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A Framework for the Development of Leaders and Managers in Havering

“Havering have competent and confident leaders who empower and encourage staff and innovate”

1. Introduction

The quality of leadership has a clear impact on the performance of individual members of staff and the council as a whole and is pivotal to ensuring that the Council realises and sustains transformation towards becoming a lean, efficient organisation, focussed on performance and delivery of excellent outcomes for our residents

Havering needs skilled and committed leaders and managers throughout the organisation, who empower staff, lead by example, role model the agreed values and behaviours and support and encourage staff to do their best in an inclusive culture. Within Our People Strategy we set our intention to develop leadership and management skills at all levels. Our vision is for competent and consistent leadership practice across our council.

Specifically, we will seek to develop leaders and managers who:

- Are confident, courageous and able to embrace innovation and change as a ‘way of life’ in modern Local Government
- Will lead and manage well, in a supportive and inclusive way, open to ideas and constructive challenge;
- Set and communicate a clear and compelling vision and outcome expectations and help staff to make appropriate links between the work they do and the council’s goals, performance and aspirations for our communities;
- Build trust and empower staff, allowing for creativity and innovation, sharing ideas and allowing them to take ownership and responsibility for their actions;
- Recognise individual skills to harness and positively develop the diversity of talent and perspectives within teams, fostering an inclusive, enabling and productive culture;
- Manage performance positively and challenge where required;
- Coach and mentor staff to ensure that staff are encouraged and developed to the best of their ability and to build a workforce for the future;
- Lead change with confidence and clarity; and
- Role model a culture of shared learning, collaborative working and reflective practice.

Stating very clearly our expectations of leaders and managers and setting standards of performance and the required values and behaviours is the starting point. Therefore, our Leadership Framework is based on our proposed Leader Profile:

The Havering Leader Profile

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The Havering Leader is competent, confident and resilient; trusted to lead change well; listens, empowers and coaches staff to do their best in a supportive and inclusive culture; and communicates a clear and compelling vision for the future”

Using the Leader Profile as the basis for recruiting, selecting, managing, developing and progressing leaders and managers at all levels in Havering will help us to build capacity, capability, consistency and commitment in our leaders and managers so that our staff are well led and well supported to do their best in the service of our communities.

2. Approach

Our approach will ensure that our leadership development is aligned to our corporate and transformation goals and strategic aims and makes best use of technology. The way people learn has been transformed by the rise of digital and we recognise the need to re-think our offer to maximise the potential for individual and organisational learning using the latest technologies. To do this we will align our strategic aims and leadership and management development, defining what our leaders and managers need to succeed.

Specifically, this means:

- Demonstrating buy-in from the top so that senior leaders and managers role model the behaviours required in a culture of shared learning and reflective practice, making time for the development of their own competency and capability so that this is recognised and valued;
- Working to achieve buy-in from managers at all levels so that it becomes accepted practice;
- Monitoring business needs and performance, so that development remains relevant and aligned;
- Defining what leaders and managers need to succeed, so that there are clear descriptions of roles, expectations and capabilities for different roles;
- Making use of appropriate diagnostics, such as 360 feedback and assessments to match learning needs with content and levels;
- Developing clear career pathways so that routes to progression are defined and visible;
- Recognising professional accreditation so that formal qualifications can be achieved and organisational capability enhanced through the Apprenticeship Framework;
- Developing blended learning approaches so that learning meets individual and organisational needs;
- Enabling and empowering staff to consider development opportunities
- Ensuring learning remains aligned to organisational needs but flexible in delivery to meet the needs of the organisation and individuals;
- Providing access to quality assured resources so that learning is effective and well structured;

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- Encouraging staff to take up development opportunities, which positively impact the change we want to make, so that this is seen as part of the “deal” for employees;
- Supporting learning and engagement networks, such as a Leadership Forum, learning lunches, case studies and ‘show and tell’ sessions, so that learning and experience can be shared;
- Measuring learning through outcomes including improved productivity, positive impact on customer experience or better practice, so that effectiveness is recognised and valued;
- Assessing the use of platforms and tools, trends and achievements so that the offer remains current and aligned; and
- Building this approach so that a true learning culture continues to support the council’s strategic aims.

3. Trends in personal learning

The use of technology in development is becoming the norm. In busy organisations like ours, it is increasingly difficult to release staff for formal training and, as we develop digital solutions for our communities, the time is right for developing the use of that technology to develop our staff. Recent research by the Chartered Management Institute into how people learn effectively identified several key trends:

- **70:20:10** – the ratio of informal, social and Informal and experiential learning. (Lombardo & Eichinger 1996) suggests that 70% of effective learning is informal and takes place in the workplace through challenging experiences and working with exemplars. 20% of learning is through social interaction and observing others. Only 10% is done via formal courses. Digital technology has great potential to support informal experiential learning and socialisation. However, it is currently being used mainly to deliver e-learning which essentially replicates traditional learning remotely and at lower cost.
- **Opening up learning** -learning materials are increasingly becoming more widely accessible, as evidenced by learning models such as MOOCs – massive open online courses. MOOCs allow unlimited participation and open access via the internet. They allow learners to use a vast array of different and often free learning materials.
- **Knowing as finding** - the increasing availability of fast-changing knowledge online is allowing individuals to acquire and use knowledge as needed, rather than learn and retain required knowledge themselves. Expertise will be increasingly based on the ability to search, simplify and apply knowledge from a huge and growing mass of relatively unstructured information. Structured resources that provide curated, high quality content are one way of helping learners sift the vast amount of information on offer more effectively.
- **‘Just in time’ learning** - for basic tasks, knowledge and skills can be acquired as needed using online sources. Guidance for more complex skills is also available through online

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videos, slide sharing sites and expert blogs. Certain functions of first line management and leadership can be acquired at point of need, such as ‘creating a project plan’.

- **Blog, tweet, speak, learn** - social media enables learning through all sorts of interactions including specialist forums, Twitter and blogs. Online communications, especially within ‘trusted’ groups such as LinkedIn, allow individuals to engage in dialogue with more and more people, including experts who might previously have been completely inaccessible.
- **Don’t tell me what to learn – or when to learn it** -many individual leaders and managers and managers like taking responsibility for their own development and will independently search out the means to achieve their own learning goals. However, for this to happen, managers need access to trusted, curated content.
- **Let technology do the work** - tasks are increasingly prompted, assisted or carried out by technology. In a management context this ranges from 360° feedback via apps to automated project management tools. Using this type of digital prompt can stimulate managers and leaders and managers to learn in different ways.
- **Nibbling, grazing and gourmet dinners** - lifestyle changes and the increasing need for agility in leadership and management means that knowledge will increasingly be acquired in small, intense chunks of attention directed by current need or interest. People will ‘graze’ for information on specific tasks, rather than spending a ‘gourmet’ week of learning on one topic.

Many busy leaders and managers will say that they do not have the time or opportunity to ‘study’ management or leadership and only spend around 20% of their time on leadership activities. Combining these digital ‘bursts’ of learning, with job-based projects is a way to blend the ‘quick wins’ with the more intense face-to-face training that is most commonly used for acquiring the softer leadership skills.

Taking these findings into account prompts a different approach to leadership development and informs thinking in developing our framework to make best use of the blended learning that delivers through flexible programmes which meet individual and organisational needs.

4. Business and People Strategy

Any leadership development planning will be more effective if aligned with Business strategy. In Havering we have developed Our People Strategy to reflect our Strategic aims and ambitions for our Borough and to ensure the sustainability of our Transformation Programme. Our People Strategy has four key elements – Leadership, Culture, Values and Ways of Working, Performance and Development and Resourcing. Whilst Leadership is featured as a distinct element the quality of leadership impacts directly on each of the other elements. Delivery of our services, development of stronger and more resilient communities depends on effective leadership right across our council. Senior managers will work to secure line-manager buy in and will demonstrate commitment to leadership development and help to monitor business needs to ensure that our leadership development remains relevant.

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5. Our flexible offer

Our Leadership Development Framework is a flexible offer to our leaders and managers, which will allow the Council to balance the need to manage the business and the need to refresh and further develop skills for our future. The offer is intended to blend traditional programmes with more open and flexible approaches, which can be tailored to individual and organisational needs and priorities. We are proposing that it should link directly to our Apprenticeship Levy contribution, so that we maximise the return on our investment, minimise unnecessary return of the levy and realise optimum quality assurance of programmes.

This offer recognises that learning is most effective when integrated into the job role and relevant (and therefore tailored) to needs and demands which combine tactical development for immediate role related skills and the development of skills, competence and confidence for leadership of the future organisation. We need to ensure there is proper recognition of the shared responsibility of the individual, their line manager and the council to prioritise learning and development which contributes to overall the effectiveness and capability of our leaders and managers and the organisation as a whole. Increasing learning through, for example, project work, shadowing and participating in council-wide initiatives will enhance our capability, help share talent and develop solutions across the council, developing our capacity to collaborate, to work on 'whole-system' approaches and solutions which truly resident-centred outcomes.

6. Access to Learning and Development Programmes

Access to any learning and development programme is through the Havering Personal Development Plan. Regular conversations around performance and development are a vital part of leading and managing well. Good managers are aware of the strengths, aspirations and development needs of their team and will look for opportunities to challenge and develop strengths within the context of the job role and the team's goals. This means we need to fully understand our current competences and capabilities to ensure we are developing the right people, in the right way for the right future roles, through a process of 360 degree review and assessment. Ultimately, the individual is responsible for their own career development and making the best of opportunities for learning and development is key to career success and progression, but it is our role as an employer to ensure that they are motivated to do this and make appropriate choices about their development, to balance the business needs of the organisation and their personal ambitions.

7. Overview of Leadership and Management Development Offer

To sustain change requires purposeful and structured development and 're-learning' of skills for a new context. While our leaders and managers are all highly skilled and

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experienced individuals, there is a need to create a consistent, progressive leadership mindset and to develop improved teamworking and collaborative approaches to leadership, to face the challenges ahead.

The tables on the following pages set out examples of the range of development available for leaders and managers. It is neither exhaustive nor inclusive and access to alternatives will be considered as appropriate if they meet the required quality assurance standards. However, the content is illustrative of the potential offer and provides commentary on benefits to learners.

Overview of Development Offer at different levels

National/External Programmes (Not exhaustive or exclusive)	Target Role	Internal Development Offer	Notes
Professional Networks Associations Conferences Master's Degree (Level 7) (CMI/ILM) Total Leadership Programme (SOLACE)	Board Level/Executive Directors Directors	Board Development Mentoring/Reverse Mentoring Leadership Forum	The Master's Degree is an apprenticeship at Level 7 via either CMI or ILM and is levy funded. Taught programme over 12 mths with completion of portfolio/project in a further 6-12 mths. Delivered in conjunction with OU or other University. There are advantages to running a programme in terms of achieving team/organisational goals and shared learning. (£18-22,000 per head) Chartered Manager – via Portfolio (£1800per head)
Spring Board (SOLACE) Chartered Manager (CMI/Levy) Strategic Direction and Leading (CMI/Levy) Aspiring to Public Sector Leadership (SOLACE)	Heads of Service Service Managers	Self –Directed Learning Service Manager Induction Coaching Skills Refresher E-Learning Leadership Forum Team Leader Induction	Aspiring to Sector Leadership (SOLACE) £1895 Springboard (SOLACE) £250 CMI/ILM Programmes (Levy Funding)

	Team Leaders	Coaching Skills for Managers Leading Change Step Up to Team Leader Programme E-Learning Leadership Forum	
CMI/ILM Levels 4-6 Programmes (Via Apprenticeships Levy)			CMI/ILM Programmes (Levy Funding £6-10,000 per head)
SOLACE and LGA Programmes for aspiring Heads of Service ILM Programmes (Via Levy) Level 2 - 3 Team Leading	First Line Managers	New Manager Induction Step into Leadership – Supervisory Level E-Learning Leadership Forum	CMI/ILM Programmes (Levy Funding £6-10,000 per head) SOLACE/LGA Programmes (4 per Yr) Variable costs – £200-750 Step UP Programme (as required) Recommended for all new Team Leaders
Local Authority of the Year (London) Young Local Authority of the Year	Any individual seeking an opportunity to develop team working, problem solving, innovative thinking and confidence Those with less than 5 years experience in Local Government seeking to develop personal confidence	E-Learning	Open call for participants – short statement and Line Manager support, internal panel Volunteering Open Call for participants - short statement and Line Manager support, internal panel (2 teams of 2 per year)



NLGN International Women's Day Event (London)	Any women at an early stage in her career on a path to future council leadership		Open call for participants and supporting statement from line manager
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*Apprenticeships Programmes require 20% off the job learning. This does not necessarily mean out of the office and includes project work, shadowing, e-learning, networking and supporting others.