There will be two Learning Sets during the programme (normally one near the beginning, and one near the end). The Learning Sets will enable participants to:

- Identify personal strategies for self development
- Select strategies for putting learning into practice
- Use learning to analyse real-life work issues
- Network
- Deepen their understanding of, and confidence in handling, the tensions and challenges particular to being a person from a BME group
- Obtain additional support and guidance.

Learning Set Content

- Analysis of self-assessment and refinement of personal action plans.
- Identification of key issues and learning from the programme
- Exploration of the implications of issues for each participant
- Supported critical reflection of own practice, including strengths and areas for improvement
- Gain guidance and support for the knowledge assignment
- Work on group presentation - topic and content.

5. Coaching

Alongside the Learning Sets and taught components of the Aiming Higher Development Programme, coaching is an invaluable resource for assisting course participants to take action. It provides a space to examine professional and/or personal situations, to explore options for creating change and to set goals for achieving this. More importantly, it provides the encouragement and support needed for this.

Participants receive up to three on-site coaching sessions, spread across the length of the programme. During these sessions participants can choose to be coached on issues that may arise from the programme, or any other issues that may impact on their work.

6. Aiming Higher Link Worker

During the programme you will be able to consult with the part-time Link Worker who will provide a clear point of contact for participants and provide communication between YFA and Tower Hamlets Social Services. The Link Worker will be able to provide advice and information about the programme and offer additional one to one guidance if needed during the programme.

7. Accreditation

Upon successful completion of the programme, YFA and Tower Hamlets will award a Certificate of Attendance. This can be used as evidence of learning on the programme to support application for future management programmes and job opportunities.

Institute of Leadership and Management (ILM) accreditation is being sought for this programme and participants will be given the opportunity to achieve ILM certification.

To gain an ILM qualification you will be required to formalise your work on the learning assignments given during the programme – one of which will include a short externally-set knowledge assessment. Further details will be given during the programme. You will be given time and support as appropriate during the Learning Set meetings and Coaching sessions. You may also use 7 hours of study time and the supervision sessions with your line manager to help reflect and focus on the assignments. Please note it is expected that you contribute to the process through private study.

See Appendix III for more information.

8. Programme Schedule

Days 1 & 2: Wednesday 25th & Thursday 26th May

Introduction to the Programme Self-Assessment, Self-Awareness and Self-Development

Session objectives:

- ✓ To introduce you to the programme, the learning approaches, content and requirements
- ✓ To understand the social, organisational and personal context for BME staff
- ✓ To begin the process of personal and career development through self-awareness and goal-setting.

Content:

- Welcome, introductions and expectations
- Explanation of programme structure, learning sets and coaching
- Adult learning
- The social, organisational and personal context
- Self assessment exercise - analysing personal strengths and weaknesses and setting learning and development objectives
- Introduction to planning and implementation strategies: to support the development of personal action plans which support the achievement of the objectives

NOTE:

- **Kuumba Nia** (YFA Coach) will visit the group to tell you about Coaching on the morning of Day 1

Learning Set 1: Thursday 16th June

Half day session (times to be advised on day 2)

Day 3: Thursday 7th July**The Management Role****Session objective:**

- ✓ To understand key management theories as well as ethnicity/gender issues and apply them to your own workplace and personal context.

Content:

- Introduction to the ILM accreditation process
- Management approaches and theories
- Information-gathering, planning and decision-making techniques
- Role and tasks of managers within Tower Hamlets
- Life for BME workers and managers – implications for self development

Day 4: Thursday 28th July**Working with People****Session objectives:**

- ✓ To use theory into practice techniques to help understand and work more effectively with, and through, people
- ✓ To increase ability to communicate effectively with groups and individuals

Content:

- Key 'people' theories
- Motivation
- Group dynamics
- Communicating with groups and individuals
- The role and practice of the team leader

Learning Set 2: Thursday 8th September

Half day session (times to be advised)

Day 5: Thursday 6th October**Responding to Change, Challenge and Stress****Session Objectives:**

- ✓ To understand personal reactions to change, challenge and stress
- ✓ To respond appropriately and manage it effectively for self and others

Content:

- The process of change
- Reactions to change
- Responding to challenges
- Managing change, challenge and conflict
- Positive stress management

Day 6: Thursday 3rd November**Learning into Action****Session objectives:**

- ✓ To demonstrate personal learning and confidence
- ✓ To provide support for others in the group during the personal reflection and planning process

Content:

- Group presentations
- Personal and group reflection on learning
- Moving on: identification of further professional and personal development needs and plans
- Programme evaluation
- Celebration!

9. Feedback and Evaluation

Participants will be asked to give feedback on individual programme sessions as well to evaluate the programme as a whole.

Ongoing feedback will assist us in ensuring that programme objectives are being met and that your personal and professional needs are being addressed. Participants' evaluative comments will be taken into account in any future programme revisions.

The evaluative exercise will also help you develop your analytical skills.

All aspects of the course will be evaluated. However, we are particularly interested in:

- The structure and organisation of the course
- The content
- The extent to which the stated objectives were met
- Group dynamics
- The tutors delivery style, knowledge and facilitation of your learning and development
- The extent to which principles of inclusion and diversity good practice were operational during the course.

While there will be more formal opportunities to give you feedback, please feel free to contact us at any time with your thoughts, comments, questions or suggestions about any aspect of the programme (for example on content, delivery, venue, or support arrangements) by email to info@yfassociates.co.uk or by telephone on 020 7277 6693.

10. Work Place Supervision

You will need to secure the support of a workplace supervisor. This could be your current supervisor or a different manager who knows you well enough to give you regular feedback. It may be more convenient to use your current supervisor providing that she or he is able to set aside time specifically for you while you are on the programme. You will need to have supervision at least once a month throughout the course. Establishing this structured process will help to improve your own skills in supervising staff.

The aim of supervision is to:

- ➔ Assist with your Self-Assessment and planning
- ➔ Help you to be critically and constructively self-reflective
- ➔ Discuss the programme in relation to your role in the department and the complexities that you are experiencing as a BME staff member or manager
- ➔ Enable you to link theory with your own practice
- ➔ Give you an assessment of your learning achievements and outcomes towards the end of the programme focusing on:
 - Managing your workload during the programme
 - Communication skills
 - Use of personal recordings, reflection notes
 - Changes in your work practices.

Supervision Contract

You will need to develop a contract with your workplace supervisor and get them to sign it. In so doing you may want to consider the following:

- Frequency and duration of each session
- Where you will meet, ensuring that you will not be disturbed
- Elements of power or authority that are likely to exist within the supervisory process
- Your perspectives on race/ethnicity, gender, culture, sexual orientation, class, religion etc. and how you will address this in the supervisory sessions
- How feedback will be given and received
- Confidentiality and boundaries
- The content of the sessions.

Suggested Reading

Equality & Diversity

African and Caribbean Finance Forum, foundation for Management Education, and the Wainwright Trust, 1996, *The Cement Roof: Afro-Caribbean People in Management*, London: Midland Bank.

Ahmad, B, 1992, *Dictionary of Black Managers in White Organisations*, Race Equality Unit (see www.reu.org.uk/publications)

Arredondo, P., 1996, *Successful Diversity Management Initiatives*, Sage Publications, ISBN: 0852925611

Clarissa Pinkola Estes, 1995, *Women Who Run with the Wolves*, Rider, ISBN: 071267134X

Clements & Spinks, 2000, *The Equal Opportunities Handbook*, 3rd ed., Kogan Page, ISBN: 0749431199

Coussey & Jackson, 1991, *Making Equal Opportunities Work*, Pitman, ISBN: 0273034723

Davidson, M, 1997, *The Black and Ethnic Minority Woman Manager: Cracking the Concrete Ceiling*, Paul Chapman, ISBN: 18539622996.

Davidson, M and Cooper C, 1992, *Shattering the Glass Ceiling - The Woman Manager*, Oxford: Martin Robertson, ISBN: 0132853701

Dickens & Dickens, *The Black Manager*, Amacom ISBN: 0814477704

Dickson, 2000, *Women at Work – strategies for survival and success*, Kogan Page, ISBN: 0749433736

Kandola, & Fullerton, 1996, *Diversity in Action*, CIPD, ISBN: 0852927428

Kline, 1993, *Women & Power*, BBC, ISBN: 0563364491

Kwhali, J and St. Hill, C (u.d) *Moving into Management: the Challenge for Black Managers*, London: Focus UK.

Local Government Management Board, 1998, *Evening the odds: research into management development for black and other minority ethnic managers*, London: Local Government Management Board, ISBN:

Macdonald, 2004, *Equality, Diversity and Discrimination*, CIPD, ISBN: 1843981122

Sitterly, *The Woman Manager*, Kogan Page ISBN: 0749413549

Ross & Schneider, 1992, *From Equality to Diversity*, Pitman, ISBN: 1854425161

Self-Development and Career Development

Covey, S.R., 1989, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, Simon & Schuster UK Ltd., ISBN: 0684858398

Berry, S., 1997, *Write a Perfect CV: Finding a Job in a Weekend*, Ward Lock, ISBN: 0706376129

Yate, J.M., 1992, *Great Answers to Tough Interview Questions: How to Get the Job you Want*, 3rd ed., Kogan Page, ISBN: 0749406739

Young, P., 2003, *Change Manager: Be your Best...and Beyond*, Q Learning, ISBN: 0340856262

Patterson, Grenny, McMillan, Switzler, 2002, *Crucial Conversations: Tools for Talking when Stakes are High*, McGraw Hill, ISBN: 0071401946

General Management Development

Adair, J., 1983, *Effective Leadership*, Pan Macmillan, ISBN: 0330302302

Black, J. S. & Greggersen, H. B., 2002, *Leading Strategic Change: Breaking Through the Brain Barrier*, Pearson Educational, ISBN: 013146745X

Burke, W. Warner, 2002, *Organization Change: Theory and Practice*, Sage Publication, ISBN: 0761914838

Dixon, R., 1993, *The Management Task*, 3rd ed., Butterworth-Heinemann, ISBN: 0750659858

Handy, C.S., 1976, *Understanding Organisations*, 4th ed., Penguin Education, ISBN: 0719915155

Thompson, R., 1995, *Managing People*, Institute of Management, Butterworth Heinemann, ISBN: 0750633883

Tyson, S. & Jackson, T., 1992, *The Essence of Organisational Behaviour*, Prentice Hall, ISBN: 0132848376

Caruso & Salovey, 2004, *The Emotionally Intelligent Manager*, 2nd ed., Pfeiffer Wiler ISBN: 0787970719

Pedler, Burgoyne & Boydell, 1998, *A Manager's Guide to Self-Development*, McGraw-Hill, ISBN: 0950844497

Kay, Guinness & Stevens, 2003, *Making Management Simple*, How to Books, ISBN: 1875038118

Koch, R., 1994, *The Successful Boss's First 100 Days: The Official Guide for the New Boss*, Financial Times Management, ISBN: 027363545X

Kotter, J., 1982, *The General Manager*, New York: Free Press, ISBN: 0466512516.

Mintzberg, H., 1973, *The Nature of Managerial Work*, New York: Harper & Row, ISBN: 0881791695.

Pardley, D., 2004, *Leading Teams*, ILM (Institute of Leadership & Management), ISBN: 190247502X

Appendix I YFA Facilitator Profile

Khadijah Frischauer

Khadijah has over fifteen years of experience in consultancy and training, project management and organisational development in the public, private and independent sectors. Khadijah holds a Masters Degree in Public and Voluntary Sector Development and has researched NGO Development and Community Education in East and West Africa.

Khadijah has managed a number of organisations, projects and a community arts organisation. She has facilitated Action Learning Sets, taught management development programmes at Certificate and Diploma Levels for The Learning Agency, Westminster University; she is an Associate Lecturer for De Montfort University, Leicester Business School/ Managing Health and Social Care. Khadijah has facilitated a number of major Equality and Diversity development programmes in public and voluntary sector organisations, including a workshop for senior staff and managers in the Church of England.

Appendix II TOPPS England Standards for Leadership & Management

TOPSS England: Now Skills for Care

The role of leadership and management in Social Care

TOPSS England identified that leaders and managers in social care need to:

- have vision, which is informed by involving service users and other partners
- lead and support staff to work with service users and their carers to influence service developments and outcomes
- take responsibility and be accountable for good social care and social work practice
- influence a wide range of stakeholders to promote a social model of care and its values
- be able to deal with the conflicts, tensions and gate-keeping roles in managing social care services, taking account of individual and community needs.

Leadership and management practice must integrate social care values based on a critical understanding of anti-discriminatory practice and the impact of exclusion and disadvantage on people's lives. Leaders and managers must be proactive in working with the diversity of staff, service users and carers and in promoting social inclusion. Managers need "to develop and maintain practice, which is self-aware, critically reflective, and founded on, informed by, and capable of being judged against a clear value base."

Leadership and management practice in social care should actively:

- inspire staff
- promote and meet service aims, objectives and goals
- develop joint working/partnerships that are purposeful
- ensure equality for staff and service users driven from the top down
- challenge discrimination and harassment in employment practice and service delivery
- empower staff and service users to develop services people want
- value people, recognise and actively develop potential
- develop and maintain awareness and keep in touch with service users and staff
- provide an environment and time in which to develop reflective practice, professional skills and the ability to make judgments in complex situations
- take responsibility for the continuing professional development of self and others.

*From: Leadership & Management:
a strategy for the social care workforce (Oct 2004)
www.topssengland.net*

Appendix III Accreditation Assignments

To be eligible for an ILM endorsed award you will be expected to complete several Learning Tasks during the programme.

The tasks will be given to you by the facilitator and you will be expected to have them completed by the due date. Support and guidance will be available to you during the programme from the facilitator (particularly during the two Learning Sets). Help will also be available from a part-time Aiming Higher link worker – the link worker will be able to assist you with any additional information, queries or concerns as they emerge during the programme.

Learning Task – 1: Self-Assessment and Objective-setting

Participants will undertake self-assessment on the first two days of the programme and will use this analysis to identify development objectives and action plans. Later participants will present their reflections and insights to their learning peers in small groups.

Participants will also be expected to spend some time reflecting on the group activities in order to give constructive feedback to their colleagues.

Learning Task – 2: Knowledge Assessment

During the programme each participant will be asked to complete a short written knowledge assessment consisting of 12 short questions based on the programme content and its application of their work. Details of the written assignment will be given out during the programme with time set aside (particularly in the Learning Sets) to gain advice and support for your preparation.

Learning Task – 3: Group Presentation

Participants will be given the opportunity to identify a small group (3-4 people – possibly the Learning Set group) with whom they will be asked to prepare and present a short presentation (on a management topic of their choice focusing on their management learning during the programme). On the last programme day each small group will give a short presentation. Details of the presentation will be given out during the programme with time set aside (particularly in the Learning Sets) to gain advice and support for your preparation.

External Assessment Process

Work submitted for external assessment will be marked using very specific and detailed criteria. Please study these carefully and check to see how your work 'measures up' before you submit it. You will need to achieve at least the minimum number of marks within each section, with an overall total of at least 50 marks for a pass. There is no compensation between sections, and so it is possible to gain more than the required 50 marks in total yet still fail because criteria in one section have not been met.

You will not be penalised for weak spelling and grammar, but you should remember that this is a first line management qualification and therefore it is expected that appropriate attention will be given to such matters.

It is important that all work is submitted on time, in order that it can be assessed before the External Verifier's visit at the end of the programme.

In the unlikely event that you do not reach a satisfactory standard when you first submit your work for assessment, your Facilitator will provide you with a copy of the Resubmission Form which indicates the areas in which your first submission does not meet the required standard, and will provide you with the extra tutorial supported needed to assist in correcting these deficiencies. You will then have an opportunity to do some more work and re-submit your work for assessment once more before the results for your whole programme are finalised.

Alternative Methods of Assessment

Each candidate must complete an assessment to a national standard and written responses will be the norm. However YFA is committed to promoting the values contained within its Equal Opportunities Policy, Procedure and Action Plan. Therefore, special assessment arrangements will be made for internal assessments where the specific circumstances of an individual candidate require them. Where the work is to be externally assessed, the External Assessor will be notified and suitable arrangements put in place.

We will accept oral responses (audio-taped for verification purposes) where justifiable, and these may be given in suitable arranged conditions comparable to those for written responses.

Appendix IV AIMING HIGHER PROGRAMMES

AIMING HIGHER is a three-stage Management & Development Programme for BME staff. It consists of the following key elements and is designed to help you:

- Focus on your personal and career development
- Consider and prepare for management roles and positions
- Develop the skills, knowledge and understanding necessary to operate effectively as a manager.

NOTE: Separate programmes will be available for:

- BME men and women who are eligible
- Women who are eligible

AIMING HIGHER I: Stepping Up Your Career

An exciting career development opportunity for BME staff in Tower Hamlets Social Services at Grade PO1 or below. This 6-day and 2 half-day learning set programme takes place over six months and aims to provide you with the chance to develop your self-awareness, confidence and effectiveness through group learning and individual coaching sessions.

AIMING HIGHER II: Essentials of Management

Consisting of group learning sessions, action-learning sets and individual coaching sessions, this is an enjoyable and informative 6+2 day programme for aspiring, new and experienced BME and managers in Tower Hamlets Social Services, at Grade PO2 and above. It has been designed to help you (re-) focus on your vision, build on your strengths, enhance your skills and confidence, and use your personal authority positively and successfully.

AIMING HIGHER III: Enhancing your Management Skills

For experienced BME managers, **Aiming Higher III** consists of a series of one- and two-day skills-specific management learning workshops aimed at helping managers enhance their skills and effectiveness. You will need to complete a minimum of 6 days of skilled-based workshops to successfully complete **Aiming Higher III**.

Aiming Higher III workshops include:

- The Manager as Staff Developer
- Supervision Skills for Managers
- Diversity for Trainers
- Managing a Diverse Workforce
- Zero Tolerance
- Harassment in the Workplace