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Subject	Leadership Programme delivery		
Type of Report	decision		
PFCC Action Point No.		For Publication	Yes

RECOMMENDATION(S)

This report provides an update following the initial paper submitted to the ECFRS Service Leadership Team (SLT) meeting in October 2022. Approval is sought for: -

- The leadership development programme specification set out in Appendix B.

EXECUTIVE SUMMARY

The following recommendations were agreed by SLT in October 2022: -

1. Not extend the current providers contract for a further year.
2. Explore the market for other providers to deliver a leadership programme as outlined in the 2020-2024 Learning and Development (L&D) Strategy.
3. Re-design the leadership programme to ensure it continues to meet the needs of the Service whilst offering a flexible approach to learning for all.
4. Consider the leadership programme as essential learning for all managers in support of a passport of learning to illustrate ready for role linked directly to development pathways.

BACKGROUND

Following additional feedback gathered from Managers, work has continued to complete a full specification for the leadership programme to enable us to go out to tender. Additionally:

1. The current contract for our leadership development programme has come to an end.

2. Work has been undertaken with the procurement team and Learning and Development team to finalise the programme specification which will be posted on the most relevant framework site to encourage responses from providers with pre-approved credentials and the ability to deliver the specified programme.
3. The outline leadership programme was shared with Managers to ask for feedback, the results support the outline specification and highlights are noted in Appendix A.
4. Following feedback from Service Leadership Team, Extended Leadership Team (ELT) and managers, it has been agreed that some modules should be classified as essential learning.

OPTIONS AND ANALYSIS

The programme

The programme will be designed to deliver the objectives set out in the L&D strategy for 2020 -2024 and the principles of the leadership programme still form the basis of learning for our current leaders and those aspiring to be leaders in the future.

We will use the Framework DPS via CCS – Ref RM6219 as recommended by our procurement department. There may be an option for 'off the shelf' products to meet our needs which will support earlier engagement with new modules.

The seven principles remain the same (leadership, culture, positive behaviours, performance, feedback, self- awareness, and solution focussed thinking), but the specification and desired outcomes will include specific elements identified from other sources (i.e., Annual Plan, HMICFRS, audit and the recent employee one survey).

The outcomes for each module will be published and discussed with the learner and their line manager before the learner signs up for any module.

There will be a formal sign-up process handled through the revised learning agreement which outlines the commitment from L&D, line manager, and the learner.

The delivery

Each principle will be designed as a standalone module with varying entry levels as appropriate.

The modules will be designed to mirror the NFCC core learning pathways and leadership framework to provide a full development pathway as people start their career journey. (Leadership at aspiring Crew Manager level is different to Leadership at Station Manager level)

The programme will have a consistent approach with clear achievable outcomes at all levels of the development journey with learners returning to the menu of learning to meet their needs at the right time. The sessions will be designed to consider learning styles, capacity, relevance to role to ensure the needs of the learner are met and fully supported.

The sessions may include pre-reading, bitesize virtual sessions, webinars, podcasts, hydra scenarios, workshops, face to face to challenge and change. Action learning sets can be used after some sessions to allow individuals to digest and bring their issues to work on. Enhanced toolbox kits, support materials, suggested reading along with links to other programmes we offer linking into the specific modules can be added on-line via SharePoint or LearnPro.

SLT – ELT Engagement

Both groups will be invited to bring the modules to life with their real-life experiences, tips on what did and didn't work for them linking to each module. This content will be drip fed into modules to allow individuals to put into context.

Who should attend

The feedback supports Line Manager nominations*, people engaged with the Leadership, Resourcing and Succession Planning (LRS) process and potential talent identified through succession planning.

Note: * it is recognised that some Managers will need support and coaching to ensure they are fully engaged with the development of their people. L&D will also put interventions in place to ensure no learner is at a disadvantage when trying to access the programme.

RISKS AND MITIGATIONS

The leadership programme is a control measure for:

'Due to a lack of investment and planning there is a risk that the Service does not develop and manage its people effectively resulting in a failure to deliver against the Service's People Strategy'. (Having the right people, in the right place, with the right skills, at the right time).

LINKS TO FIRE AND RESCUE PLAN

This proposal supports the Fire and Rescue plan objective to have a safe and diverse workforce who we enable to perform well in a supportive culture underpinned by excellent training.

FINANCIAL IMPLICATIONS

Under the current budget, £150,000 per annum is funded from reserves secured as part of the L&D Budget, this element of the budget is for delivery of a leadership programme. The reserves were allocated over a four- year period. It is proposed that any new programme is funded in the same way.

LEGAL IMPLICATIONS

There are no legal implications.

STAFFING IMPLICATIONS

There are no staffing implications from this report.

EQUALITY AND DIVERSITY IMPLICATIONS

We have considered whether individuals with protected characteristics will be disadvantaged because of the actions being taken. Due regard has also been given to whether there is impact on people who identify as being part of each of the following protected groups as defined within the Equality Act 2010:

Race	n	Religion or belief	n
Sex	n	Gender reassignment	n
Age	n	Pregnancy & maternity	n
Disability	n	Marriage and Civil Partnership	n
Sexual orientation	n		

The Core Code of Ethics Fire Standard has been fully considered and incorporated into the proposals outlined in this paper.

HEALTH AND SAFETY IMPLICATIONS

None.

CONSULTATION AND ENGAGEMENT

The revised specification was developed following feedback from consultations with managers as well as from the current Leadership Development Programme. Consultation with representative bodies will be undertaken as required.

FUTURE PLANS

Long term strategic direction

LIST OF BACKGROUND PAPERS AND APPENDICES

- Appendix A - Summary of Managers Feedback
- Appendix B – Draft specification

Appendix A

Summary of Managers Feedback

Total of 24 responses with a relatively equal representation of Operational and Support Managers.

79% of responders feel the Leadership programme would benefit from a modular approach.

75% of responders feel key modules form part of essential learning in development pathways.

We asked Managers to select all routes into the programme they agreed with.

- 54% agrees to Manager nominations
- 46% agrees places should be linked to succession planning
- 42% agrees places should be linked to participation in LRS
- 42% agrees should be open to all
- 29% agrees places should be linked to levels of responsibility

We asked Managers to select pre-course preparation they would like to see and support.

- 58% Three-way discussion with L&D Team, Line Manager and Learner
- 62% Sight of module objectives and expected outcomes
- 50% Formal sign up to ensure continued support, capacity, and regular feedback.

Additional comments added to feedback forms.

- *Don't make it too formal with too many ECFRS people involved is my thinking. Be led by the learner in terms of how much interaction they want from their manager. Some people might be trying to be a better leader than their leader so being told whether they're doing it right from that person wouldn't work.*
- *To expand this via modular options would be much more attractive to colleagues who struggle to get access to training at the moment and also more enabling based on time allocations etc; a mix of training styles/ delivery is also a really attractive idea as it broadens the appeal of the courses, offering better, wider training options is a good way to retain staff.*
- *Staff with no intention of taking a leadership role should still keep abreast of key areas of leadership development as they will naturally become senior FF's with influence on new starters and their Watch. If this is not managed through structured development in line with Service values, it could lend to negative influence going against our cultural direction.*
- *Failure to attend should be managed as the investment is high and as such so should the commitment be to make it a priority.*
- *The greatest barrier to this program in my opinion is capacity, I did manage to attend most of the sessions but being honest was not able to complete the course work.*

- *The development should be completed before you are able to move to the next role.*
- *Maybe an introductory session before people must commit to a full course. This may help people decide whether to do the full course, specific modules or that it isn't for them. Some modules could be incorporated into our mandatory courses/training.*
- *The apprenticeships are increasingly becoming an item candidates are using for evidencing their portfolios. with this in mind it would be beneficial to place a requirement in LRS development.*
- *I agree that line manager involvement is necessary, as long as we're aware of the impact of line managers that may not be prioritising development for their teams, I believe there is benefit in colleagues being able to show an interest in development without line manager approval in the first instance - I do however appreciate that line managers would need to agree attendance and to any development support that may be required.*

Appendix B

DRAFT SPECIFICATION

1. Introduction

Our Fire and Rescue Plan sets out how we will deliver a service to the people of Essex between now and 2024. Our People Strategy 2020 -2024 is key to delivery of our Fire and Rescue Plan. It is also a key component of delivering the Integrated Risk Management Plan (IRMP) which sets out our core services, prevention, protection, and response.

Our People Strategy describes how we will continue to develop, value, attract, engage and care for our people so that we have a safe and diverse workforce who we enable to perform well in a supportive culture underpinned by excellent training. It sets out both our aspirations as well as specific steps to support our people in being the best at what they do so that we can support the communities we serve.

At all times the Strategy seeks to enable our Service values:

- We are Open, Honest and Trustworthy
- We are Courageous in everything we do
- We work as One Team
- We are always Professional
- We Value the Contribution of all

We do this so we have a modern, forward looking, innovative and collaborative culture that can anticipate and deliver against the changing needs of our communities so that our communities get a better service.

2. Context

Our People Strategy (pages 15-17) sets out our commitments to both Leadership and Management and Training. These areas form four pillars to our learning and development offer 2020-24:

1. **Leadership Development** – Developing leaders and managers role model positive behaviours and have effective management and communication skills.
2. **Professional Development** – Developing our people in their roles. This includes development opportunities for all of our people in inclusion, diversity, living our values and our behaviours. These opportunities will be offered alongside development linked to talent pool or professional qualifications required for career development within existing professional groups.
3. **Personal Development** – Development that is not required for current role but that is relevant to our Service and personal career aspirations within our Service.
4. **Core Training** - Statutory and mandatory training that is directly relevant to current role or that is a qualification or skill listed as essential in current person specification.

These four elements; together with the Operational Training described in our Operational Training Strategy, ensure that all of our people, at all levels, have the skills and training they need to flourish and remain safe in their roles.

This tender is specifically to deliver pillar 1 – Leadership Development. The tender is to provide the training described in our Leadership development, it complements the other 3 pillars of learning and development and makes reference to the NFCC Leadership Framework.

3. Aims of the Leadership Development

All those that Lead Service, Lead Function and Lead Others (or aspire to) will be encouraged to access this development

Leadership Development	Content
Leadership Style	Exploring a style of leadership which prioritises positive behaviours, employee motivation, engagement, and personal accountability. Reducing stress for self, others, and function. Coaching skills to be developed.
Positive Behaviours	Developing skills which allow for interactions to be healthy and positive, supporting our wellbeing strategy – we are committed to better working lives.
Performance	Developing a flexible approach to delivering objectives from the Fire and Rescue Plan and the Integrated Risk Management Plan. Owning delivery of results that are sound and sustainable. Making logical, rationalised grounded choices in relation to delivering and prioritising work for self and others. Putting our customers (internal or external) first.
Culture	The role of each of person in creating a positive, kinder culture that is future focussed, people/relationship centric with a team delivery mind set.
Feedback	Being able to hear and offer feedback in a non-judgemental and constructive way which moves self and Service forward. Use of 360 feedback tool.
Self-awareness	Understanding how mind set, self-esteem and confidence affect Service delivery and how these can be built for self and can be encouraged to flourish in others. Making their best contribution from a place.
Solution focussed thinking	Applying a range of thinking styles to Service challenges.

4. Learning Outcomes

At the end of their development, we would like aspiring and existing leaders to demonstrate:

- A deep appreciation of one's own values, triggers and assumptions and how these affect the way they see the world.
- Knowledge, understanding and application in practice of systemic approaches to Service development.
- Evidence of inspiring others to overcome barriers and work towards Service goals

5. Requirement

The provider is required to:

1. Design/provide the modules and learning materials.
2. Deliver the modules.
3. Support the evaluation the modules.

5.1 Design

This is specialist work which focusses on developing the skills set of a manager. It is expected that the provider will offer a fully developed suite of modules to meet our needs and where a learner engages with all modules it provides a cohesive programme of learning.

The pathway should respond to a wide range of learning styles and needs. As a minimum there should be a mix of theory and practical application. However there is an expectation that the provider will make best use of technology and supporting materials such as podcasts, videos, self-directed learning platforms and the resources already in place at the Service.

The materials need to be approved by the Service prior to delivery.

The provider will provide all learning materials and course administration for delegates.

ECFRS will provide a room, ICT equipment and refreshments.

5.2 Delivery

All trainers should hold a training qualification, the minimum standard being the Level 3 Award in Education and Training. Other qualifications or experience which demonstrate a comparable level of ability will be acceptable.

Providers are asked to be innovative in the delivery methods.

The face-to-face training will take place on ECFRS premises most likely at Service Headquarters, Kelvedon Park, Rivenhall, Essex. The training room will have a flip chart and IT access.

Normal training hours are 9.30am to 5.00pm Monday to Friday. However, there must also be provision for some courses to be run via evenings and weekends to meet the needs of our 24/7 workforce.

5.3 Evaluation

To support the evaluation of the programme the provider will be required to provide a Trainer's Report within 24 hours of each session including:

- Names of attendees
- Any messages received from non-attendees
- Informal feedback from delegates on what went well, what could be changed, what they have learnt
- Trainer's comments and observations

The provider is also required to test that the learning has been applied in practice. Evidence of application in the workplace will be reported formally by the provider. The provider will need to propose how this can be built into the design and delivery of the programme.

The provider will also be expected to be supportive of the evaluation process in terms of any communication with delegates and managers and by providing information within the required timeframes.

ECFRS will run its own immediate evaluation processes of all activity covering:

- Ratings for the workshop
- Suggestions for the future
- Overall satisfaction

Other evaluation and review activities may be undertaken at any point.

The findings from this will be shared with the provider.

5.4 Review

The provider will be required to attend Quarterly review meetings at ECFRS headquarters to cover:

- Volume of delivery against planned delivery
- Review of Trainer's Report and ECFRS immediate evaluations
- Review of evidence of application in the workplace
- Any changes to the programme or communication required by ECFRS
- Invoicing and payments

6. Volume of activity

To run each module bi-monthly throughout the training year April 2023- March 2024 with a maximum number of 12 learners per module. Additional modules may be requested by ECFRS at any point within the period.

The provider will need to set out how long each element of the module needs to be for each level.

7. Timeframe

The provider will be given eight weeks from notification to develop the materials and secure sign-off from ECFRS.

Delivery of the suite of programmes is expected to commence from 1 May 2023, subject to managers availability. The order and pace of the roll out will be agreed between ECFRS and the provider.