



## Equalities Committee

12 September 2017

### Report from the Director of Human Resources and Organisational Development

For Information

Wards affected: ALL

## Update on Management Development 2016/17

### 1.0 Background

- 1.1 This report gives an overview of management development during 2016 and 2017. The two key programmes implemented during this period are the “Aspire” programme and the “Inspire” Middle Management Development Programme.
- 1.2 The Annual Workforce Diversity Report (2015-16) highlighted the under representation of BAME staff at senior levels within the organisation. Representation at Hay grades has increased from 11% in 2015 to 28% in 2017. BAME groups make up 66% of council staff but are still under-represented at higher grades (43% for grades PO5 and above). These are the cohorts that will feed into more senior roles, so by offering appropriate development at this level, it is anticipated that this will support over time, increased representation of BAME staff at senior levels.
- 1.3 Aspire was run in 2016 and following feedback, a new offering, Inspire was put in place in 2017. Aspire and Inspire are both bespoke leadership development programmes. Aspire comprised of two courses, one for junior managers and one for middle management. The current Inspire programme is running a course for middle managers and a programme for junior management will be commissioned to run at the beginning of 2018.

### 2.0 Recommendations

- 2.1 The Equalities Committee is asked to note the contents of this report and next steps.

### 3.0 Information about the programmes

- 3.1 The Aspire programme was linked to two levels of the Chartered Management Institute (CMI) qualification. A) The CMI Level 3 Certificate targeted at the PO1 to PO4 cohort and completed in seven months. B) The CMI Level 5 Diploma targeted at the PO5 to PO8 cohort and completed in 11 months.
- 3.2 Appendix 1 shows the units of the level 3 Certificate and the level 5 Diploma. A number of credits are awarded for the successful completion of each unit. Delegates had to complete 13 credits to be awarded the Certificate level and 38 credits for the Diploma level.
- 3.3 Appendix 2 shows the units covered in the current Inspire middle management development programme. Middle managers were targeted for this course as this is the cohort of managers in the organisation that directly manages the largest number of employees. This group of managers therefore has a significant impact on employee communications, engagement and well-being. The course focuses on building trust, employee engagement and a coaching approach to management to develop high performing teams. It was decided not to link this course to a specific qualification although the course is positioned at CMI level 5. This is because one of the learning points from Aspire was that candidates became very focused on the qualification and not so focused on the different management tools and techniques.

#### **4.0 Application and Selection Process**

- 4.1 For Aspire, employees were invited to express an interest through the submission of a personal statement which was endorsed by their line manager and supported by their Head of Service. Final selection was made by the respective DMTs which included a review of ethnicity, grade, service area, progression readiness, conduct and future talent in the organisation. An HR Manager attended all the DMTs to ensure fairness and transparency in the decision making process. It is worth bearing in mind that when Aspire was launched, there had been very little management development activity over the previous two years. A 103 applications were received in total of which 72 were for Level 3 and 31 for Level 5. In total 25 applications were selected for Level 3 and 7 for Level 5. Both the Level 3 and Level 5 programme started at the same time in March 2016. The Level 3 was completed by October 2016 and the Level 5 by February 2017. Overall across the two programmes there was 48% BAME representation, 30% male to 70% female and 7% of participants disclosed a disability.
- 4.2 For Inspire, expressions of interest were invited from the middle management cohort. Candidates had to complete an application form and personal statement which tested their values against those of the council. Applications had to be signed by the service head, operational director and strategic director. Applications were reviewed by a small group including a Strategic Director and the Director of HR & OD. The review was primarily of the content and quality of the application form. Ethnicity, grade, service area, progression readiness and conduct were also taken into account. CMT reviewed recommendations and made a final decision on candidates. There were 35 applicants for the programme and two cohorts of 15 selected from the applicants. The launch event was at the end of May 2017 and the

modules will be completed in January 2018. For this programme, there are 28% BAME, 40% male to 60% female and none have disclosed a disability.

## **5.0 Programme Feedback**

- 5.1 Two delegates left the Level 3 programme before completion. One was due to a resignation from the council and the other due to a career break. Three delegates left the Level 5 programme. Two cited the pressure of work and another resigned from the council but agreed to continue with the programme.
- 5.2 The outcomes from the courses were that at level 5, six people obtained their diploma and after a short assessment process one of these has obtained chartered membership of CMI. At level 3, 23 people obtained a certificate. These are very good results and 100% success rate for those that completed the course and their qualification work.
- 5.3 Some Level 3 delegates felt that the course was too easy and below their capability level and, as such, they were not stretched enough. The Level 3 delegates also found it difficult to balance work and study and often cited work pressures for not completing assignments on time. Some delegates also struggled with adjusting to independent learning as they had not previously studied for a number of years. To help alleviate the pressure, it was suggested the council allocate some study time to assist with completion of the course.
- 5.4 Level 5 candidates seemed to find their course more intellectually stimulating and generally enjoyed it. They too found it a challenge to balance work, course work and essays associated with the qualification. They really enjoyed the presentations although they reported that there were some duplications across a couple of the modules and felt internal communications with the training provider could have been much better. They have taken learning back into their work e.g. "I've really changed the way I do my one to ones and appraisals". One of the main positives was the networking amongst themselves and they felt the course was definitely worth doing. It will take a while for the learning to be embedded and taken back to the workplace but in a feedback session with the candidates they all felt more confident in dealing with their management responsibilities. For example, one manager in customer services was directly responsible for developing the "Customer Promise" and rolling this out across the council.
- 5.5 Since the completion of Aspire, at level 5, one person has been upgraded, one is in an acting up position and one has been promoted into a new role. Of these three, two are BAME. At level 3, eight have seen grade increases of up to two grades and two increases of three grades. This includes two promotions, one acting up and one secondment. Of these ten employees, seven are BAME.
- 5.5 The launch event and module 1 have been completed for the Inspire Middle Management Development Programme, and feedback so far has been excellent. More detail will be provided at a future committee meeting.

## **6.0 Evaluation and Review**

Key points to consider for ongoing review bearing in mind that some answers to questions will not be known for months/years.

1. Is the programme achieving its objective of identifying and supporting ambitious and talented employees from BAME groups under represented at senior grades to progress in their careers?
  - Number of programme participants progressing to more senior grades within the council within two years.
  - Numbers and types of jobs applied for and success rate.
  - Number of programme participants who rate the programme as having a positive impact on their career prospects.
  
2. What are the factors that have contributed to the success or otherwise of the programme?
  - Surveys of programme participants, coaches and other relevant stakeholders.
  - Reviews of other relevant information such as whether jobs suitable for participants were advertised by the council, whether participants secured jobs outside the council and what types of jobs.
  
3. Is the original rationale for the scheme still valid i.e. are some BAME groups still under-represented at senior grades?
  - Profile of different BAME groups across all council grades, including proportion of employees graded PO5 and above compared with the council workforce.
  - Monitoring the diversity profile (e.g. gender, disability) of employees graded PO5 and above to identify if there other under-represented groups at senior grades.
  - Answering positively to questions relating to issues such as career progression.

## **7.0 Next Steps**

- 7.1 Leadership Development reflects the Council's broader commitment to its public sector equality duty set out in Section 149 of the Equality Act 2010, including the Council's duty to advance equality of opportunity and foster good relations between different groups with protected characteristics.
  
- 7.2 The intention is to commission a range of management and leadership programmes and link these where possible and appropriate to higher level apprenticeships. The first programme for middle management development was launched in May 2017. The next programme to be commissioned will be for junior management and then one for the senior management cohort. In the meantime, two one-day sessions of a coaching approach to management have been piloted to very positive feedback. It is intended to roll this out initially for junior managers.
  
- 7.3 To add to this picture, a portal called "My Development" has been implemented for all employees. This is a rich source of information, learning, self-assessment modules, video clips and career development for people to use at any time. The

purpose of the portal is to help people reflect on their future skills and career development and take ownership of their growth and development.

**Contact Officer**

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## Appendix 1 Aspire Course Content Outline

<b>CMI Level 3</b>		
Mandatory	<b>Personal Development as a People Manager</b>	<ul style="list-style-type: none"> <li>• Indicative content</li> <li>• Self- assessment against Brent competency framework or similar</li> <li>• Raising self -awareness</li> <li>• Building good relationships</li> <li>• Personal resilience</li> <li>• Links between organisation and personal objectives</li> <li>• Personal development plan – including range of learning opportunities identified</li> <li>• SMART objectives</li> <li>• Prioritisation and planning</li> <li>• Team welfare</li> </ul>
Mandatory	<b>Meeting Stakeholder needs</b>	<ul style="list-style-type: none"> <li>• Understanding who my stakeholders are and what they need</li> <li>• How the team objectives meet stakeholders needs</li> <li>• How commitment is gained               <ul style="list-style-type: none"> <li>• From team</li> <li>• From stakeholders</li> </ul> </li> <li>• Critically review working practices to ensure fit for purpose</li> <li>• Identify improvements and changes required</li> <li>• Implement changes</li> <li>• Review effect of the changes implemented</li> </ul>
Optional	<b>Resource Planning</b>	<ul style="list-style-type: none"> <li>• Understanding the resources you manage</li> <li>• Exploring service costs</li> <li>• Resource planning – factors that impact</li> <li>• Information sources</li> <li>• Relevant and accurate</li> <li>• Trends</li> <li>• Change in strategy</li> <li>• Working practices</li> <li>• Using resources wisely</li> <li>• Monitor, record, control</li> <li>• Tools and techniques</li> <li>• Best practice</li> <li>• Sharing success</li> </ul>
Optional	<b>Improving Team Performance</b>	<ul style="list-style-type: none"> <li>• Managers role</li> <li>• Underpinning principles of Performance Management</li> <li>• Legislation that impacts</li> <li>• The difficult conversation</li> <li>• 1:1 reviews – best practice</li> <li>• Personal Improvement plans</li> <li>• Informal and formal action</li> <li>• Discipline and grievance</li> <li>• Support for the manager</li> <li>• Recognising good performance</li> </ul>

<b>CMI Level 5</b>		
<b>Me and the Organisation</b>	<b>Role of the People Manager</b>	<ul style="list-style-type: none"> <li>• Self -assessment against Brent behaviours, competencies and values</li> <li>• Raising self -awareness activities</li> <li>• Personal beliefs, values, attitudes</li> <li>• Personal resilience</li> <li>• Emotional Intelligence</li> <li>• Communication skills</li> <li>• Task versus management</li> <li>• Time Management</li> </ul>
	<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Understanding the bigger picture</li> <li>• Difference between Management and Leadership</li> <li>• Selling the organisations strategy – taking your team with you</li> <li>• Situational Leadership</li> <li>• Action Centred Leadership</li> <li>• Flexing leadership style</li> <li>• Pull and push – managing upwards</li> </ul>
<b>Our People</b>	<b>Understanding your people</b>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Transactional analysis</li> <li>• Valuing Diversity</li> <li>• Unconscious bias</li> <li>• Understanding Equality</li> <li>• Team development</li> <li>• Team skill scan</li> <li>• Team development plan</li> <li>• Wellbeing</li> </ul>
	<b>Developing your people</b>	<ul style="list-style-type: none"> <li>• How individuals learn</li> <li>• The development conversation</li> <li>• Range of development Matching need</li> <li>• Competence and commitment</li> <li>• Behaviours</li> <li>• Coaching</li> </ul>
<b>Our Performance</b>	<b>The operating environment</b>	<ul style="list-style-type: none"> <li>• Money in</li> <li>• Money out</li> <li>• Strategic priorities</li> <li>• Savings and efficiencies</li> <li>• Understanding governance</li> <li>• Political landscape</li> <li>• Working with members</li> <li>• The part you play</li> <li>• Resource management</li> <li>• Commercial awareness</li> <li>• Analysis and decision making</li> </ul>
	<b>Performance management</b>	<ul style="list-style-type: none"> <li>• Underpinning principles</li> <li>• Legislation</li> <li>• Dealing with poor performance</li> <li>• The difficult conversation</li> <li>• Recognising good performance</li> <li>• Informal action</li> </ul>



		<ul style="list-style-type: none"> <li>• Formal action</li> <li>• Discipline and grievance</li> <li>• Support for the Manager</li> </ul>
	<b>Project Management</b>	<ul style="list-style-type: none"> <li>• Project principles and documentation</li> <li>• Phases of a project and roles</li> <li>• Tools and techniques for effective planning</li> <li>• Stakeholder analysis and management</li> </ul>
<b>Our Future</b>	<b>Building the future</b>	<ul style="list-style-type: none"> <li>• Impact of change</li> <li>• Leading people through change</li> <li>• Stakeholder analysis</li> <li>• Stakeholder engagement</li> <li>• Customer focus</li> <li>• Delegation and responsibility</li> <li>• Inclusive approaches</li> <li>• Influencing skills</li> <li>• Ideas and innovation</li> <li>• Engagement strategies</li> </ul>
	<b>Growing the Future</b>	<ul style="list-style-type: none"> <li>• Sustaining a high performing team</li> <li>• Developing networks</li> <li>• Sharing best practice</li> <li>• Continuous Improvement</li> <li>• Tool and techniques</li> <li>• Harnessing technology</li> <li>• Talent management</li> <li>• Succession planning</li> <li>• The mentoring organisation</li> <li>• Nurturing innovation</li> </ul>

## Appendix 2 Inspire Middle Management Development Course Content Outline

Launch Event	<p>All candidates complete:</p> <ul style="list-style-type: none"> <li>• <b>Facet 5</b> – Candidates will learn their natural strengths and preferences, as well as potential risks and derailers.</li> <li>• <b>Truth teller</b></li> <li>• More about your reputation: how people see you in your workplace. Those giving feedback have to own it as they are identified to the candidates.</li> <li>• Candidates receive feedback ahead of launch event and how to use the feedback given.</li> <li>• The context for the programme, and the personal outcomes you can get from it</li> <li>• The colleagues alongside you in your cohort, on this leadership journey</li> <li>• Know how to build more trust and collaboration, with anyone</li> <li>• Know what to do, to build your own, and others' resilience, when the going gets tough</li> <li>• Have begun to build a powerful network across the Council</li> </ul>
<b>Module 1: The Trusted Leader</b>	<ul style="list-style-type: none"> <li>• The most important values that drive you as a manager</li> <li>• Your natural strengths - and the personal risks you need to watch out for</li> <li>• How to use your time – and your team's - to achieve more</li> <li>• Your Committed Action: what you want to do, to be an even more trusted manager</li> </ul>
<b>Module 2: Inspiring people to be their best</b>	<ul style="list-style-type: none"> <li>• Defining a Team Purpose that inspires you and your team</li> <li>• Knowing how best to motivate people to do a great job</li> <li>• Coaching people to take more responsibility, and to come up with their own solutions</li> <li>• Committing to what you want to do differently, to inspire people</li> </ul>
<b>Module 3: Raising everyone's performance</b>	<ul style="list-style-type: none"> <li>• Explored how, as a leader, you can raise people's game, and improve standards of performance, behaviour and results</li> <li>• Practised and increased your confidence to have powerful conversations about behaviour and performance, that will feel safe for both you and the other person</li> </ul>
<b>Module 4: Managing the political interface</b>	<ul style="list-style-type: none"> <li>• The role of politicians and managers: the theory and the realities</li> <li>• Real-life scenarios: managing difficult political issues</li> <li>• Understanding politicians and their drivers</li> <li>• What politicians expect of managers</li> <li>• Your Committed Action: what you choose to do differently, to communicate more effectively with politicians</li> </ul>
<b>Module 5: Winning hearts and minds</b>	<ul style="list-style-type: none"> <li>• Know which levers to press with people, to change their minds, behaviour and performance</li> <li>• Understand how to increase your influence with people you don't have authority over</li> <li>• Understand and have practised techniques to work with people at any level to achieve more successful improvement and change</li> </ul>