

Review Examining Derbyshire County Council's Approach to Management Training and Capacity Building

1. Introduction

Derbyshire County Council has consistently been awarded a four star 'excellent' rating by the Audit Commission in their Comprehensive Performance Assessment. The inspection process has identified the quality of the political and managerial leadership as being a strength of the Authority enhancing the capacity of the organisation.

Derbyshire County Council will only continue to prosper and meet the future challenges if it can continue to recruit, retain and develop talent to become the managers and leaders of tomorrow.

1.2 Review Terms of Reference

At its meeting on 1st March 2006 the Committee agreed that it would undertake a review examining how the County Council recruits, retains and develops talent. Members have focussed on managerial leadership, however, it is recognised that there is a need to achieve an integrated approach encompassing both managerial and political leadership. A copy of the scoping report is shown in Appendix 1.

To develop the review a Member Working Group was established. The working group comprised Councillor Gillott, Councillor Buckley, Councillor Cutting, Councillor Riggott, Councillor Hart, Councillor Camm and Councillor Flitter. The working group has consulted with officers/members from the following organisations:

- Leicestershire County Council
- Surrey County Council
- Cambridgeshire County Council
- IDeA
- PC World
- Derbyshire County Council – Focus group of managers from across the Authority
- Derbyshire County Council Managers within the Corporate Resources Personnel Division

Additional information has been gathered from various local authorities, private companies and professional bodies.

1.3 Acknowledgements

Members of the Resources Improvement and Scrutiny Committee would like to thank all those who have assisted with the development of this review.

2. Background

Research conducted by Veredus into talent management in the public sector identified that more than 50% of the 900 senior public sector managers surveyed reported that their organisations did not have enough talented people in senior management. Almost half admitted to difficulties in attracting talent at director level, and 54% in finding good managers.

Two issues became clear from the research. First, local government is struggling to attract, recruit and retain talented employees.

Second, there is no systematic and co-ordinated approach to developing and nurturing the next generation of leaders.¹

2.1 Improvement and Scrutiny Review of Budgets

The proposal to undertake a review of management training and capacity building was initially generated by the consultation undertaken for the Improvement and Scrutiny Committee review of Derbyshire County Council Budgets in 2005/06.

During discussions with Chief Officers in both the 2005/06 and 2006/07 budget reviews comments were made that there exists a lack of officers who have the capacity to drive forward service re-design projects within departments, in addition to undertaking the 'day jobs'. This generated the following recommendation in the 2005/06 Improvement and Scrutiny Budget review:

'To help the Council maintain its "Excellent" status, as well as meeting the ever changing expectations of both local people and central government, there is a need to promote further the change culture within the authority with further investment in, and training opportunities for, senior management.'

2.2 Derbyshire County Council profile

At less than 6% Derbyshire County Council has a very low staff turnover in comparison to most local authorities, where the median turnover rate was 13.6% in 2005/06. In addition the age profile is high with the average age of an employee being 46. With low turnover, particularly in management positions, the challenge is to create opportunities for emerging talent.

2.3 Learning and Development at Derbyshire County Council

The Learning and Development Team sits within the Corporate Personnel Division and provides generic training to all employees and strategic direction to the Authority in learning and development issues. Through the Learning and Development Team employees from across County Council departments have

¹ Talent Management – The Capacity to Make a Difference, Veredus, 2005

accessed, and have access to, a wide range of courses and techniques designed to enhance skills and improve management and leadership aptitude.

Appendix 2 provides greater detail of the range of options employed by Derbyshire County Council to develop management and leadership skills.

Technical and professional training is procured directly by departments. This tends to be training related to the immediate requirements of the employees role.

Departments also undertake some workforce planning that covers issues such as resourcing, developing the organisation, developing the skills and capacity of the workforce, developing leadership capacity, pay and rewards, and performance information and management data. There is no specific corporate workforce plan but the Human Resources Strategy is seeking to address areas identified in the Council Plan.

2.4 The CPA Peer Review

The CPA Peer review undertaken for Derbyshire County Council between November 2006 and January 2007 highlighted the following issues regarding management and leadership development.

Strengths: Capacity

- The organisation benefits from strong political and managerial leadership
- Effective middle managers, reflecting investment in development

Issues for consideration: Capacity

- The Council should consider a more proactive and corporate approach to workforce and succession planning. At the moment it appears that workforce planning is largely departmental
- Training should be targeted at potential managers, not just following appointment

The review has attempted to take the above points into consideration and identify through various evidence gathering exercises:

- Good practice that is occurring in Derbyshire County Council regarding recruiting, identifying and developing talent
- Potential areas for improvement
- Activities that are being undertaken in other public and private sector organisations to recruit, identify and develop talent
- Improvements to the current methods employed by Derbyshire County Council.

3. Findings

The working group has consulted extensively in developing this review. The feedback that has been gathered has generated the following findings:

3.1 Good Practice

A lot of opportunities are now available to help develop Derbyshire County Council managers. The opportunities have been taken up by many employees and the feedback from managers who attended the focus group meeting with the review working group was positive about their experiences of the training they have undertaken.

Focus group members also highlighted examples where managers and departments had been very supportive of the need to develop employees through learning.

3.2 Workforce Planning

There is a requirement within the CPA process for Councils to undertake workforce planning. This process in general terms involves answering the following questions:

- What will Derbyshire County Council look like in the future?
- What skills will be required to meet future needs?
- What is the current workforce like?
- What is the gap between the current workforce and the future requirements?
- How can the Council start to address this?

At Derbyshire County Council much of this work is undertaken within departments. The CPA peer review and the consultation we have undertaken has highlighted a need to improve corporate ownership of this process. This can enhance corporate working and enable the authority to see the wider picture.

3.3 Talent Management

A number of local authorities have programmes in place to recruit and develop talented employees. This may take the form of a graduate development programme, a programme where talented employees are fast tracked into management positions through identified career paths, the creation of temporary project management posts, or a programme of succession planning where a pool of viable internal candidates are developed to fill strategic management positions.

Derbyshire County Council does not formally have any of the above schemes in place. The implications of this can be that talented and ambitious people that could be the leaders of the future either do not enter the organisation or enter the organisation and are frustrated by a lack of development opportunities and ultimately either leave or are de-motivated and do not fulfil their potential. This viewpoint was expressed in the focus group of County Council managers:

“My manager recognises that I have outgrown my job and wants me to move up but feels powerless to help me”

Members of the review working group have become aware of talent management programmes employed by other local authorities and would encourage the adoption of a process whereby talented employees can be given the appropriate support to develop their full potential with Derbyshire County Council. The Leadership Development Plan shown in Appendix 2 incorporates a proposal for a ‘Leadership Programme’ that is designed to perform this role for the County Council.

Appendix 3 shows the succession planning scheme employed by Cambridgeshire County Council.

3.4 Opportunities for Development

Employees recognise that there may be limited opportunities for promotion within Derbyshire County Council at any given time. However, officers/managers who have undertaken training and acquired additional skills in management would welcome greater opportunities to utilise their acquired learning.

“If the Council is not utilising our skills why train people to leave?”²

The meeting of the managers focus group identified a desire for the system to be more flexible whereby officers could be given opportunities to perform different roles and have different challenges. This could take the form of secondments both internally and externally, project management opportunities, or sideways moves to different departments. This would have the effect of:

- breaking down silos that may develop within departments
- widening the experience and knowledge base of Derbyshire County Council managers and prepare managers for future opportunities
- improve the motivation and performance of managers who seek new challenges
- prevent managers from becoming pigeon holed as a specialist when the role they perform is primarily managerial

² Quote from Managers Focus Group, 27/03/07

- encouraging the development of good generalist managers who are capable of working in any service area

As part of Leicestershire County Council's People and Performance Programme they have actively encouraged greater movement of officers between departments. This has involved seconding officers from departments to work on corporate change management projects. The process of backfilling posts presents an opportunity to give management experience to officers. As the process is driven corporately by the Chief Executive and Leader of the Council it has been accepted as beneficial to the organisation despite presenting some difficulties within specific departments.

3.5 Job Descriptions / Person Specifications / IDR Process

A practice that has limited opportunities for managers to progress or move to new positions within the County Council has been the composition of job descriptions and person specifications for managers. A number of job descriptions and person specifications have over emphasised the specialist technical skills deemed essential for the role whilst not focussing on the core managerial competencies required of an effective manager. This has the effect of preventing managers who have proven managerial experience from applying for positions they may be capable of undertaking.

The review working group also were informed about the need to ensure that all managers from across the Authority are using the Individual Development Review (IDR) process to support proper career planning. Managers need to use the management development framework to identify development needs and a development plan.

3.6 Learning Culture

Members of the review working group recognise that the needs of the Authority are paramount and must supersede individual concerns. However, Members were keen for the County Council to be considered to be the employer of choice in the County.

Discussions with officers and the consultation event with Derbyshire County Council managers identified a feeling that the Authority does not have a culture that encourages employees to develop their skills through learning.

“There is no point in developing leaders if the culture environment and those above you do not want you to shine – move on.”³

Having spoken to representatives of different organisations in the development of this review, and through discussions with existing managers employed by Derbyshire County Council, Members of the review working group recognise

³ Quote from Managers Focus Group, 27/03/07

that the needs of the organisation and the developmental needs of employees can be mutually beneficial in the long term. Investing resources in the development of employees can lead to increased motivation, enhanced capacity and improved performance that ultimately will benefit the people of Derbyshire.

3.7 Political Leadership

Leadership within local authorities comes from both managers and Councillors. The CPA peer review feedback indicated that a stronger stance on Member development was required and following this the County Council has committed itself to signing up to the LGEM Charter on Member Development.

Members of the review working group recognise the importance of political leadership and welcome the move to develop the leadership competencies of elected members.

4. Conclusion and Recommendations

Following extensive consultation undertaken with County Council employees and external organisations the review working group have reached the following conclusion regarding management development and capacity building at Derbyshire County Council:

Through the work of the Learning and Development Team and other initiatives Derbyshire County Council has made progress in developing managers across the organisation. However, more work needs to be undertaken to develop the learning culture of the organisation and to ensure that processes are in place to ensure that talent enters the organisation and is supported and developed enabling leaders of the future to emerge.

Recommendations

To address the areas for improvement identified in the report the following recommendations are proposed:

4.1 Adopt and implement the Leadership Development Report

Improve talent management and the capacity of Derbyshire County Council managers by adopting and implementing the Leadership Development proposals shown in appendix 2.

Through the use of various management development techniques and the creation of a 'Leadership Programme' the proposals outlined in the report represent an opportunity to maximise the potential of managers and develop talented employees. These initiatives should enhance the prospects of ensuring that the Authority has longer term capacity in key leadership roles.

4.2 Develop a more proactive and corporate approach to workforce planning

This recommendation echoes the finding of the CPA Peer Review. There needs to be a greater corporate overview of the workforce planning process to improve cohesion between departments and to ensure that the process reflects the collective needs of the Authority.

4.3 Enhance opportunities for employee development by forging relationships with other local authorities and private sector organisations

To benefit employee development and the culture of the organisation seek to develop relationships with other local authorities and private sector organisations. Consideration should be given to creating opportunities for

secondments between organisations and the development of a graduate development programme aimed at recruiting talented people.

There should also be greater movement of officers between County Council departments through the use of project management opportunities and internal secondments.

4.4 Encourage job descriptions and person specifications for managerial positions to emphasise the managerial competencies required rather than the technical aspects of the role

To aid flexibility Derbyshire County Council needs good managers who are capable of working in any management position. Placing an emphasis on management competencies, outlined in the County Council's management competencies framework, in job descriptions and person specifications will encourage greater fluidity of managers across Derbyshire County Council departments and will create more development opportunities for employees.

4.5 Develop the leadership competencies of elected members

Members of the review working group recognise the importance of political leadership and welcome the move to develop the leadership competencies of elected members.

APPENDIX 1 – SCOPING REPORT

(In preparing this report the relevance of the following factors has been considered: prevention of crime and disorder, equality of opportunity, environmental, financial, health, legal and human rights, personnel and property considerations.)

DERBYSHIRE COUNTY COUNCIL

RESOURCES IMPROVEMENT AND SCRUTINY COMMITTEE

10 MAY 2006

Report of the Chair of the Resources Improvement and Scrutiny Committee

REVIEW EXAMINING DERBYSHIRE COUNTY COUNCIL'S APPROACH TO MANAGEMENT TRAINING AND CAPACITY BUILDING

1. Purpose of the Report

To consider the project brief for this Improvement and Scrutiny review.

2. Information and Analysis

- 2.1 At its meeting on 1st March 2006 the Committee agreed that it would undertake a review in 2006/07 of Derbyshire County Council's approach to management training and capacity building.
- 2.2 A copy of the draft project brief for the review may be found in the Appendix.
- 2.3 To ensure consistency with other reviews, members of the Committee are also asked to nominate representatives to form a working group who will work with the Improvement and Scrutiny Officer in supporting this review.

OFFICER RECOMMENDATION: That:

The Committee:

- (a) Agrees the project brief for the review
- (b) Nominates members to form a working group to oversee progress with this review. Meetings of the working group will be public meetings

Councillor Kevin Gillott
Chair of the Resources Improvement and Scrutiny Committee

RESOURCES IMPROVEMENT AND SCRUTINY COMMITTEE
EXAMINING DERBYSHIRE COUNTY COUNCIL'S APPROACH TO
MANAGEMENT TRAINING AND CAPACITY BUILDING
PROJECT BRIEF

1. Purpose of the Review

Derbyshire County Council will only prosper if it can continue to recruit, retain and develop talent. This review will examine the Council's approach to employing, identifying and developing managers and will compare the Council's methods to private and public sector organisations.

2. Objectives of the Review

- To examine the methods employed by Derbyshire County Council to recruit officers with the potential to become senior managers
- To establish what processes exist to identify and fastrack talented County Council employees
- To identify the programmes in place, and planned, to aid the development of existing managers
- To compare Derbyshire County Council methods with public and private sector organisations
- To highlight examples of good practice

3. Review Methodology

Extensive consultation will be undertaken with a variety of key stakeholders. Consultees will include:

- Derbyshire County Council officers
- Elected Members
- Other local authorities
- Private sector organisations
- External experts

4. Outline Consultation Plan

- Prepare a plan including a balance of written and oral views of those groups and individuals outlined above.
- Develop further understanding by members of the working group through a series of interviews with expert witnesses

5. Outline Project Plan

- May 2006 I & S Committee approves the project brief and appoints a working group

- June to Sept 2006 I & S working group prepares consultation plan, gathers comparative information and undertakes consultation
- July 2006 I & S Committee receives a progress report
- Sept 2006 I & S Committee receives the final report

Leadership Development at Derbyshire County Council

A review and proposals for future leadership
development

April 07



Content

Leadership Development at Derbyshire County Council	16
Content.....	17
Leadership Development at Derbyshire County Council	18
1. Introduction.....	18
2. Context	18
2.1 Organisational drivers	19
3. Competencies	20
4. Current Leadership Development Programmes	21
4.1 One day programmes.....	21
4.2 Accredited programmes	21
4.3 ILM Faculty members.....	21
4.4 Mentoring programmes	21
5. Defining the Leadership Community.....	23
5.1 Identifying future leaders	23
6. Proposed Leadership Development Opportunities	24
6.1 Introduction.....	24
6.2 The Menu Options.....	25
6.3 Accredited qualification options	27
6.4 The Leadership Programme.....	28
7. Comparison of Options.....	31
8. Funding	31
9. Issues	32
10. Recommendations.....	32
Appendix one	33
Appendix two.....	34
Appendix three	36

Leadership Development at Derbyshire County Council

1. Introduction

This paper examines the drivers for leadership development for members and managers at the council, makes reference to recent research and the activities of other authorities.

It goes on to describe the systems and learning opportunities currently available to managers and leaders; then proposes a range of learning interventions and processes that will enable the development of leadership and strategic management competence across the authority.

2. Context

The Council faces many challenges in the ever changing environment of the modern world which require flexibility and innovative approaches to both service delivery and efficiency savings whilst continuously improving. Leaders and managers are more frequently required to have highly developed skills, not only in their profession, but in wider areas of management and leadership competencies.

The Gershon report has driven major changes in financial planning and benefit realisation and its influence will continue; the Lyon report will drive major changes in how local government is organised as central government services become more regionalised and the Leitch report will drive the further development of skills and competence of the UK workforce as employers become more responsible for employee development. Other potential changes relate to regional structures, as potential cross county authority partnerships are explored and partnerships with districts and borough's are extended and developed.

As these changes continue and become embedded, the council is very likely to develop into a different organisation, which will require employees with highly developed management competencies to meet the new and emerging needs of the council. In order to remain 'best of the best' of local authorities the council needs to prepare current managers to be the leaders of the future; so that they too can take their turn not only in preserving the best of, but developing the 'Derbyshire way' to meet the ongoing needs of the people of Derbyshire.

The following knowledge and competencies are required for DCC to meet the challenges of the next ten years;

- Collaborative leadership
- Leading change
- Project management
- Managing the change environment
- Enhanced communication and people skills
- Developing self and others to meet organisational objectives
- Partnership working – negotiating and influencing
- Innovation in quality and efficiency savings
- Financial planning and benefit realisation
- Customer engagement and satisfaction

As well as technical and professional aptitude, our managers also require emotional intelligence [EI] to become great leaders. David Goleman [reported in the Harvard Business Review] made the connection between the importance of EI and successful leaders following extensive research.

Emotional intelligence consists of the following qualities; self awareness, self regulation, motivation, empathy and social skill. Goleman and others' research has shown that managers and leaders with a high level of emotional intelligence capabilities outperform those with low levels.

The corporate management development framework not only includes the competency 'leadership', it also contains competencies that aim to develop emotional intelligence capabilities, such as, communication and developing self and others.

Research has shown that the structures of modern organisations are becoming less formal and more flexible, to address the need for a 'project' based approach to change and meeting performance targets. This is often the approach used in software development and other IT companies. A flexible, project based approach to organisational development allows the right people with the right skills to be selected for each project. For this to be practicable, the council needs highly skilled general managers with enhanced people, change and leadership skills.

The proposals and recommendations within this report have been developed following both academic research and a review of Surrey, Cambridgeshire, and Hertfordshire County Councils; all of whom have been used as case studies by the IDeA.

The proposals aim to enable the authority to develop highly competent, flexible, general managers with high levels of EI, who are fully equipped to lead the council into the next decade.

2.1 Organisational drivers

CPA

Ambition for the community

1.3 Does the council, with its partners, provide leadership across the community and ensure effective partnership working? Evidence includes proof that the council is taking steps to provide robust and effective leadership to the community and is strengthening its overall community, political and managerial leadership capacity; that the council champions the needs of the area and its community by providing innovative and creative leadership; and that Councillors and senior officers consciously adopt a range of leadership and management styles appropriate to the complex environments in which they operate.

Capacity Key Question

3.2 Is capacity used effectively and developed to deliver ambitions and priorities? Training and development for councillors and staff, are regularly reviewed and linked to corporate strategies and priorities. Training and development for councillors and staff is evaluated and clearly linked to delivering improvement.

3.3 Does the council, with its partners, have the capacity it needs to achieve change and deliver its priorities? Evidenced shows the capacity of councillors, management,

staff, and organisational development is sufficient to ensure clear leadership and support the achievement of priorities.

Investors in People award

liP has 10 standards which have to be met if all departments within the council are to retain liP. Two of these related directly to leadership development, as follows;

- The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood
- Managers are effective in leading, managing and developing people

Council Plan

The first of nine strategic goals focuses on the leadership capacity as follows;
“Provide direction and leadership, and manage and improve the council's resources, in order to ensure high quality and value for money services.”

3. Competencies

A set of management and leadership competencies were developed in 2004 and managers were divided into four levels, reflecting their role; from a first time manager to members and chief officers. [Please see appendix one for definitions of management levels]

The competency areas which make up the Management Development Framework [MDF] are as follows, building performance through development, communication, enhancing personal effectiveness, leadership, leading change, customer service, managing projects and initiatives, maximising team performance, using resources effectively, problem solving and decision making.

Approximately 1300 managers at all levels of the council have received initial training in the use of the competencies as development tools. One of these core competencies is Leadership and the key competency indicators at each level of management are included as appendix two.

4. Current Leadership Development Programmes

A range of management and leadership development opportunities are available to managers. These generic learning opportunities are provided by the corporate Learning and Development team and details can be found on DNet/working for the council/Learning and Development. Applications to take part in any of the programmes and events should be completed via departmental training officers.

4.1 One day programmes

Many of these are linked directly to the framework of management competencies as described previously and all are open to managers and leaders at all levels.

4.2 Accredited programmes

The following management development programmes are currently being delivered,

- ILM Introductory Certificate in first line management – two courses will run in April
- ILM Diploma in Management at level 5 – first course planned to run in September
- ILM Executive Diploma at level 7
- NVQ's at levels 3, 4, 5 in Management

The following accredited programmes have been also been accessed by DCC managers; ILM Strategic Leadership Award, ILM Coaching Award

4.3 ILM Faculty members

Fifty managers access the ILM faculty for public sector workers, that provides members with two journals, access to online resources, reduced price publications, advice and opportunities to attend workshops and events.

4.4 Mentoring programmes

Following on from the successful mentoring programme for women, another mentoring programme, for both women and men has almost concluded. This was offered to managers who reached level 3 of the development framework. Lessons learnt from the first programme were acted upon and a development officer was appointed to manage the programme.

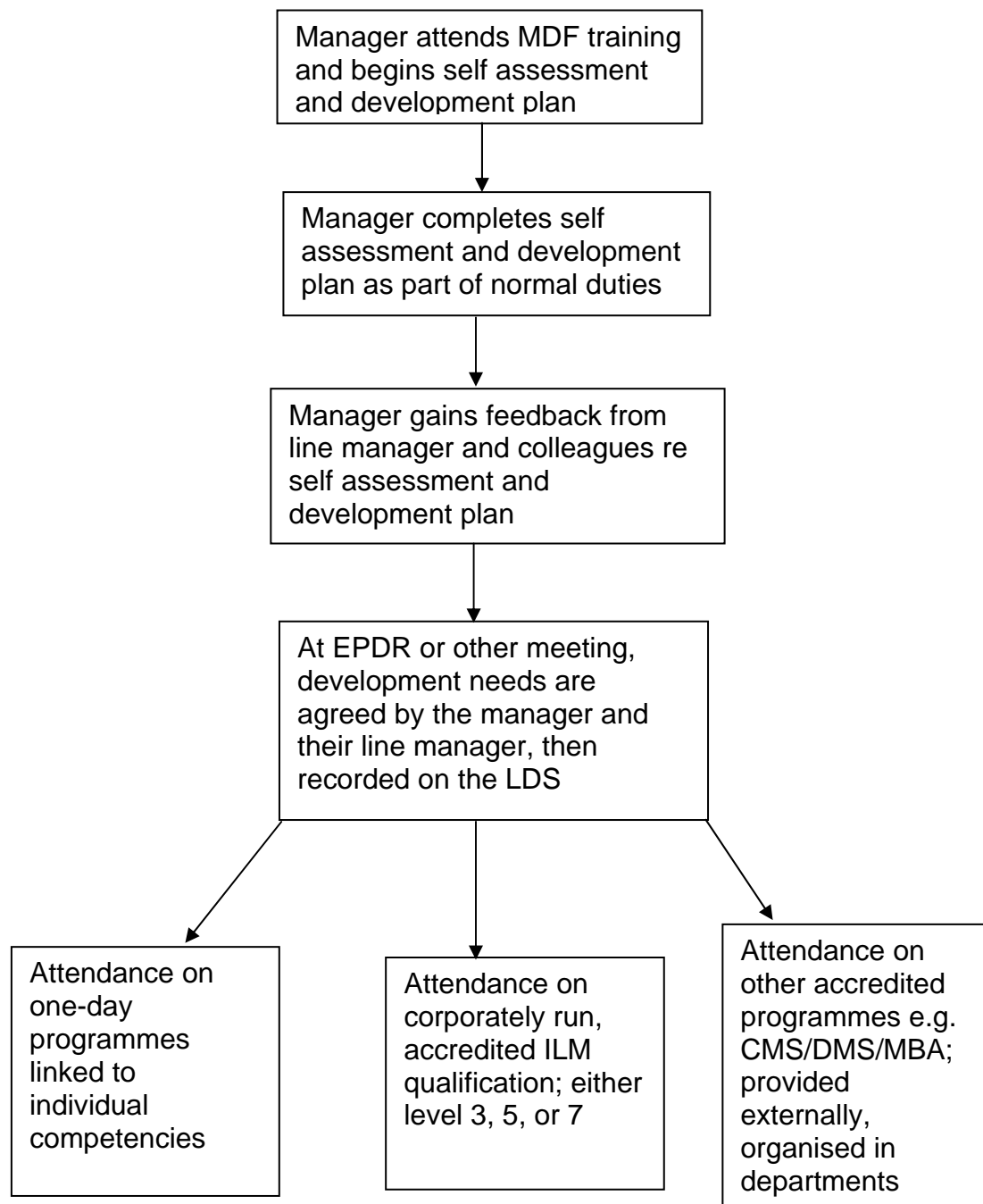
4.5 N E Derbyshire Leadership Development Programme

This opportunity has become available through a partnership with N E Derbyshire authorities. A successful bid was made from the ODPM Capacity Building Fund.

Over 20 middle managers representing all departments joined the programme in February 2007.

4.6 Management Development Process

The following flow chart shows how management needs should be identified and met at present. This process is still in the implementation process and the recording of needs does not yet occur via the Learning Development System. This system will be available for departments to implement from autumn 2007.



5. Defining the Leadership Community

It is generally accepted that leaders occur at all levels of an organisation. This is reflected in the competency framework which assigns leadership competencies to all four levels of managers [appendix one shows indicators for each level of management].

The current senior level leaders are easily identified as chief officers, their deputies and elected members. It is accepted that these leaders are only likely to need to 'top up' their competencies in a few areas, or receive coaching/mentoring support as required. The leadership competencies required for level four managers are shown below.

Our future senior leaders are likely to be drawn from the current middle manager [levels 2 and 3] community, particularly those that demonstrate good leadership competence. Although these managers are often highly qualified professionals in their own career area, they are likely to need to develop strategic and management skills; particularly in the areas of leadership, people and project management.

5.1 Identifying future leaders

The use of the Management Development Framework [MDF] will contribute to the identification of potential future leaders by identifying managers who are already competent in leadership at their level during the EPDR process. This new process will soon replace the IDR/PDP/PDR processes currently used in different ways in departments.

In future, the level of managers will be recorded on the Learning Development System, as will their development needs.

The indicators of leadership competence at levels three and four [middle and senior managers] are shown in the table below. Indicators at levels one and two are included in appendix 2.

LEVEL 3	LEVEL 4
Providing clear direction	Inspirational leadership
<ul style="list-style-type: none">✓ Is consistent in approach even when under pressure not allowing personal moods to affect behaviour✓ Leads by example demonstrating drive, enthusiasm and commitment to achieving results✓ Uses a range of leadership styles to suit situations and individuals✓ Understands what motivates individuals around them and uses appropriate methods to gain their continued support and commitment	<ul style="list-style-type: none">✓ An inspirational leader who consistently leads by example and role models desired behaviours at all times✓ Is able to make things happen by generating energy and drive and motivating and inspiring others to work hard and achieve results✓ Able to take a broad view and build a clear vision for the future taking into account social and political trends, current and future challenges and projecting them into

<ul style="list-style-type: none"> ✓ Provides team members with the independence and flexibility to do their jobs ✓ Translates strategy into operational plans and provides strong direction for others clearly articulating what they need to achieve ✓ Supports team members and peers by listening, supporting, encouraging and coaching and is trusted and respected in return ✓ Listens and is receptive to suggestions from others 	<p>the future</p> <ul style="list-style-type: none"> ✓ Through management style attracts talented employees and acts as a mentor and coach to others to ensure their continued development ✓ Uses effective delegation and empowerment techniques to push responsibility down the organisation encouraging managers to take ownership ✓ Is open to feedback, listens to the view of others and takes appropriate action
--	--

Chief Officers and the HR community have been identified potential future leaders via the succession planning process. Some of these managers are likely to take part in a pilot leadership development programme, funded by the ODPM Capacity Building Fund, which is being delivered in partnership with other authorities in Chesterfield and N. E. Derbyshire.

An application process could be used to identify managers to take part in leadership development activities. Criteria for application could be; a need to further develop leadership skills, currently be employed in a level 3 or 4 management role, evidence of CPD and having a development plan.

6. Proposed Leadership Development Opportunities

6.1 Consultation and Research

A number of visits and events have added to the development of this proposal, including a visit to Leicestershire County Council and an event at County Hall involving a range of managers and members of the Improvement and Scrutiny Committee. Representatives of the IDeA and from PC World [who contributed to the N.E Derbyshire leadership development programme] were also consulted.

Appendix three contains the details of thoughts and comments gathered during this research and consultation. A summary of the ideas and comments are reflected in the following proposals.

6.2 Introduction

It is proposed that a menu approach be used to develop competencies in our current leaders. This will account for individuals at different stages of their careers, their varying needs, learning styles and the time available for development.

Traditional management qualification based routes to leadership posts will also be available, including Institute of Learning and Management programmes, postgraduate level Certificates, Diplomas and MBA's.

A proposal for a 'leadership programme' is detailed; this programme is aimed at managers who are likely to become our future leaders and who are likely to already hold high level professional and technical qualifications.

It has been suggested that all managers would benefit from secondments into other local government agencies or other sectors to increase their competence as part of their career development.

6.3 The Menu Options

The following learning inventions are proposed to meet the needs of current members and officer leaders on a 'menu' basis.

Executive coaching and mentoring

An external mentoring and coaching service could be made available to senior managers and leaders.

In the most recent training CIPD survey, use of coaching was widespread in UK organisations, with almost nine in ten respondents reporting that they now use coaching in their organisation (88%). Results also suggest that the main reasons organisations use coaching is to improve individual performance, deal with underperformance and improve productivity.

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee professionally	Coaching revolves more around specific development areas/issues

Action learning sets

Action Learning is an accelerated learning tool which can be applied to any number of different workplace (and personal) issues and challenges. In Action Learning, groups or 'sets' meet regularly with others in order to explore solutions to real problems and decide on the actions to take. The phases include,

1. Describing the problem as we see it
2. Receiving contributions from others in the form of questions, suggestions and feedback
3. Reflecting on our discussion and deciding what action to take
4. Reporting back on what happened when we took action
5. Reflecting on the problem-solving process and how well it is working

Action sets may be facilitated internally or by external providers.

Sets are normally used in workplaces, or to discuss work-related issues. Members may have a wide ranging agenda or they may work on quite specific issues, like the development of new skills or the progress of a particular project.

Sets are often used as part of management and leadership development programmes. Members have a forum in which to work on implementing skills learned on the programme.

E – Learning and Electronic resources

E-learning provides a chance to learn from instructors without leaders having to leave their desks. E-learning resources will be made available via the Learning Development System, beginning in the next 12 months.

E-learning is often less expensive than other more traditional methods. Without the cost of book printing, renting a training room, travel and subsistence costs and any other costs associated with classroom based instruction, e-learning is often an economical choice.

Some e-learning is self-paced. Depending on which mode of e-learning is chosen, individuals can work at their own pace, giving them a chance to learn a difficult subject in their own way and to their own time schedule.

Some studies show that people who learn via technology have better odds of learning more quickly and retaining what they learned more than people in traditional learning methods.

Learning will be on-demand and will include short, bite size elements of essential knowledge on a range of topics, including the council's own policies and procedures.

E-learning accommodates several learning styles. Everyone learns differently, and e-learning is great at incorporating those who learn audibly or visually, by repetition or memorization, and so on.

Specialists, more innovative e-learning products aimed at leaders are available, as well as standard products. For example, short briefings [5 to 10 minutes] by well

known public sector and commercial sector experts, on a whole range of management and leadership issues [Product is called 50 Lessons].

Links to external websites that may of interest and use to members and officer leaders could also be made easily accessible, a chat room and/or web page on DNet could be created to provide a space for leaders to discuss issues and give each other support and to provide up to date information and research that may of use.

Master classes and workshops

Master classes and workshops could be arranged on themes identified by leaders. For example, policy matters such as Gershon and the Equality Standard, or competency based, such as developing teams, strategic planning and diversity.

These events could be arranged at times to suit leaders, for example, breakfast, lunch and/or twilight sessions. Sessions could be kept short, from 30 minutes to 1.5 hours.

Master class and workshop resources may also be made available as electronic resources.

Assessment tools

There are plans to develop the Council's management competencies into a 360 assessment tool for all managers and potentially for members, as an optional tool for self development. A successful pilot has been carried out with the current cohort of level 3 managers undertaking the mentoring programme.

Other assessment tools may also be available electronically. For example the 360 Transformational Leadership Questionnaire, the results of which help individuals to see themselves as others see them, recognise their strengths and areas for development. The development an action plan specific to the individual's needs is then developed with support.

The CAL Management Questionnaire is a self assessment tool which focuses on identifying individual personality traits and comparing them with those of a Norm Group. An individual's interpersonal style, thinking style, emotional style, motivation and culture fit are identified through a series of questions, completed electronically. Feedback is given by a consultant who will talk through results and their impact. This tool has been tested and was found to be accurate and useful.

There are many similar tools available which could sit on the Learning Management System for the use of all managers and leaders.

6.4 Accredited qualification options

The following management development programmes will continue to be delivered,

- ILM Introductory Certificate in first line management
- ILM Diploma in Management at level 5
- ILM Introductory Executive Diploma at level 7
- NVQ's at levels 3, 4, 5 in Management

A number of other qualifications could be made available more widely to the management community, as follows.

A Foundation Degree is a new higher education qualification that brings together experience and learning in the workplace with academic learning. It is a flexible professional undergraduate level qualification that is tailored to meet the needs of organisations and allows students to reach their potential and increase their prospects. Employers and HE institutions work together to design programmes to meet their skills needs and ensure students have the skills to be competitive in the workplace and the academic recognition and qualification to progress to an Honours Degree. A DCC foundation degree would relate very closely to the management competencies.

The University of Derby Public Sector foundation degree programme covers a comprehensive range of subject areas, including Marketing, Finance, Operations, Law, Strategy and IT. There is a strong emphasis on work-based learning and the contemporary public sector, delivered through specific modules dealing with Managing Change, Learning Organisations, Partnership Working and Outsourcing.

The Foundation Degree at the University of Derby has many different modes of study but follows the basic principle of either full or part time study. A full time programme takes two years, and a part time programme is calculated on a pro-rata basis. Those applicants who have already acquired a high level of knowledge or skills may be able to use this to apply for credit for entry into a later stage of their chosen programme through Accreditation of Prior Learning (ApEL).

The standard Master in Business Administration [MBA] route of postgraduate Certificate and Diploma may also be appropriate for some middle and senior managers and leaders. This route allows candidates to complete a stand alone qualification, such as the certificate and then take a break from study before resuming at a later date to complete the diploma and/or MBA. It may be appropriate for a candidate to end their study at Certificate level. An MBA is available which focuses on the public sector.

One further option is to develop a PG Diploma in Management that has been 'personalised' to reflect the 'Derbyshire way' and which will allow progression to the final MBA year. This model has worked well for Derby City and other organisations. Initial investigation has shown that this is possible via our relationship with the University of Derby.

These accredited programmes may be delivered by the University of Derby and/or Derby College, with whom we have framework contracts for the delivery of development opportunities.

6.5 The Leadership Programme

It is proposed that a group of approximately 12 -18 middle managers be identified through an application process, to take part in a specific accredited programme, sponsored by the Leader and Chief Exec, which will equip them to be potential leaders.

It is recognised that the introduction such a scheme can only succeed with the full support of Chief Officers who may in turn be fearful of losing their best staff under the academy programme to other departments. In recognition of this it is anticipated that

whilst the programme will include an element of cross-department opportunities the majority of the experience gained and project work undertaken by leadership programme candidates should be within their own departments.

Managers undertaking the programme will, consequently, remain with their departments throughout the entire programme and should expect to return to their original job at the end of the 18 month experience. The scheme is not designed to offer any additional payment to those undertaking the scheme nor to offer the guarantee of promotion. Instead, it should be seen as an opportunity for those undertaking it to gain experiences beyond their current grade and to demonstrate their ability and capacity to take on a more senior role.

Parts of the programme would be offered to other officers and members as part of their menu options. This is likely to bring economies of scale.

The programme would be repeated in a two yearly cycle, with each programme spread over 18 months. Leadership Programme members would be given protected time off to complete the programme whilst contributing some of their own time.

It is likely that our current providers would develop, accredit and deliver this programme in partnership with the Council's corporate Learning and Development team, members and Chief Officers.

Programme Aim

To develop high level, accredited management and leadership skills; equipping delegates to successfully lead Derbyshire County Council in the future.

Objectives

The following are the core objectives of the academy.

- Delegates to develop Emotional Intelligence
- Delegates to develop high level competencies in leadership, change management, innovation, people management, partnership working, benefits realisation and project management
- Develop all other development framework competencies
- To offer additional career development support to help managers gain wider experience

Criteria for Application

All delegates would need to meet the following criteria,

- Management responsibility at levels 2 and/or 3
- Have a development plan and evidence of CPD
- Completion of a supporting statement
- Delegates must be prepared to contribute their own time to the completion of the programme and complete all assessments
- Successful completion of the assessment process detailed below

Assessment of Applicants

This will be completed by a 'board' consisting of an elected member, a Chief Officer, the Head of Learning and Development and another representative. The board would assess candidates by the following methods,

- Through completion of an application form and supporting statement
- Evidence of development plan and CPD
- Candidate identification of benefits to individual and council of completing the programme
- Interview with presentation
- Possible use of psychometric testing

Whilst the programme would expect to accommodate between 12 and 18 managers at anyone time it is important that only managers of sufficient calibre are admitted onto the scheme and it may, therefore, be necessary to run the programme with a smaller number of members if insufficient number of suitable candidates are identified.

Potential candidates would be expected to be aware that the limited number of places available on the scheme inevitably means that not all of those who apply will be offered a place and they should therefore be prepared for the possibility of rejection. In addition, the demands and intensity of the programme will inevitably mean that some of managers offered a place on the programme discover that it is not for them and thus there will be a drop out rate during the 18 month period. It is hoped that the assessment process would minimize this.

Unsuccessful applicants and those delegates who 'drop out' would receive feedback, advice and where appropriate, support on improving their development plan. It may be appropriate to offer some of the initial assessment tools to facilitate this. Unsuccessful applicants may be offered opportunities to take part in other development opportunities available on the 'menu'.

Programme Features and Approach

The following features and approaches will be used in the delivery of the programme,

- A range of learning interventions will be used to meet all learning styles
- A blended learning approach, consisting of briefings, workshops, action learning sets, e-learning
- Practical workshops with high levels of interaction
- A theoretical framework used to give context to themes and to provide insight into the possibilities for the future
- Action learning sets to address key issues in departments, made up of delegates and other member/officer leaders
- Workshops and briefings on a range of topics key to future success and those identified during individual needs assessment – other member/officer leaders could be invited to join these
- Coaching if required
- Initial review of development plan and discussion around career plan
- Assessment of leadership style [possibly using Myers Briggs], Emotional Intelligence and a personality trait assessment [possibly using CAL]

Assessment Methods

The following assessment methods are suggested,

- A group or individual report based on an issue addressed by an action learning set

- Individual work based report demonstrating how the delegate identified and made an innovative change
- Presentation and report including recommendations, to senior officers and members which focuses on identifying and meeting a future challenge for the council

7. Comparison of Options

The following table compares the key elements of each leadership development route. Please note that for existing leaders this is a 'menu', not all leaders will undertake all intervention listed as available.

Learning intervention	Leadership programme	Standard accredited qualifications	Existing leaders [officers and members]
Accredited qualifications	yes	yes	no
Action learning sets	yes	As required to support learning	yes
Short seminars	yes	As required to support learning	yes
Workshops on key issues	yes	As required to support learning	yes
e-learning resources	yes	As required to support learning	yes
Coaching	yes	yes	yes
Mentoring	yes	no	yes
Development plan based on development framework	yes	yes	yes
Assessments [Myers Briggs, CAL]	yes	no	If required

8. Funding

The budgets for management and leadership development currently sit in departments, which can lead to uneven spreading of resources amongst managers. If this budget was held centrally it could be shared equally, would help break down silos, as all departments would follow the same leadership development routes and would reduce costs by reducing administration overlap.

External sources of funding may be sought. The Capacity Building fund may be applied to for support, but success is likely to depend on whether we involve our partners in the districts and boroughs. It may be possible to explore other external funding routes with the University of Derby, another of our approved suppliers.

As we already have framework contracts with providers who are capable of contributing to the programmes previously described, there would be no procurement related costs. This would also allow the new programmes to begin in a timely way.

Through negotiation with our provider, we will be able to reduce costs across the council.

9. Issues

Back filling

Back filling delegates whilst they attend the programme may be problematic for some services. However it may be possible to identify funding for this as described above.

Back filling may also be seen as an opportunity for a lower level manager to 'act up' as part of their own development.

It may also be possible to delegate some tasks to other employees, also giving them development opportunities.

Raised Expectations

Expectations are likely to be raised amongst programme delegates and those who have completed mentoring programmes or attained formal qualifications.

It is important therefore to ensure that management posts are not ring fenced, where at all possible, that managers are made aware of any secondments, posts or other opportunities to use their competencies.

It may also be advantageous to set up a 'project team', membership of which would be flexible and varied, dependant upon the project being addressed. This almost virtual team would be placed in the CE department and could focus on developing solutions for emerging or predictable cross departmental issues. Members could contribute approximately one day per week for a fixed period of time.

Issues could also be posted on a dedicated 'leadership' section of DNet, inviting suggestions for solutions. The originator of any solutions deemed appropriate could be asked to get involved in actively researching, assessing and possibly implementing their proposed solutions.

Trade Unions

Trade Unions may perceive succession planning and the development of specific individuals as discriminatory.

To reduce this risk, it would be important to involve Trade Unions and Union Learning Representatives at all stages of planning and implementation.

10. Recommendations

That the new proposals for leadership development described in this report are explored further and project plans developed with the intention of beginning new programmes around September 2007.

That funding and other issues be addressed and agreement of all stakeholders is gained.

Elizabeth Wilson Head of learning and Development April 2007

Appendix one

Indicators of management level functions and roles.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Supervises and co-ordinates the daily work of a team of employees	Monitors performance of team to ensure compliance with regulations and procedures	Formulates mid to long term operational plans and monitors progress against plan	Leader of a significant department or function
Plans daily work flow anticipating peaks and troughs for a team	Plans ahead for each month and monitors monthly deliverables	Translates and implements strategy	Strategic focus
Responsible for one team of employees	Implements operational plans	Responsible for the management of several associated but separate teams	Determines and formulates policy
Is first point of contact for technical advice	Manages the performance of a team	Ensures financial arrangements are continually monitored and evaluated to ensure best value for money	Obtains and controls funding for key services, initiatives, goals and objectives

Appendix two

Leadership

Every manager needs to be an effective leader in order to get the best from people. Leadership is about leading, motivating and inspiring others to perform to their maximum potential. Leaders act as role models at all levels within an organisation displaying energy, enthusiasm, drive and commitment as well as the ability to provide clear purpose and direction for their team.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Leading a team	Motivating others	Providing clear direction	Inspirational leadership
<ul style="list-style-type: none"> ✓ Makes a positive first impression and adopts a 'can do' attitude when faced with difficulties ✓ Gives encouragement, guidance and support to the team ✓ Clarifies roles/responsibilities for team members setting clear, specific and measurable tasks ✓ Recognises and rewards team and individual contributions to results, celebrating success and giving credit where it is due ✓ Trusts others to carry out tasks and do a good job but is readily available to provide support and guidance if needed ✓ Cascades information and keeps others informed and involved at all times holding regular and worthwhile team meetings ✓ Encourages others to express their 	<ul style="list-style-type: none"> ✓ Brings clear direction, energy and enthusiasm to the team and remains focused on team goals at all times ✓ Anticipates and responds to the needs and motivations of team members rewarding success appropriately ✓ Achieves results by building and maintaining effective working relationships with other colleagues and departments ✓ Prepared to relinquish control and deliver results through others whilst retaining ownership and accountability for team decisions and actions ✓ Uses effective performance management techniques and deals with poor performance in a 	<ul style="list-style-type: none"> ✓ Is consistent in approach even when under pressure not allowing personal moods to affect behaviour ✓ Leads by example demonstrating drive, enthusiasm and commitment to achieving results ✓ Uses a range of leadership styles to suit situations and individuals ✓ Understands what motivates individuals around them and uses appropriate methods to gain their continued support and commitment ✓ Provides team members with the independence and flexibility to do their jobs ✓ Translates strategy into operational plans and provides strong direction for others clearly articulating what 	<ul style="list-style-type: none"> ✓ An inspirational leader who consistently leads by example and role models desired behaviours at all times ✓ Is able to make things happen by generating energy and drive and motivating and inspiring others to work hard and achieve results ✓ Able to take a broad view and build a clear vision for the future taking into account social and political trends, current and future challenges and projecting them into the future ✓ Through management style attracts talented employees and acts as a mentor and coach to others to ensure their continued

<p>ideas and views and is always available and willing to provide help and support</p> <p>✓ Motivates individuals and team seeking and providing balanced constructive feedback as necessary</p>	<p>timely manner</p> <p>✓ Is willing to accept feedback and suggestions from others and adjusts behaviour or actions as a result</p> <p>✓ Is open and honest in dealings with others building a climate of trust</p>	<p>they need to achieve</p> <p>✓ Supports team members and peers by listening, supporting, encouraging and coaching and is trusted and respected in return</p> <p>✓ Listens and is receptive to suggestions from others</p>	<p>development</p> <p>✓ Uses effective delegation and empowerment techniques to push responsibility down the organisation encouraging managers to take ownership</p> <p>✓ Is open to feedback, listens to the view of others and takes appropriate action</p>
--	--	---	---

Appendix three

Attendance List; consultation event in March 2007

Please note, managers attended the morning session and the majority of members listed attended the afternoon presentations from the IDeA and PC World.

Name	Department	Role
Kevin Gillott		Councillor
Paul Buckley		Councillor
Patrick Clark		Councillor
Carol Hart		Councillor
Peter Riggott		Councillor
Bill Camm		Councillor
Lynn Short		Councillor
Charles Cutting		Councillor
Elizabeth Wilson	CRD	Head of Learning & Development
Mark Pirnie	CE	Improvement and Scrutiny Officer
Carol Simpson	OA	Service Manager
Jerry Sanderson	CAYA	Principal H&S Adviser
Chris Martin	CRD County Property	Project Manager
Dave Massingham	"	Senior Area Surveyor
Carol Campbell-Hayes	C&CS	Operations Manager
Mel Teasdale	CRD CPO Div	Corporate HR Manager
Kay Riley	CRD – County Secretary's Div	Asst County Secretary
Sue Douglas	CE	Senior Economic Development Officer
Joe Birkin	CRD	L&D Officer
Jennifer Joy Matthews	CAYA, CRD, DACE	Project Manager
Karen Litchfield	CAYA	HRD Manager
Lyn Short	CAYA	Assistant Education Officer SEN Support Services and Specialist Teachers
Ruth Pownall	CAYA	Disability Inclusion Manager/ Project Manager 2yr old pilot

Consultation Feedback

Managers who attended the consultation event were asked to record their responses to the following questions as well as contribute to a facilitated discussion.

1. What management/leadership development opportunities have you undertaken whilst employed at DCC?

Mentoring Course
DMS – Diploma in Management Studies
Ad-hoc Professional links
Management Development Framework
Counselling and Mentoring Courses
Diploma in Administrative Management
Women's Mentoring with Idea
Ad-hoc courses
Dale Carnegie Leadership for Managers Course
DCC Senior Managers Mentoring programme
Management Development Framework
ILM Level 5 Introductory Diploma
ILM Level 5 Diploma in Management (ongoing)
ILM Level 3 Certificate in Management
Seminars
SSD Management induction
CPD
Generic Training course
Managers Assessment of Proficiency
Women into management
Transformational Leadership Competency profile
MBA
Social Care Management course
NEBS Management course
Recruitment/selection/attendance management
Transformational leadership and competency profile
Central Induction CAYA

Were the courses useful?

10/13 managers said yes, the remaining three recorded 'very', 'quite' and 'not very'

The following comments were recorded,

- The DMS course used too many industry based examples, focusing on commercial aspects rather than local authority procedures
- Useful in identifying opportunities and career planning
- Having a mentor has been very useful to me and a very positive experience. There has been little follow through on the Framework

- Positive in terms of giving background knowledge and theory to help in current position. Not convinced it will help in terms of career development due to lack of opportunity to develop
- Duplication of management elements within BSc recently completed
- Informative, gave clear direction/path
- Not really for me. I have had lots of leadership and management training with previous employers and this was duplicating what I have done already.

Was the development opportunity easy to access?

9/13 managers said yes

The following comments were recorded,

- Reliant on self confidence
- Both required manager support and recommendation
- Put forward for course by my Chief Officer, as a pilot to see if it was worth the Council buying places on future courses
- E-mail notification of course availability very useful
- But required me to act without support from manager
- I am a training officer and know of opportunities. I still want to do ILM7 and Prince 2 but my manager cannot afford me time/money
- Some I applied and was successful others were offered as part of my development and needs as a manager
- There are inequities in allocation/support for development
- Sufficient resources/activities – difficulties in securing funding
- Difference in need for job specific and development activities eg support for MBA

What may have made it easier to access?

- Knowledge of available courses is often limited
- Access to funding
- Better support from line manager
- Location and timing of current course makes it a big personal commitment on top of other workloads. A more central location and better timings would help
- Courses could be promoted as part of a progression structure
- Training mentor/coach
- Communication and cost
- An idea of training route ways
- My manager seeing this as a priority
- Database of external qualifications - communications strategy
- Great support from Peter Godfrey who arranged funding and recommended Keele. It was his swan song - I don't think I would easily find the funding now
- Need for wider circulation/publication – communication
- Policy guidance required on allocation/support for learning activities – types/ appropriateness
- People with less confidence to seek out availability may find mentoring/support more useful

- Central L&D function

Is there ease of transfer between occupational groups/department?

- Stereotyping in professions
- Failure to acknowledge skills/competencies outside of technical
- General management skills – recognition
- Job description/person specification content
- Recruitment and selection skills of managers – need for internal skills training
- Varying experiences of council as learning organisation/ability to take risks

Are there any other learning experiences which you would have found useful but could not access through DCC?

- More specific role related opportunities are also needed, in order to prepare individuals for future opportunities. This should be more than shadowing
- Structured programme
- Proper career development planning
- Opportunities for shadowing and secondment to widen experience
- No opportunities seem to be available through a range of delivery agents
- CPD directly associated with RICS accreditation to aid in structured training regime specific to me or my group
- Professional Institute/CIBSE courses
- I would love to attend CIPD events but there is never enough money
- Colleagues have gone to conference but I never had the opportunity even though I asked
- No, but I suspect that MBA funding would not be easily available now
- More time to do learning qualifications
- Use DCC skills more
- NLP – self funded)
- CIPD courses)but these can be managed.

2. Which competencies do you think it is important for a good leader to have?

- Ability to manage and effect change
- Honesty and openness
- Job related specific management qualifications
- Communication – listening
- Empathy
- Enthusiasm
- Ability to take you with them – inspire
- Wider vision
- Leadership
- Integrity
- Equity
- People focus
- Passion
- Vision for future - Open to change – motivation – inspirational

- Leading change – innovative – Communication skills
- Learn from mistakes – and encouraging others to do so
- Ability to motivate staff whilst showing strong strategic understanding and manage change keeping teams on board and positive about the opportunities within the change
- Absolute equity and fairness in approach to all staff
- Flexibility, good people skills, strategic vision, change and project management skills, tenacity, confidence, good PR skills, diplomacy
- Soft skills backed by a reasonable technical understanding of the role
- Quality change manager with capability to read service delivery changes and implement
- Direction, vision, management skills
- People skills, flexibility and accountability
- Confidence, change management
- Knowledge of external environment and drivers
- Ability to manage change through people
- People skills – listening, awareness
- Emotional intelligence
- Humility
- Charisma/warmth/empathy/humanity/communication skills
- Change management - Innovation - Organisational skills
- Negotiating, influencing - tenacity - reliability
- Vision, developing and listening to others - reliability
- Being inspirational and prepared to make the decisions and stand by them.
- Accountability
- People skills, flexibility, emotional intelligence.
- Making short, medium and long term plans. Overarching philosophy
- Always learning and developing.
- Willing to change.
- Tenacity, courage

3. Which competencies do you think the leaders of tomorrow's DCC will need?

- Inspirational and motivating
- Ability to form and work in partnership in other agencies
- Generic management qualification enabling ease of movement between roles, gaining related experience; leadership
- Strategic awareness - Generic skills
- Financial awareness - People skills - Project Management
- Commercial awareness/business sense
- Partnership worker - Budget planning -Corporate player/Strategic thinker
- Partnership working - Creativity - Social and Corporate Awareness
- Ability to see potential for change and be prepared to take risk
- Ability to influence within a wide range of spheres
- Ability to see beyond the 'technical' to the overall benefits of a range of options
- A wide range of communication skills
- Risk taking

- Quality change managers with a clearer view of the holistic approach to total service deliver.
- Drivers of change not just within DCC but a linked approach to change within other services to the public including the private sector
- Diplomacy flexibility (may be non technical wit in the field)
- The ability to “take people with you on a journey into the unknown”
- Creativity/flexibility/stickability/responsibility/accountability
- Ability to see the LA as corporate being rather than separate issues
- Accountability, responsibility, innovation, communication skills
- Commercial
- Talent management, flexibility, communication, partnership, succession planning, listening to others, people skills, confidence, being inspirational; accountability, openness, risk taking

4. Which of the menu options described in the draft proposal have you experienced?

- Mentoring
- 360 Assessment tool
- Forma qualifications – academic to NVQ
- Specific workshops and seminars
- Mentoring/Development/Career plan/ Leadership style assessment
- Accredited qualification
- External mentoring and coaching (arranged privately not through DCC)
- Workshops/Action learning sets
- All except coaching – been mentored and act as mentor
- Accredited qualification/Action learning set
- Mentoring, action learning sets, e-learning, master classes, assessment tools, accredited qualification
- All of them – either as a provider or by taking part
- Mentoring, coaching, action learning sets, accredited qualifications, e-learning, dev plan

5. Which of the menu options do you prefer?

- Dedicated time for learning, which accredited learning can give
- Executive coaching, master classes and workshops
- The Leadership Academy
- NVQ approach – theory requiring practical outcomes which are externally and internally assessed
- Action learning
- Practical and accredited
- Essential to be given opportunity to put learning into practice
- Mentoring
- Master classes and workshops- executive coaching
- I’m happy with all of them but am aware that e-learning can be less effective if people do not feel supported to take the ‘time out’ of their desk. Assessments need to be backed up by mentors who can work through the results with people
- Accredited learning/qualifications.

- Although I have not experienced them the idea of coaching and mentoring sounds quite appealing. The leadership academy idea certainly sounds a very good idea and may be useful at a number of levels to encourage career development at all levels
- DCC managers' mentoring enveloped many of the other options and was excellent in many ways. Action learning breaks down silo and barriers and encourages cross service thinking. E-learning appeals to me but perhaps not all
- Mentoring –coaching – accredited learning, allow to meet other departments away from networking day
- Action learning – undertaking projects and secondments
- Recognised qualification
- Coaching
- Seminars - workshops - Assessments
- May want any one of them at particular/different times, action learning
- Accredited
- Academy would be lots of work on top of 'day job' so time frame flexibility would be excellent
- E-learning with support – blended learning
- Development plan – with opportunities to gain appropriate experience

6. Is there anything missing from the menu?

Secondments – opportunities to experience promotional roles and those outside of specific department.

7. What do you think is good about the idea of a leadership academy approach?

Investment in staff. Benefits the organisation. Concept is excellent. It would create the opportunity to provide specific experiences and recognise potential. Often the issue with promotional opportunities is the width of the gap to span. This would serve to narrow the jump necessary by providing additional experiences.

Mix of managers for variety of departments sharing experience and expertise. Problems across departments → benefit whole Authority.

Developing leaders for future – giving opportunity to develop the best we have, not lose to other authorities.

Will widen 'leadership' approach over 'management' approach.

It encourages people that they can improve and gives them opportunity. There is equity in the application and selection process. The idea of modules others could follow is excellent.

I think this is potentially a fantastic idea if used properly and at various levels in the organisation to give a very structured route of career progression, and if those who participate are given the opportunity to utilise their skills it will secure commitment from those in the project.

It recognises that there are middle managers wishing to progress and provides a mechanisms for the LA to measure their capability and utilise their strengths but develop their weaknesses. Good holistic approach to learning.

A very focus method - opening up opportunities to all levels – could run the academy for each level of management.

- Networking with other managers of other departments
- Professional route plan
- Helps develop succession planning
- Networking
- Range of learning interventions
- Structure provided for learning of leaders
- Give people something to aim for
- Opportunity for development for individuals but also LA to 'grow their own' and have long term investment
- Give opportunities to plan and prepare
- Cross sector common issues. Networking
- Chance for people to network with other future leaders
- Chance for people (especially women) to move past obstructive line managers and be recognised as ambitious
- Cross functional/departmental
- Lead to structured career development
- Long term investment

8. What do you think is bad about the idea of a leadership academy approach?

- Elitist approach – recorded twice
- Limited numbers
- Selection process
- Who will (be) select(ed)
- Time allowed from own department
- How are junior staff to be developed?
- Risk of depriving able people due to limited numbers
- Favoured few will benefit?
- Senior officer attitudes – see as threat.
- Concern that nomination by existing senior officers will result in delegates who 'mirror' their senior officers
- How will delegates be able to put skills acquired into practice immediately – do they have to wait for a more senior post to be available, will they become frustrated and leave
- It is exceedingly limited in numbers across a huge employee force.
- Needs to include a full briefing session for line managers who should sign a learning agreement about the support they will offer
- It could be seen as decisive in that only those fortunate enough to be selected will be able to progress
- Could be a de-motivator for those not selected

- Very little. It provides opportunity. Providing the opportunity leads to practical application and therefore value engineering than - good
- Could be ring-fenced or only identified to a selected few
- Cost. Threat to existing managers
- Selection/access – will the people who need it get it or will it be ‘favourites’
- Will this provide a ‘pool’ of leaders from which to recruit, ie like civil service ‘fast track’
- Support in the workplace
- People will leave if organisation does not give them opportunities
- Only 25 places. Will need to be offered equitably. Will the accreditation link to other points – systems with other courses. Senior officers feel threatened. Could it be divisive?
- Unsuccessful applicants may feel that they have one change of future leadership and become dissatisfied
- Only 25 – will take 60 courses/years to train all existing managers!!!
- Will be seen as for the chosen few – face fits stuff.
- What about senior managers?

Other comments

- Need to support through IDR process and have proper career planning.
- Need to encourage everyone to aspire to meet their potential, not favoured few
- Training programmes for middle/upper managers should stem from lower progression routes. This will attract new professionals to stay with us and thereafter add value to the training regime
- Access to MBA courses
- Formalising a career route plan which is achievable with co-operation with line managers
- There is no point in developing leaders if the culture, environment and those above you do not want you to shine – move on
- My manager recognises that I have outgrown my job and wants me to move up but feels powerless to help me
- People have lots of knowledge and ability but we need to affect a behavioural change – which is difficult to achieve as people do not get feedback or have new behaviours reinforced
- Leadership styles differ (see Myers Briggs). Different style needs to be valued. Left brained process driven managers can sometimes block innovative staff from progressing
- Einstein – the logical brain is a wonderful servant – the imaginative brain is a gift from God. It is a mistake to praise the servant and ignore the gift
- Like the idea of the ½ hour/day for learning team briefing etc
- Away from office/workplace – makes for better learning in some cases
- Secondments would be great
- Please let me have future versions of Leadership development document
- Please keep in touch regarding future developments
- Thank you for the opportunity to discuss these issues
- Appreciated being invited to take part in the consultation

Presentations from the IDeA and PC World

Copies of presentation slides can be supplied by request to Elizabeth Wilson.

Richard Masters [IDeA]

- The Importance of progression routes through - training opportunities
- job families
- Buckinghamshire – has a culture of performance management – worth a look at
- Impact and achievements of training need to be related to service delivery
- Need to link officer competencies and develop to member competencies and develop (IdeA framework)

From IDeA Research

- In 5 years time senior managers will need – building partnerships with external partners, shaping key priorities, influencing external decision makers/regulators of government, promoting reputation of organisation, analysing key future activities (horizon scanning).
- Managing political expertise – need to develop political awareness and skill of officers.
- Use of simulations as exercises?
- Innovation to reduce costs – best practice solutions.
- Members and officers need much same opportunities and competences

Advice

- Tell the story, give the context.
- Present as integrated leadership development – step by step approach to prepare for the future.
- Need to train for political arena

Tim Gallimore – Head of Learning and Development [PC World]

- Have 70% p/t employees
- What's the story DCC is trying to tell its customers?
- Keep doing what you do well – core skills and services
- Look to the future
- PC World have broken down silos through multi staffing and tasking.
- What motivates people to go to work? It is the leader's job to set an environment/cultural setting where people are motivated.
- Hard to separate management development and leadership development. "Leadership compliments management, it does not replace it" (Kotter).
- PC World do talent identification and have a talent profile that looks at thought processes, work style, motivation and influence. Set levels of ability and do not allow those people who fall below it to access management development.
- A new Assistant Manager – shadows another for 7 months. They are backfilled in their own/host store. Has been very successful. Are now spreading the model to other levels of staff development.
- Lots of common areas – development plan, learning sets, competencies.
- Have a 'manager as coach' programme which can be included in leadership development. Very popular and successful programme.
- Learning is followed by practice sessions – applying the knowledge.
- Use situational leadership model – Jim Collins "good to great".
- £1.2 million invested in L&D for 6000 employees – planning to treble that. Approx £0.5 million on management development. Has 150 store managers, plus general managers of 50 or 60. Train approx 30 potential group managers per year as part of succession planning.
- Looking at a graduate programme to attract graduates and use the ones that are already working there – poss Sat, w/e jobs.

APPENDIX 3 - Cambridgeshire County Council - Succession Planning

Summary

Succession planning has recently been implemented by the council as a means of developing existing talent and producing a larger pool of viable internal candidates for strategic management positions (director and above).

The aim is to eventually embed the process throughout the organisation so that all managers regard preparing their staff for internal career enhancement as an intrinsic part of their role.

Background

Cambridgeshire is the fastest growing county in the UK with a total population of 553,600 in 2000. The county council is the largest employer in Cambridgeshire, with around 6,000 full time equivalent staff. The council has a majority Conservative administration.

The council had been experiencing difficulties in filling vacancies at strategic management level, particularly in financial services.

By conducting an internal audit to analyse the proportion of senior managers appointed internally, the council discovered this to be low compared to other employers.

In addition, there were perceptions among some employees that the council did not consider internal candidates for recruitment to senior posts.

Key challenges

A separate risk audit identified that the council's failure to recruit to key posts was resulting in potentially serious risk for both the organisation and service users.

It was established that the current structure of some teams did not lend itself to the automatic identification of managerial successors.

When the council decided to employ succession planning as a means of addressing this problem, it consulted staff. During the process of discussion, it was discovered that some had concerns about the equal opportunities aspects. However, on balance, employees were satisfied that the council's proposed approach would be fair and that the system would not promote the favoured few.

We felt the best way of tackling any negative preconceptions was to identify potential successors for strategic leader posts and develop them into viable candidates.

The aims behind succession planning are to improve the coherence and consistency of our services, as well as becoming a council which offers long term career prospects and staff development. By focussing on the high profile strategic management positions we were seeking to send out a powerful message to the whole organisation about the importance of employee development, while at the same time addressing the authority's specific recruitment difficulties at this level.

The project had the support of key strategic sponsors, including the Chief Executive, the Chairman of the Appointments Committee, the Director of HR, and the Organisational Development Manager.

There were no externally-set time pressures to deliver on succession planning. However, we were working to our own timetable, which is informed by a pressing need to standardise succession planning across the organisation.

What the council did

Every director is now asked to nominate individuals who they are actively developing as people with the potential to be either their own successor or successors of other similar roles within the organisation. Members of staff may also nominate themselves onto the scheme.

An early question the authority faced was whether to develop employees for specific posts or for a pool of posts. The authority is keen to break down silos, and to develop a pool of talent for posts across the organisation, while increasing the candidates' breadth of experience, and widening the opportunities open to them. However the authority also recognises that it employs a considerable number of professionals who wish to follow a career in their chosen profession. The guidance produced on succession planning therefore encourages managers to consider their staff for posts across the organisation but also recognises that progression within the directorate will be the preferred career path of some.

Equal opportunities have emerged as a key theme of Cambridgeshire's succession plan. Marian Mair, Organisational Development Manager, who is driving succession planning in the council, has worked hard to promote the message within the authority that a well developed succession planning scheme can offer valuable development opportunities to individuals and improve business continuity.

The scheme has been favourably mentioned in external inspections and employees have given positive feedback about the development opportunities offered.

Of the 40 participants who began the scheme in 2003, 20 are now in more senior posts within the organisation and there are more women on the strategic

leadership team than ever before.

The changes have been transformational based on a clear need and targeted objectives.

Key outcomes

The appraisal process has been greatly strengthened with the introduction of succession planning. Once the selection to the succession planning scheme has been endorsed, the line manager and the nominee agree a personal development plan focusing on areas where assessment indicated they needed development in order to carry out a more senior role. Corporate and operational HR offer support for this process if required. These development plans can include delegation of challenging tasks or assignments to potential successors, planned deputising, secondments, shadowing, mentoring, job rotation, lateral movement, formal training and coaching. The importance of ongoing feedback from managers during these learning experiences is emphasised. Development centres designed to diagnose potential successors' strengths and development needs more accurately have been piloted and are proving a useful way of nurturing staff as well as improving the council's reputation as an employer of choice.

As this is primarily an internal resourcing scheme, we have initially conducted evaluation at an internal level. As outlined above, this assessment has revealed that 50 per cent of the participants who began the programme in 2003 have gone onto more senior posts within the council.

Anecdotal feedback from staff has been positive with great appreciation for the career development opportunities, strengthened appraisal system and emphasis on fairness.

Resources

Since the scheme's launch in 2003, officer time has been the major expense although the council has provided corporate funding to participants to attend development centres.

All the recruitment processes for the new leadership team have been effective, partly because of the good supply of good internal candidates.

The project is resourced on a day to day basis by Marian Mair, and the directors and assistant directors involved in the selection and development processes. The development centres account for a significant cost of the scheme.

Leading the project was Marian Mair, Organisational Development Manager. She was reporting ultimately to the Chief Executive, the Chairman of the Appointments Committee, and the Director of HR.

Barriers and how were they overcome

As previously mentioned there were some concerns within the authority that succession planning may not develop in a fair or equitable way, with certain candidates favoured over others from the outset.

This was more an instinctive reaction by a few to a process, which depends on nomination and selection, rather than based on any evidence.

By explaining the fair and open way succession planning will be conducted – with the use of strategic management competencies and the development of a business case for each candidate the council is striving for demonstrable fairness.

By involving a succession planning committee in the final selection process, the council is also reassuring staff that candidates are endorsed by a wider panel than simply their line manager.

Prior to the introduction of succession planning trade union representatives were also consulted with. Cambridgeshire's Human Resource team has a good relationship with the trade union representatives, who were positive about the proposed scheme because it would be promoting staff development.

Critical success factors

We have made the process of succession planning a formalised one ensuring fairness and clarity. The director/assistant director assesses nominated staff against strategic management competencies and makes a business case for each succession candidate, using a standard format. This process also provides an opportunity for the nominee to become familiar with these senior competencies and then with the support of their manager to assess where their strengths and weaknesses lie in relation to these. Nominees are also asked to write a statement supporting their application. The manager's assessment together with the nominee's supporting statement is then submitted to the Succession Planning Board for endorsement.

In order to manage expectations and ensure the longevity of the scheme, our guidance material makes it very clear that nominees may not achieve the particular job they are aiming for, but by participating in the scheme, they have an opportunity to develop themselves. Nominees can also choose to keep their status as a potential successor confidential which again is helping to encourage their involvement.

Successors could change year-on-year. In order to avoid people being dropped off the list of potential successors in an insensitive manner, we do not place a limit on the number of people listed as having succession potential.

By creating a succession planning board, consisting of members of the appointments committee, directors and the head of HR, the range of candidates put forward for succession development is constantly monitored. This ensures the process continually evolves to meet demands, that there is another layer of scrutiny when it comes to agreeing successors, promotes consistency across the organisation and is in line with corporate objectives.

Key contact

Marian Mair, Organisational Development Manager
Marian.Mair@cambridgeshire.gov.uk