

Staff College promotes great leadership for the public good focussing on developing very senior leaders and high potential emerging leaders by raising their awareness of self, others and the wider system.

We enable leaders to become aware of **'the difference that makes a difference'** through a provocative and experiential approach and encourage them to do something about it.

Our approach to working with teams

It is not uncommon within teams working under significant pressure for relational and behavioural challenges to emerge. When unattended to, these can lead to further breakdowns in trust, teamwork, and the ability to work effectively as a service.

Staff College has long utilised our approach to help leaders understand the nature of these difficulties, encouraging them to do something about it.

Bespoke programmes of support will:

- Encompass **diagnostic work** to help team members understand how they perceive themselves and each other within the team. Identifying their contribution, challenges, and opportunities to improve.
- **Promote shared learning**, raising awareness of how others feel about being part of this team and building support for a collective view of the team's current reality.
- Provide real-time opportunities for the team to **work together on their current priorities**, with time to reflect on how they have done so. This helps:
 - Individuals to better understand the impact of their own behaviour and influence within the team so they can refine areas that are creating tensions.
 - Promote greater understanding and cohesion between team members.
 - Enable the team to consider how they can work together better in the future.
- Develop the team's ability to give and receive accurate and honest **feedback** in the moment. Promoting a culture where good behaviour is acknowledged, and poor behaviours is called out.

We have developed a blended approach utilising virtual and face to face sessions, dependent on the evolving circumstances and whether the team themselves are meeting virtually or face to face.



It is envisaged early interventions are predominantly virtual, moving to increasingly experiential and provocative face-to-face sessions. Flexing dependent on local measures and the team circumstances.