

National succession planning framework for children's services

Section two: Resources

This section provides a range of materials to support use of section one of the national succession planning framework for children's services:

www.nationalcollege.org.uk/succession-planning-framework-childrens-services.pdf

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| | Understanding current and future regional demand | 3 | <ul style="list-style-type: none"> - Template for recording and analysing information about the demand for senior leaders within the region |
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1: Developing a strategy

Purpose

The checklist has been designed to help DCS regional sponsors for succession planning and regional leads for succession planning check that they have covered the key elements, which might be expected in a regional strategy and plan.

Information required

The outputs from stakeholder engagement and data-gathering in the region should inform the strategy. There are a variety of resources to help you do this but you may choose to use your own methods.

When might it be used?

The checklist can be used either when developing or reviewing the strategy, or both.

How might it be used?

The checklist should be used by the regional leads in developing the local strategy, and by the regional sponsor in reviewing the content of the plan. The checklist should not be used as a definitive list of content as every regional strategy will be different. Some suggested ways to use the checklist are as follows:

At the start of developing a strategy and plan, use the checklist:

- to understand the types of information which may be required to inform the strategy
- with the DCS group in a workshop to trigger discussion about the strategy

During the development of the strategy and plan, use the checklist:

- as a reference point during data and information gathering to understand any gaps
- with the template to help describe to stakeholders what the strategy might look like

After the development of the strategy and plan, use the checklist:

- to review the plan and make sure that it is up to date

Checklist for developing a succession planning strategy and plan

| | |
|---|--|
| Where might you start? | <p>Consider the following questions:</p> <ul style="list-style-type: none"> - Are there too few good quality candidates to fulfil demand for 1st and 2nd tier posts within the region? What evidence have you got to support this? - Do aspiring senior leaders have the skills and experience they need to do the next job up? If so, in which areas? - Are perceptions about what the job involves deterring good candidates for 1st and 2nd tier posts? - Do those making appointments understand fully the range of responsibilities carried out by the DCS? - Is competition between local authorities getting in the way of good succession planning across the region? - Is scarce funding for leadership development programmes being squandered by duplication across the region? |
| What's already going on? | <p>Take time to find out about current practice:</p> <ul style="list-style-type: none"> - Does everybody in the region agree about what is meant by talent management and succession planning? - What opportunities currently exist at different levels of seniority, and in different organisations? - How varied is the background and experience of applicants for senior posts within the region? - What is the current and future supply and demand for senior leaders in the local labour market? - What are the main features (enablers and barriers, strengths and weaknesses) of the way in which talent is managed by organisations within the region? |
| What might success look like? | <p>Think ahead:</p> <ul style="list-style-type: none"> - What information do you need to collect to measure any changes in talent management and succession planning? - What changes will you see in the progress indicators? - What differences might there be in the way that aspiring senior leaders view themselves? - What will stakeholders measure success by? - What differences might there be in the way that aspirant senior leaders view the senior posts in children's services? |
| What are the separate components of an effective initiative for talent management and succession planning? | <p>Review the possibilities:</p> <ul style="list-style-type: none"> - How is work on succession planning related to other people management activities currently within the region? - Does the region need to invest in a recruitment and attraction campaign? - Would improved performance management help to increase the number of aspiring senior leaders? - Is there a need to fill the skills gap through improved training and development? - Are there retention issues currently in the region that need to be addressed? |
| What strategies might be included in the regional plan? | <p>Focus on action:</p> <ul style="list-style-type: none"> - Does the plan include provision to identify individuals who have (a) ownership (b) sponsorship (c) responsibility for talent management and succession planning within the region? - How will the regional strategy keep track of aspiring senior leaders? - What kind of collaboration is proposed to foster commitment to the regional strategy? - Does the plan build on current activity that is focused on children's services workforce planning? - Has consideration been given to a communication strategy, including the promotion of the DCS 'brand'? - Are there planned activities that will make a difference? - Are these activities integrated with existing HR processes and practices such as performance management or training and development? |

2: Understanding workforce development within the region

Purpose

In developing a succession planning strategy and plan, the regional lead will not be painting on a blank sheet of paper. The fieldwork undertaken for the development of the national framework established that a lot of authorities are already investing in workforce development in one way or another, but that there is a lack of leadership development for senior leaders. This resource is designed to help build a picture of current workforce development processes and practices.

When might it be used?

The template can be used to collect information that will inform the regional plan and help to focus the strategy. It can be used by the regional DCS group to build a picture of talent management and succession planning practices that currently exist and establish where action is best focused.

How might it be used?

The template should be used as a guide to the key elements of workforce development practices. It is designed to be used by the regional DCS group to collect basic information on the practices and processes that exist within organisations and can be completed in one-to-one interviews or through regional workshops with senior stakeholders.

Information required

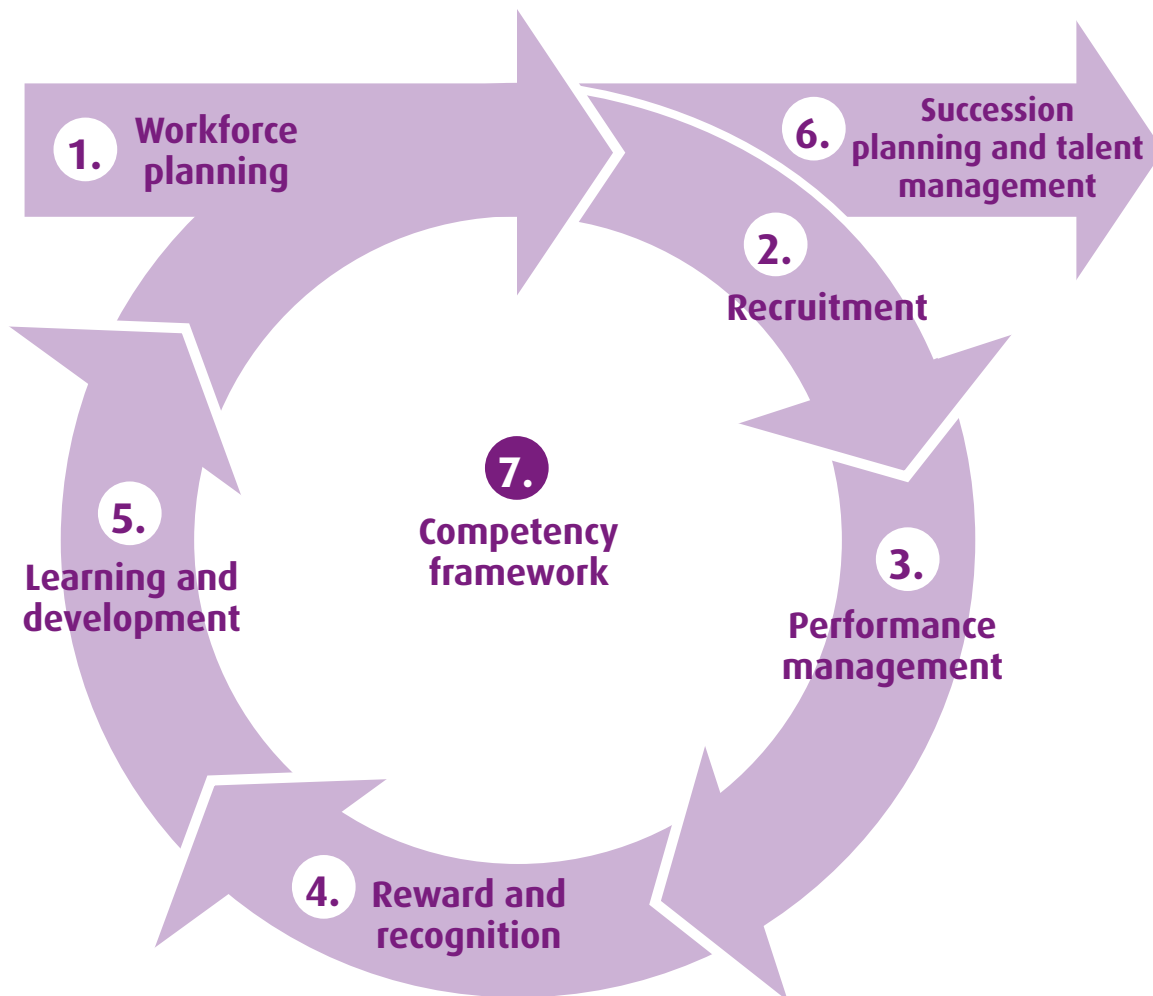
The information required to complete the template can be provided by CEOs, DCSs and/or HR directors within the region.

Actions

- Gather this data during discussion with regional stakeholders
- Once gathered and analysed, some of the key questions to ask are:
 - Where are the gaps in current practice, and which posts and postholder roles may this affect?
 - Where gaps in practice do exist, do these correlate with recruitment and succession planning difficulties?
 - Are there any examples of good practice that can be shared?
 - On the basis of this, what measures are realistic (ie what will there be data about)?
- This information can then be used to inform the strategy and plan

Checklist for developing a succession planning strategy and plan

The template is based on seven basic workforce development and people management practices and associated processes:



1. Workforce planning:

such as service-based workforce plans, or the outputs of skills audits used as part of the workforce-planning process

2. Recruitment:

such as feedback from internal selection processes to inform future development and succession

3. Performance management:

such as individual performance and competency evaluation methods to enable the identification of talent as well as gaps in skills and experience

4. Reward and recognition:

such as performance processes that link the achievement of individuals (eg based on service objectives and priorities) with pay reviews

5. Learning and development:

such as identification of gaps in skills and experience through learning and development plans

6. Succession planning and talent management:

such as identification of talent or gaps in skills and experience through review of the number of key children's services posts filled internally by nominated successors

7. Competency framework:

such as a management competency framework to support the consistent and objective identification of gaps in skills and experience.

| Understanding workforce development: Template for recording and analysing information about the demand for senior leaders within the region | | | | | | |
|--|--|--------------------------------------|--|---|-------|--|
| Organisation: | | | | | | |
| Current practice: Are any of the following in place? | Implemented within the organisation? (Y/N) | Used for all management roles? (Y/N) | Specifically tailored for children's services? (Y/N) | Maturity of the practice or process (length of time in operation) | Notes | |
| 1. Workforce planning that informs talent management and succession planning practices (eg from service plans) | | | | | | |
| 2. Recruitment and assessment processes linked to talent management and succession planning through systematic feedback | | | | | | |
| 3. Performance management that distinguishes between high, average and poor performance and supports the development of top talent | | | | | | |
| 4. Reward and recognition practices aligned to support development of a high-performance culture (eg performance management process linked to pay reviews) | | | | | | |
| 5. Structured arrangements in place to support the development of future leaders and talent pools | | | | | | |
| 6.1 Active internal succession planning for senior posts | | | | | | |
| 6.2 Diversity management and measures in place that enable increased access to leadership roles by under-represented groups | | | | | | |
| 7. A competency framework that provides the basis for performance management and leadership development | | | | | | |

3: Understanding current and future regional demand

Purpose

Competition for talented professionals to work in children's services is fierce. It is important to understand the demand for these individuals within the region and beyond in order for an effective and targeted succession plan to be developed and implemented. This resource aims to focus on the posts rather than the people occupying them as the fieldwork indicated that there would be some sensitivity about the collection of personal information.

When might it be used?

The template should be used to build an initial picture of the posts that exist within the region, their current status and the likelihood that they might become vacant.

How might it be used?

The template is available for use by the regional lead to record data from organisations in the region. It is recommended that it should be used as part of the engagement process with key stakeholders from, where possible, all organisations that provide services to children within the region (eg health, 3rd sector).

Information required

The information could be provided by CEOs, senior children's services officers and HR professionals within organisations.

Actions

When analysing the information to inform the strategy, some of the key questions may be:

- Are there current or future significant recruitment challenges for the region?
- Which posts does this predominantly affect?
- What does this mean in terms of the skills required; are there any themes?
- How open are organisations to vacancies as development opportunities?

Template for recording and analysing information about the demand for senior leaders within the region

| Organisation | Post title | Salary range | Likelihood of vacancy (H,M,L) | Ease of recruitment (1,2,3) | Potential for development opportunity (I,P,S) | Is the post subject to restructure? (Y/N) |
|--------------|------------|--------------|----------------------------------|--------------------------------|---|--|
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Vacancy status

H: Vacancy likely within 12 months
M: Vacancy likely within 2 years
L: Vacancy over 2 years

Ease of recruitment

1: Easy – no issues with supply
2: Medium difficulty – some issues with supply
3. Difficult – severely limited talent pool

Potential development opportunity

I: Interim (for external source)
P: Placement (from within the region)
S: Secondment

4: Understanding current and future supply of senior leaders within the region (the talent pool)

Purpose

The breadth and depth of the talent pool for children's services will vary widely from region to region. Understanding its composition in terms of numbers of individuals within the pool of talented professionals and the levels of skill and experience they possess will help in creating a picture of potential supply for 1st and 2nd tier posts.

When might it be used?

These resources should be used to build an initial picture of the number of children's services professionals that would like to be considered for more senior roles and the current levels of skill and experience that they possess. Additionally, they can be used on an ongoing basis to track the size, depth and breadth of the talent pool.

How might it be used?

Two linked templates have been provided:

- Discussion guide

This document sets out some suggested questions that could be used by the regional leads when meeting with stakeholders. The fieldwork suggested that organisations may be reticent to give up data about individuals, so the questions are designed to gather broad information about the numbers of talented professionals and the perceived skills gaps in the talent pool, as opposed to identifying individuals that are ready for progression.

- Summary regional supply matrix

The summary regional supply matrix consists of two documents, one covering senior leaders and one covering middle leaders, to summarise the information gathered from the discussions that regional leads have with stakeholders, and any other information collected elsewhere.

Information required

The information for this tool will be provided by senior stakeholders and members of the existing regional talent pool.

Actions

- The discussion guide is designed as a series of prompts to inform discussions with organisations. The information gathered from such discussions can be summarised using the template.
- When analysing the information to inform the strategy, some of the key questions might be:
 - How big is the current talent pool in relation to the current and future vacancies that exist?
 - Are there any themes around the development needs in this group?
 - Does the information from the skills and talent audit correlate with this organisational data?
 - How broad is the current pool, and is it necessary to concentrate on attracting people into the pool?

Discussion guide

| Organisation | Senior leaders (children's services) (Directly reporting to the DCS, CEO or most senior postholder with responsibility for children's services) | Middle leaders (children's services) (Directly reporting to a 2nd tier postholder who might be an assistant director, deputy chief executive or service director) |
|--|--|--|
| Roughly how many postholders do you have in senior and middle leadership positions? | | |
| What are the current strengths and weaknesses (in terms of skills and experience) of the senior and middle leaders in your organisation? | | |
| Have you had any difficulties in recruiting senior or middle leaders? If so, what were the main challenges? | | |
| What are the critical skills that you will require in the future that are less evident in the talent pool you currently have within your organisation? | | |
| How many of your current senior and middle leaders could progress to the next level within three years? | | |
| What are the skills and experience that children's services professionals find difficult to develop in your organisation? | | |

Summary regional supply matrix

| The talent pool: senior leaders | | | | | | | |
|---------------------------------|--------------------------|--------------------------------------|---------------------------|---------------------------------------|--|----------------------------|--|
| Organisation | Number of senior leaders | Number of high potential individuals | Strengths of current pool | Key development areas of current pool | Future skills/ experience requirements | Recruitment problems (Y/N) | |
| | | | | | | | |
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| The talent pool: middle leaders | | | | | | | |
|---------------------------------|--------------------------|--------------------------------------|---------------------------|---------------------------------------|--|----------------------------|--|
| Organisation | Number of senior leaders | Number of high potential individuals | Strengths of current pool | Key development areas of current pool | Future skills/ experience requirements | Recruitment problems (Y/N) | |
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5: Getting the right people involved in identifying and developing children's services professionals

Purpose

The purpose of this resource is to provide an approach to mapping the influence and interest of key stakeholders within the region. Understanding the formal and informal structures, networks and stakeholders that currently exist within a region will enable the regional talent management and succession plan to address the perceived and actual barriers currently preventing organisations from working together.

Information required

Information about organisations, individuals and networks within the region.

When might it be used?

The matrix can be used by the regional lead and DCS group as a key element of the preparatory work to build an effective communication and engagement plan for the region. It can also be used at the same level as part of monitoring and review arrangements.

How might it be used?

The matrix is a guide to assessing the influence and interest of key stakeholders, individuals, organisations and networks. Using the matrix will enable completion of the stakeholder management plan. The matrix can be used informally or formally with the regional DCS group.

The tool is divided into two elements:

- **Stakeholder mapping matrix**

This mapping tool can be used by the regional lead and regional sponsor together with the DCS group to help them think about the key stakeholders in the region in a workshop environment.

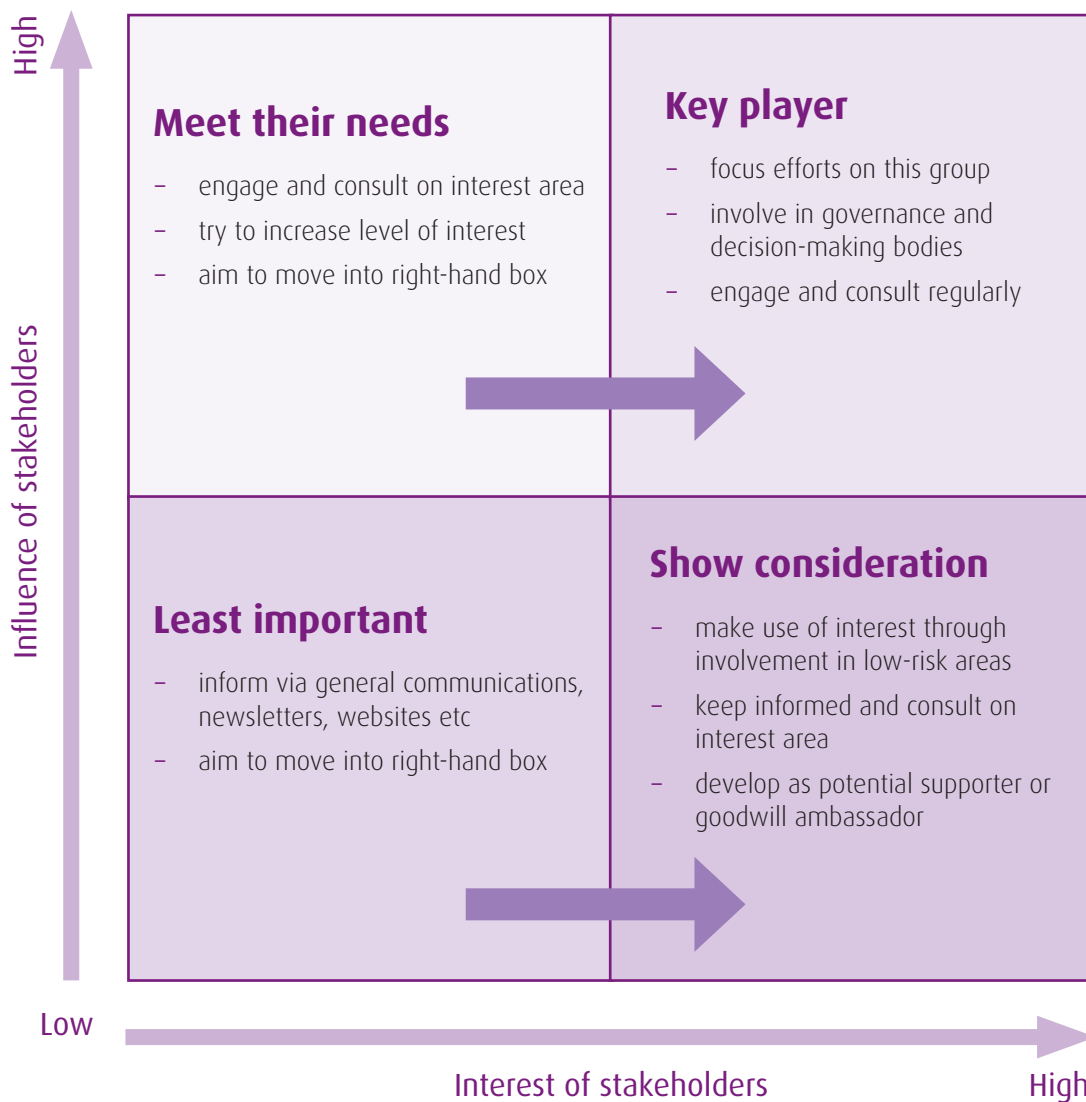
- **Stakeholder management plan**

Using the output from the mapping exercise, an action plan can then be developed to help the key stakeholders increase their interest and involvement in talent management and succession planning.

Stakeholder mapping matrix

Stakeholders are any individuals or groups of people who have an interest in a planned course of action and might be in a position to influence its outcome. The objective of

stakeholder management is to increase the likelihood of the regional programme being successful by engaging with everybody who might make a difference.



Step 1: Identify who your stakeholders are, eg regional lead, CEO, DCS, departmental head, etc.

Step 2: For each stakeholder, map his or her level of influence on the vertical axis (from low to high), and their level of interest on the horizontal axis (from low to high).

Step 3: Decide whether you need the support of the stakeholder, either now or in the future.

Step 4: Consider what you can do to move the current position of stakeholders and plan this using the next template (the stakeholder management plan).

Stakeholder management plan

| Stakeholders | Priority (1-4) | Role | Action | Action owner | Resources and tools | Timescale | Target outcomes |
|---------------|-------------------|------|--------|--------------|------------------------|-----------|-----------------|
| Stakeholder 1 | | | | | | | |
| Stakeholder 2 | | | | | | | |
| Stakeholder 3 | | | | | | | |
| Stakeholder 4 | | | | | | | |
| Stakeholder 5 | | | | | | | |
| Stakeholder 6 | | | | | | | |

6: Gaining buy-in to the strategy

Purpose

Effective communications are likely to play a key role in the development of a regional strategy. These resources offer a suggested checklist for the development of a communications strategy and a simple way of constructing a plan that could be used at a regional level to co-ordinate key messages and activities.

Information required

The communications plan will draw on information provided by organisations within the region as well as the stakeholder mapping tool.

When might it be used?

These materials might be used during the development of a regional strategy as a guide to the elements that may be covered. They might also be used by the regional DCS group to monitor and evaluate the effectiveness of the regional communications strategy and plan.

How might it be used?

The materials offer guidance about the key features of a regional communications strategy and plan to ensure that messages are communicated to all stakeholders, including those that might be described as being part of the talent pool.

The resource is divided into two elements:

- **Checklist for developing a communications strategy**

This checklist is intended to give an overview of the key considerations and possible content for a communications strategy and plan. It should be used as a guide only and is not intended to be an exhaustive list of contents.

- **Communications plan template**

This template aims to help users think about the key actions associated with communication in relation to the talent management and succession planning strategy.

Checklist for developing a communications strategy

| | |
|---------------------------|---|
| Background | <p>You need to consider:</p> <ul style="list-style-type: none"> – the wider context, including regional objectives and the changes taking place – the effectiveness of previous communications |
| Overall objectives | <p>Be clear about the objectives of the strategy: Objectives might be framed in the same way as the examples below</p> <ul style="list-style-type: none"> – Ensure that the need for succession planning is widely understood. – Increase the number and quality of candidates for DCS posts and for second-tier posts in children's services. – Create a more diverse talent pool, attracting potential senior leaders from a broader range of backgrounds (professional and personal). – Create a sense of common purpose in a traditionally competitive market place, whilst retaining flexibility. |
| Target audience | <p>Define your audience:</p> <ul style="list-style-type: none"> – You can use the stakeholder mapping matrix (resource five) to define your audiences. – The more refined the target audience description, the more precise and effective your communication is likely to be. – You ought to distinguish between the primary target audience (the key people and groups you communicate with directly such as the regional DCS group) and the secondary target audience (individuals who will also benefit from hearing the messages or may be influential now or in the future). |
| Targeted messages | <p>Make sure that your message is carefully targeted:</p> <ul style="list-style-type: none"> – Aspirant leaders will want to know what is in it for them. – Regional leads are more likely to be interested in the mechanics of how the succession planning initiative is going to work. – The DCS group is likely to operate at a strategic level and be most interested in answers to the big questions. – Sector stakeholders may need to know about the work as a preliminary to becoming more deeply involved. – There may be some benefit in trying to send messages to the wider public about the role of the DCS. |
| Range of media | <p>Keep varying your approach: The choice of medium should be made by reference to</p> <ul style="list-style-type: none"> – what needs to be achieved – the level and type of message to be communicated – the profile of the audience |
| Timeline and plan | <p>Have a plan: The communications plan should include</p> <ul style="list-style-type: none"> – a schedule for the roll-out and deployment of communications materials and events (who, what, when and how) – skills and resources required – media to be used for communications – identification of project milestones |

Communications plan template

[illegible]

7: Understanding regional roles

Purpose

Perhaps the biggest challenge for regional DCS groups will be to find the capacity required to honour their side of the partnership agreement. The National College has identified two roles that need to be filled in order to make sure that the regional initiative can get off the ground, one strategic and one operational.

The strategic role is that of the DCS sponsor for succession planning in the region. This might, of course, be the current chair of the DCS group, but the National College is assuming that most regions will want to spread the load more evenly, and find somebody other than the chair to be responsible for succession planning. In some regions, responsibility for workforce development is already being picked up by a DCS other than the chair, and there is much to be said for combining these two roles.

The operational role is that of the regional lead for succession planning. It should be stressed that there is no requirement to use this terminology, and that some regions, particularly the larger ones, might have two or more regional leads. However, it is important that the region has the capacity to deliver without having to rely on the DCS sponsor to do more than could be reasonably expected.

The job descriptions that have been provided are indicative only, and can be varied to reflect local circumstances.

Information required

The job descriptions will require knowledge about the unique requirements of the region.

When might it be used?

The job descriptions should prove useful in helping DCSs decide whether they wish to volunteer for the DCS sponsor role and in helping the DCS group to appoint a regional lead.

How might it be used?

The job descriptions can be used as checklists or as part of a contractual agreement, and feature in any discussion of the requirements of either role with potential volunteers, candidates or providers. Both are suggested role descriptions and can be added to with region specific responsibilities.

DCS regional sponsor role description

Role title

DCS regional sponsor, succession planning (children's services) for [name of region]

Role purpose

The purpose of the role is to provide overall direction for the development, implementation and evaluation of a regional succession planning strategy and associated plan. This will encompass acting as the senior officer responsible for overseeing the appropriate use of any funding offered through a partnership agreement between the region and National College for Leadership of Schools and Children's Services.

Key accountabilities

The key accountabilities of the post are to:

- act as the senior responsible person, ensuring the terms of the partnership agreement are adhered to by the region, including appropriate use of funding offered through the agreement
- oversee the work of the regional lead(s), ensuring that activities undertaken are in line with the regional plan
- establish the key regional priorities for succession planning
- oversee the development of the regional strategy, ensuring that a broad range of regional stakeholders from a wide variety of organisations providing services to children have been involved in its development
- promote active collaboration among senior stakeholders to achieve the objectives of the regional strategy and plan
- support the establishment of new relationships with senior stakeholders across other sectors (eg, health, 3rd sector, child protection)
- oversee the regular review of the strategy and plan to ensure that it keeps pace with local needs and priorities
- engage with the national lead for succession planning in order to share experiences and provide input into both current provision and future programmes to develop 1st and 2nd tier officers

Key interfaces

- regional lead for succession planning
- regional DCS group
- national lead for succession planning
- national co-ordinator for succession planning

Regional lead role description

Role title

Regional lead, succession planning (children's services) for [name of region]

Role purpose

The purpose of the role is to develop and implement a regional strategy and associated plan that will improve talent management and succession planning for 1st and 2nd tier posts across the organisations within the region and to evaluate the strategy against its stated objectives.

Key accountabilities

The key accountabilities of the post are to:

- work with a broad range of organisations across the region providing services to children in order to establish the key regional priorities for succession planning
- produce and implement a regional strategy and plan for talent management and a succession plan for senior posts in children's services
- gather the data required for the performance indicators specified in the national framework and to gather quantitative and qualitative data from across the region to evaluate the strategy and its impact
- identify and work with organisations that may broaden the talent pool across the region and increase the breadth and depth of skills and experiences available
- identify and share development opportunities across the region, including placements, work shadowing and arrangements for coaching and mentoring
- engage with children's trusts to ensure that the key elements of the strategy are reflected in the children's workforce strategy
- build and sustain new relationships with stakeholders across other sectors (eg, health, 3rd sector, child protection)
- work with existing forums and networks that currently influence talent management and succession planning within children's services (eg CWDC, TDA) to ensure that arrangements for workforce reform and leadership development are well co-ordinated across the region

- produce a quarterly report for submission to the National College
- engage with the national lead for succession management and the national co-ordinators to share experiences and provide input into current provision and future programmes for developing 1st and 2nd tier officers

Key interfaces

- regional sponsor for succession planning
- regional stakeholders
- regional DCS group

8: Skills and talent audit

Purpose

Understanding the size and composition of the talent pool within the region will be critical to the success of the regional strategy. This questionnaire, which could be used with all 2nd and 3rd tier postholders, aims to allow self-nomination by individuals for the talent pool and will help to build a more complete picture of what is going on within the region.

Information required

The use of the questionnaire requires knowledge of 2nd and 3rd tier postholders.

When might it be used?

The questionnaire can be used throughout the design, development and implementation of the strategy and plan.

How might it be used?

A judgement will be required about whether it is appropriate to use this questionnaire. Clearly it has the potential to yield some really valuable information, but there would need to be some prior agreement before it was circulated to ensure that it was not thought to be too time consuming or intrusive. Without something of this kind, however, regions will struggle to base their strategies on evidence.

Skills questionnaire

| | | | | | | | |
|---|----------------------|-------------------------------|---|------------------------------------|-------------------------------------|----------------|--|
| Name (optional) | | | | | | | |
| Current organisation (optional) | | | | | | | |
| Professional background (eg education, social care etc) | | | | | | | |
| Post details | | | | | | | |
| Current post title | | | | | | | |
| Location | | | | | | | |
| Time in current post | | | | | | | |
| Career progression | | | | | | | |
| Are you looking to advance your career into more senior roles in children's services in the next two years? | No | Not in the foreseeable future | | | | | |
| | Yes | If yes, is the move: | | | | | |
| | | Upwards | Lateral | Into another sector? | | | |
| If you are not looking for career advancement in children's services, why not? | Personal reasons | Move out of sector wanted | Salary | 1st/2nd tier posts too challenging | | | |
| Skills assessment | | | | | | | |
| Leadership framework area | Developing | | Proficient | | Advanced | | |
| Leadership attributes | | | | | | | |
| Leadership skills | | | | | | | |
| Integrated service delivery | | | | | | | |
| Partnership working | | | | | | | |
| Community engagement and cohesion | | | | | | | |
| Managing the political and corporate context | | | | | | | |
| Development opportunities | | | | | | | |
| Do you think you have access to the most appropriate development opportunities? | Yes | | No (please comment on what you would like to see more of) | | | | |
| Would you be interested in taking up any of the following development opportunities? | Action learning sets | Coaching | Mentoring | Placement | Secondment (outside current sector) | Work shadowing | |

Summary of skills and talent audit

| Organisation/ sub-region | Number of high potential individuals (organisationally identified) | Number of high potential individuals (self- identified) | Number interested in career advancement | Lateral move | Upward move | Key development areas | Development opportunities |
|-----------------------------|--|--|--|-----------------|----------------|-----------------------------|---------------------------|
| | | | | | | | Action learning |
| | | | | | | | Coaching/ mentoring |
| | | | | | | | Placement/ secondment |
| | | | | | | | Work shadowing |
| | | | | | | | |

9: Identifying high potential

Purpose

The high-potential matrix provides a quick way to analyse and represent the profile of any group of senior leaders. It offers a way of identifying quickly any gaps that exist in the current talent pool.

Information required

A good understanding of the current regional talent pool is needed, whether gained through experience or as a result of the data gathered as a part of the development of the strategy and plan.

When might it be used?

The matrix can be used to identify the numbers of middle and senior leaders who may form the talent pool within a region and to suggest where there might be gaps in the availability of future senior managers in children's services.

How might it be used?

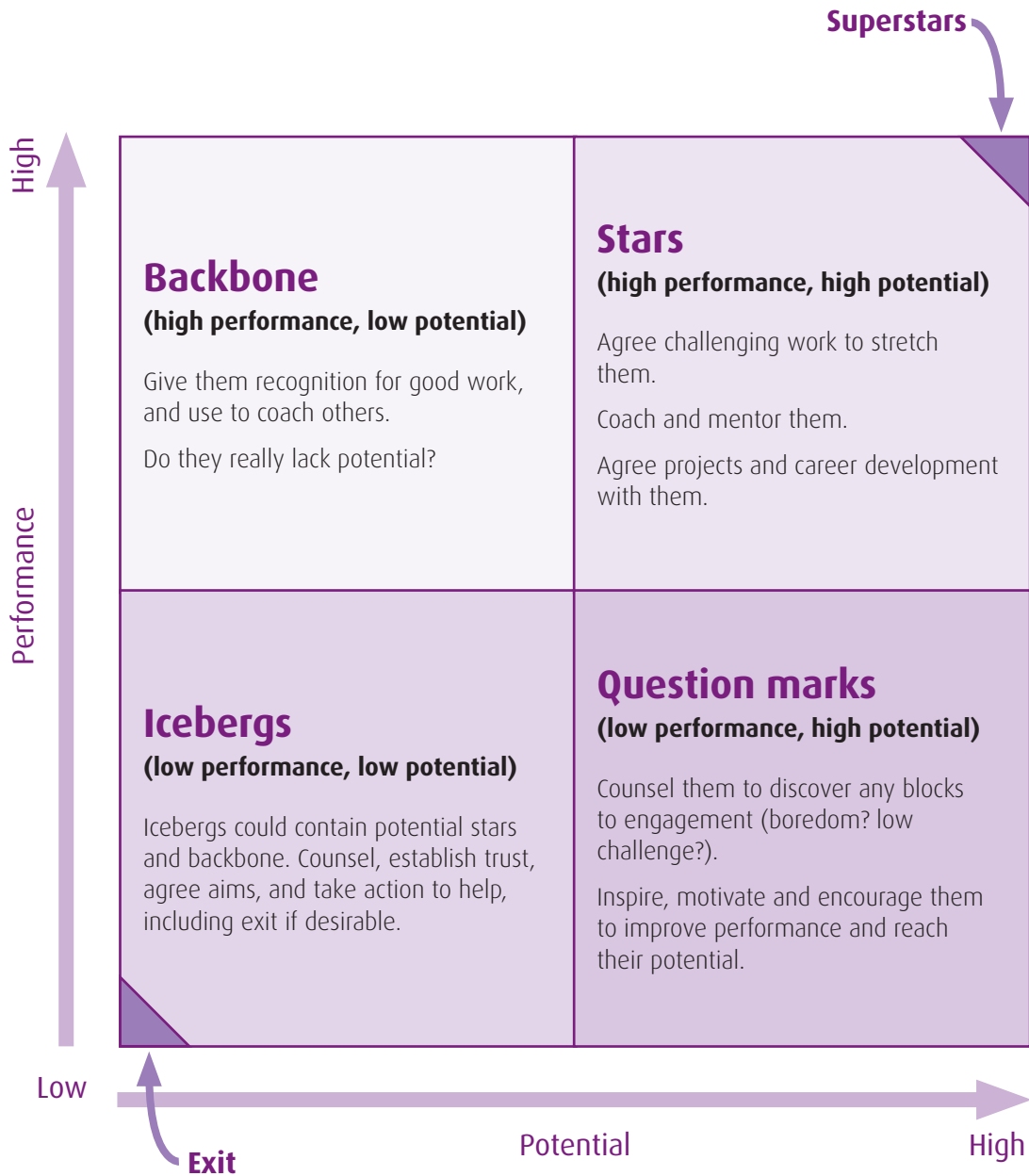
The matrix may be used with the DCS group and wider senior stakeholders to form a view of the available talent within the region. The model is not for individual assessment and development, other than for reference and interest, alongside more accurate and objective individual assessment tools and processes.

A suggested process is as follows:

- Step 1:** Collect data about the current talent pool, perhaps using the skills and talent audit.
- Step 2:** Review this information as a DCS group or group of other senior stakeholders. When looking at the data, think about the broad numbers that you have in each category. You may find that you concentrate on the top two categories.
- Step 3:** Think about the steps that you need to take to influence the management of the most talented individuals in the group you are considering.

The grid should be used as a conversation prompt only.

High-potential matrix



10: Understanding 1st and 2nd tier roles

Purpose

Although there is a national job description for the DCS role, in practice it is usually modified to meet local circumstances, which might, for example, include additional responsibilities such as adult services or leisure. Sample job descriptions can:

- help organisations within the region define senior leadership roles within the organisation
- enable aspiring 1st and 2nd tier officers to understand the typical scope, content and skills of roles at this level

Information required

A current view on the existing skills within the regional talent pool may be required when undertaking any gap analysis. Information on roles at an equivalent level within the health and 3rd sectors would be useful for establishing similarities and differences across a range of organisations.

When might it be used?

Sample job descriptions can be used at a regional level to understand the type and nature of skills required for typical 1st and 2nd tier roles.

They can also be made available to individuals to assist in identifying their own career and personal development needs.

How might it be used?

Job descriptions might be used regionally when looking at the demand for skills at the 1st and 2nd tiers.

One approach may be to use them in a working session of your DCS group to form a coherent and consistent view of the requirements that cut across organisational boundaries.

They may also be useful when considering the future skills required by regional talent pools. Job descriptions can form the basis of an assessment of the strengths and weaknesses of the regional talent pool, either in the form of self-assessment, within coaching and mentoring arrangements, or with the pool working as a group.

11: Building in diversity and objectivity

Purpose

The National College is developing a leadership framework for children's services, which is available via <http://www.nationalcollege.org.uk/childrensservices>. Although the Leadership Framework is not a statutory instrument, it is likely to become increasingly influential. It will, for example, form the basis for the needs analysis in the Aspirant DCS Programme.

We have included a sample competency framework which is more generic, but which demonstrates how descriptors can be developed to drive improved performance. The levels in this competency framework progress on a scale of 1 (low) to 4 (high).

This sample competency framework has been adapted courtesy of Hull City Council. The framework has been in place for over five years. It covers all managerial roles within the council and underpins a wide variety of HR processes including talent management and succession planning.

Information required

Not applicable

When might it be used?

The frameworks can be used to identify and manage talent at a regional level.

How might it be used?

The frameworks can be used to review and develop existing competency frameworks to ensure they capture the relevant skills, behaviours and competencies that underpin the DCS role and support the development of skills and competencies of 2nd and 3rd tier posts towards the DCS role.

They could also be used at a regional level to assist in the process of identifying the generic competencies required for 1st and 2nd tier posts across the region and any gaps that may exist. Additionally they will help to target any development and support that is put in place as a result of implementing the strategy.

Sample Competency Framework

Direction

Leading forward

Creates, communicates and contributes to the delivery of the vision for the future of the council

| Effective behaviours | | | | Ineffective behaviours |
|--|--|--|--|------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | |
| <ul style="list-style-type: none">- Has a basic understanding of the range of services provided by the council to customers- Acts as a representative of the council when working with the public | <ul style="list-style-type: none">- Coaches new members of staff on the structure and services of the council- Has a good understanding of the council's priorities for the upcoming year | <ul style="list-style-type: none">- Sells the future vision of the council to customers and partners- Outlines how individual team members can contribute to delivering the vision for the council | <ul style="list-style-type: none">- Contributes to the development of the council's vision- Keeps up to date with government initiatives and assesses the impact they would have on the vision | |
| <ul style="list-style-type: none">- Understands the aims and purpose of own role- Is able to say how own role contributes to the delivery of excellent customer service | <ul style="list-style-type: none">- Creates and agrees personal objectives that support the delivery of the team's vision- Keeps up to date with council communications that impact on the team | <ul style="list-style-type: none">- Takes a long-term view of the future of the team, looking for the challenges it might face in the upcoming years- Clearly communicates the role and purpose of the team to team members | <ul style="list-style-type: none">- Creates a vision for own area that is seen as both inspiring and achievable- Pushes service area to lead the way in delivering excellent performance and customer service | |
| <ul style="list-style-type: none">- Is positive and enthusiastic in delivering own work- Behaves in line with the council's values and competency framework | <ul style="list-style-type: none">- Regularly thanks others for their ideas and contributions- Constructively challenges unacceptable behaviour in others | <ul style="list-style-type: none">- Makes individuals feel valued as both team members and individuals- Leads by example, behaving in a way that reinforces the tone and direction of the team | <ul style="list-style-type: none">- Is a role model for the council, behaving in line with the values and competencies of the council and encouraging others to do the same- Is a visible leader to staff and customers | |

Improving services

Striving for excellence; continually looking for ways to improve your own performance and that of the council

| Effective behaviours | | | | | Ineffective behaviours |
|--|---|--|---|--|------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | | |
| <ul style="list-style-type: none"> - Consistently delivers great customer service - Acknowledges and learns from mistakes made | <ul style="list-style-type: none"> - Regularly seeks feedback from team members on how own performance could be improved - Supports others in helping them think through how they could deliver better customer service | <ul style="list-style-type: none"> - Works with individual team members to address poor performance or specific issues - Encourages a no-blame culture in the team, in which mistakes are seen as opportunities to learn | <ul style="list-style-type: none"> - Sets and communicates stretching performance targets for the area - Continually tracks customer service and performance levels to identify trends and opportunities for improvement | <ul style="list-style-type: none"> - Imposes changes on employees instead of discussing how a new idea could best be introduced - Comes across as set in his/her ways and is reluctant to embrace new ways of working - Is quick to reject ideas without thinking them through. | |
| <ul style="list-style-type: none"> - Suggests new ways of carrying out specific activities and asks for the views of others on these ideas - Willingly takes on new or different tasks | <ul style="list-style-type: none"> - Creates and tries out new activities or processes within agreed boundaries - Evaluates the success of new ideas, looking for ways in which to improve them | <ul style="list-style-type: none"> - Creates opportunities for the team to discuss new ideas or options in a safe and open manner - Is fair and non-judgemental in evaluating the new ideas of team members | <ul style="list-style-type: none"> - Evaluates innovations from the marketplace to see whether they could be applied within the council - Assesses the cost and viability of suggested performance improvement activities | | |
| <ul style="list-style-type: none"> - Takes an interest in new initiatives or changes - Considers how changes to the team or area will affect own role | <ul style="list-style-type: none"> - Fully understands the benefits of the change to customers - Communicates this to those who have concerns or doubts | <ul style="list-style-type: none"> - Influences wider council changes on the operations of the team - Is a role model in positively embracing change and selling the customer benefits to the team | <ul style="list-style-type: none"> - Acts as a champion for change, taking ownership of the change and driving it forward - Has a comprehensive understanding of the processes of the area and uses this to implement change more effectively | | |

Delivery

Analysis and decision-making

Gathering and analysing information to ensure that decisions are robust and based on thorough analysis

| Effective behaviours | | | | | Ineffective behaviours |
|--|--|--|---|--|------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | | |
| <ul style="list-style-type: none">- Keeps information and records up to date- Identifies the information needed to make an informed decision | <ul style="list-style-type: none">- Draws on a range of data sources when trying to establish the full picture- Is open to the ideas and suggestions of others | <ul style="list-style-type: none">- Seeks out individuals who could provide a different or contrary perspective- Identifies the political issues that need to be considered by council members | <ul style="list-style-type: none">- Commissions or gathers external management information to provide a different perspective- Identifies future information requirements | | |
| <ul style="list-style-type: none">- Where appropriate, follows set procedures for analysing information- Draws initial conclusions based on the available data and discusses these with other members of the team- Accesses agreed guidelines to help inform decisions or actions- Carefully and accurately documents the analysis undertaken | <ul style="list-style-type: none">- Breaks larger problems down into more manageable parts for analysis- Identifies patterns in the data and puts forward suggestions as to why this might be occurring- Takes responsibility for own decisions, clearly explaining the rationale to others- Is prepared to challenge decisions he/she doesn't agree with | <ul style="list-style-type: none">- Creates protocols and guidance for the analysis of recurring information (eg, monthly returns)- Anticipates potential challenges to decisions made and considers how to address them- Is prepared to take difficult or unpopular decisions and openly explains the rationale behind decisions- Provides support and guidance to team members in their analysis and decision-making activities | <ul style="list-style-type: none">- Makes connections between very different pieces of information to identify trends or opportunities- Analyses the trends of own area in relation to that of other service areas, organisations or councils- Maintains a fair and balanced approach in the analysis of political or sensitive situations- Identifies the wider implications of issues or trends (eg, political, legal) by thinking beyond own area | | |
| <ul style="list-style-type: none">- Makes snap decisions based on instinct rather than fact- Takes data at face value and does not explore below the surface- Takes the credit for good decisions and blames others for bad ones | | | | | |

Making things happen

Planning and managing workloads; prioritising activities and ensuring the resources are in place to achieve a successful outcome

| Effective behaviours | | | | | Ineffective behaviours |
|--|---|--|---|---|------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | | |
| <ul style="list-style-type: none"> - Has a solid understanding of own role and what he/she needs to deliver - Seeks advice from others on which are the priority activities and undertakes work accordingly | <ul style="list-style-type: none"> - Has a good understanding of the overall targets he/she is working to - Makes own workload clear to others and indicates whether or not he/she has any time available to provide support | <ul style="list-style-type: none"> - Creates team plans that reflect the priorities of the wider service area - Sets clear objectives for individual team members, reviewing progress on an ongoing basis | <ul style="list-style-type: none"> - Works with team leaders to develop plans to deliver area goals or targets - Identifies the changes that need to take place in order to achieve stretching targets | <ul style="list-style-type: none"> - Frequently changes priorities without warning or explanation - Starts new initiatives but never sees them through to conclusion - Misses deadlines without letting others know there is a problem | |
| <ul style="list-style-type: none"> - Takes ownership for the delivery of a task - Provides realistic estimates to others on how long activities will take to complete. - Keeps others up to date on progress in delivering specific tasks | <ul style="list-style-type: none"> - Is flexible in dealing with unexpected requests or events and aware of their effect on current workload - When appropriate, draws on other members of the team to ensure that tight deadlines are achieved - Challenges unrealistic deadlines, giving evidence in support of own position | <ul style="list-style-type: none"> - Delegates activities with consideration for the workloads of individual team members - Manages the team's work flexibly, balancing long-term goals with short-term priorities - Challenges the way in which team members deliver activities, ensuring the most effective approach is adopted | <ul style="list-style-type: none"> - Designs structures and processes that maximise the use of available resources and are flexible enough to adapt to future challenges - Assesses the impact of new initiatives or targets on the team's ability to deliver - Challenges recurring barriers to successful delivery | | |
| <ul style="list-style-type: none"> - When possible, provides early warning of any personal commitment (eg holidays) | <ul style="list-style-type: none"> - Anticipates potential problems in delivery and acts to address them at an early stage | <ul style="list-style-type: none"> - Has a strong understanding of the political framework within which the team operates and the risks and opportunities this brings | <ul style="list-style-type: none"> - Identifies potential future risks and puts contingency plans in place to mitigate them | | |

Communicating with impact

Communicating openly and honestly; taking time to listen to the needs of others and shaping your message to best convey your position

| Effective behaviours | | | | | Ineffective behaviours |
|---|--|---|---|---|------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | | |
| <ul style="list-style-type: none">- Is polite and considerate when talking to others- Is open and honest in the messages conveyed to team members and customers | <ul style="list-style-type: none">- Is open and non-judgemental in discussing difficult issues with others- Ensures that own words and actions are consistent | <ul style="list-style-type: none">- Holds regular team meetings to share information and create a forum for open discussion- Is aware of the sensitivities involved in communicating difficult messages and tailors approach accordingly | <ul style="list-style-type: none">- Sets and embodies the strategy, style and tone of communication in own area of responsibility- Coaches others on their style or approach to communication | <ul style="list-style-type: none">- Appears bored or uninterested when others are talking- Uses a lot of jargon in emails or discussions- Communicates to suit own needs and does not appear to consider others | |
| <ul style="list-style-type: none">- Identifies the most appropriate method of communication, given what needs to be said (eg, letter, face to face or email)- Clearly explains council words or phrases to those who haven't come across them before | <ul style="list-style-type: none">- Drafts standard responses to regularly occurring issues (eg, frequently asked questions)- Considers the knowledge and capability of the audience when creating communications | <ul style="list-style-type: none">- Adds value to council-wide communications by pointing out the relevant paragraphs and issues for the team- Uses specific examples to back up own position and add power to the message | <ul style="list-style-type: none">- Facilitates cross-team communication to share knowledge and build better relationships- Outlines the operational and political implications of council-wide communications for own area | | |
| <ul style="list-style-type: none">- Listens to others and checks to ensure he/she has understood what has been said- Checks to ensure the audience has understood what he/she was trying to say | <ul style="list-style-type: none">- Asks for feedback from others on style of communication, identifying what could be improved- Anticipates what others might want to know, given their role or objectives | <ul style="list-style-type: none">- Uses appropriate questioning techniques to ensure he/she fully understands the other person's position- Anticipates the questions or issues that may be raised at meetings and considers appropriate responses | <ul style="list-style-type: none">- Actively listens to the concerns of others, creating a safe environment for an honest discussion- Puts upward communication processes in place to ensure employees have a voice and senior management remains informed of issues | | |

Value

Collaboration

Building and maintaining strong working relationships to help the council deliver a better service to its customers

| Effective behaviours | | | | | Ineffective behaviours |
|---|--|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | | |
| <ul style="list-style-type: none"> - Is a team player, seen as open, helpful and approachable by others - Values the diversity of the team - Supports other members of the team in delivering their work, pitching in when required - Is prepared to take on different roles within the team as and when required | <ul style="list-style-type: none"> - Openly appreciates the contributions that other team members make to the team - Continually tries to develop good relationships with other individuals and teams within the council - Makes self available to support team members in delivering their work or developing new skills | <ul style="list-style-type: none"> - Delegates effectively by drawing on the diversity of skills and experience in the team to ensure a higher quality outcome - Quickly identifies conflict within the team and addresses this sensitively - When required, calls in external bodies or other employees to add to the skill mix of the team | <ul style="list-style-type: none"> - Takes a wide view of team working, actively encouraging collaboration between teams, partner bodies and service areas - Actively promotes council success stories to external partners and customers - Sells the vision of the council to partners and gains their commitment to supporting the council in delivering that vision - Consults closely with partners to keep up to date on future challenges for them and the council - Establishes ways in which the council can help support external partners in achieving their targets - Establishes and maintains positive relationships with council members | | <ul style="list-style-type: none"> - Is openly critical of other members of the team - Regards partners as a problem or blocks rather than a route to delivering excellent customer service - Delegates work to the same few individuals |
| <ul style="list-style-type: none"> - Has a basic understanding of the different service areas and external organisations that work with the team - Explains the role of the team to customers and other teams in the council | <ul style="list-style-type: none"> - Understands the role different partners play in supporting the efforts of the team - Responds promptly to the questions or issues of external partners or other teams - Keeps stakeholders up to date with changes in the team or activities undertaken by the team | <ul style="list-style-type: none"> - Builds and maintains a wide network of internal and external contacts, including council members - Continually looks for ways to improve cross-area working in order to deliver better customer service - Sets clear objectives and deadlines for stakeholders or external bodies to deliver to - Supports them in delivering to those deadlines | | | |

Developing self and others

Committed to developing your own skills, knowledge and competencies and supporting others in doing the same

| Effective behaviours | | | | | Ineffective behaviours |
|---|--|---|--|---|------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | | |
| <ul style="list-style-type: none">- Understands personal strengths and draws on these in conducting own role- Identifies development needs and looks for ways in which to address them- Seeks the advice of others in finding appropriate routes for development- Asks for, and is open to, feedback from others- Actively participates in the council's performance management process | <ul style="list-style-type: none">- When role changes, reassesses own strengths and development needs- Identifies the gaps in own development and what needs to be done to address them- Asks for feedback from a wide range of individuals to fully understand own performance- Creates and agrees a personal development plan that guides development throughout the year | <ul style="list-style-type: none">- Ensures all team members understand their performance and the development they need to engage in- Takes a long-term view of development, focusing on the skills and competencies that will help develop own career | <ul style="list-style-type: none">- Communicates the value of development to all staff- Acts as a role model in openly addressing own development needs | <ul style="list-style-type: none">- Treats development as a luxury rather than a core aspect of the council's operations- Thinks that development is something others should do rather than looking to own needs- Largely focuses on the negative aspects of an individual's performance and gives little recognition to the positive | |
| <ul style="list-style-type: none">- Where appropriate, supports others in their development (eg, taking new staff members through the basics) | <ul style="list-style-type: none">- Acts as a buddy for new joiners to the team- Having been on a development event, shares that learning with the team- Where asked, provides feedback to others on their strengths and areas for development | <ul style="list-style-type: none">- Shares knowledge, best practice and learning with colleagues and encourages others to do the same- Where appropriate, sets up formal events to ensure knowledge-sharing takes place- Delegates activities that will help team members develop their own abilities- Makes self available to team members to coach them on aspects of their work or answer ongoing questions- Openly appreciates and provides positive feedback to team members | <ul style="list-style-type: none">- Takes a strategic view of development, considering the development implications of new initiatives or changes within own area- Defines the knowledge, skills and behaviours that individuals will need in order to achieve future targets- Actively considers development as part of the business planning cycle- Thinks creatively about how to address key development needs, whilst maintaining service levels- Encourages team leaders to make effective use of the strengths of team members to build overall team capability | | |
| | | | | | |
| | | | | | |

12: The role of the region: programme options

Purpose

The content of local provision, and decisions about the use of the funding provided by the National College, are matters of local discretion. The checklist that is attached provides an overview of some of the strategies that regions may implement to support development of people within the talent pool.

Information required

The checklist requires information on the nature and type of development gaps and existing provision (organisational and regional).

When might it be used?

The checklist provides background information and guidance for the region when considering developmental support for aspiring 1st and 2nd tier officers.

How might it be used?

The options in the list are most likely to be of use in the creation of the regional plan.

Checklist of strategies for the regional programme

| | |
|--|---|
| Themed action learning sets | <p>Themed action learning sets are designed to support group learning and development within an area of interest or when a group needs or wants to increase their expertise and knowledge in a specific area. They can be established around special interests, specific issues or personal development.</p> <p>Typically, action learning sets are composed of participants with a variety of skills, experiences and backgrounds. The action learning set gives individuals an opportunity to share their practice with others in a similar situation and gain support in addressing areas of difficulty for them within a safe environment. During the action learning experience, which can often involve full or part-time assignments for several weeks, periodic coaching is provided. A primary purpose of the coaching is to encourage participants to heighten the learning experience by introspective reflection in a group environment.</p> |
| Coaching and mentoring | <p>Many succession planning programmes include a mentoring component which is a process for assisting people to tap into the memory of the institution which can have benefits for the learner and the provider. It facilitates the continuity of organisational understanding. In many cases, mentors are senior leaders selected specifically because they have strengths in the competency areas in which the participant has developmental needs.</p> <p>The Mentor Plus scheme provided by the National College aims to provide each newly appointed DCS with a mentor who is an experienced and successful DCS or a retired DCS with a track record of successful leadership. By ensuring new appointments have access to mentoring, the mentor can offer advice and guidance on how to deal with challenging issues.</p> <p>Coaching is different from mentoring. It can be described as a non-directive form of support focusing on the development of an individual's leadership skills rather than their knowledge or understanding of the specific issues with which they are dealing. Coaching activities have both organisational and individual goals.</p> |
| Placements and work shadowing | <p>Placements and work shadowing can offer a very effective way of developing understanding where the participant lacks direct experience. Developmental assignments typically involve a participant working in an area where he or she has no previous experience. Work shadowing allows an individual to observe another in action. Examples include a day alongside a manager, a longer term assignment in the office of the person shadowed where the shadower has a specific role, or a joint project where one takes the lead initially with the aim that the shadower will take over once he or she has developed sufficient confidence.</p> <p>Stretch assignments require the participant to take on new responsibilities but usually within his or her area of technical or professional knowledge and skill. Assignments may involve working in a temporarily higher position or may involve taking on new responsibilities within their own areas such as a special project or taskforce role. Examples of stretch assignments include internal and external secondments or placements: learning by doing is a very powerful way of learning an actual job. The creation of temporary secondments or placements can be a low-risk route to providing aspiring leaders with relevant experience, provided such placements are adequately supervised. This process also allows individuals to gain a broader range of experience of jobs, generates enthusiasm and enhances the appetite for learning new things.</p> |
| Leadership development programmes | <p>One of the key tasks for the region will be to encourage the sharing of development programmes between organisations. Through identification of the breadth of development and support that exists within it, the region can undertake the role of a broker for talent development, working across agencies to create opportunities for broadening experience. Further, the region may commission events and interventions that are not currently provided at an organisational level (for example, on the political context). These could provide networking opportunities for organisations to make new contacts, gather new leads and access information and support and identify opportunities where a joint approach between organisations can be used to develop knowledge and skills.</p> |
| Assessment centres | <p>It will be important for the regional succession planning initiative to help aspiring senior leaders judge whether they have the qualities that they need to take the next step in their careers. This can be achieved either by offering an external assessment (which might include a range of techniques such as personality tests, 360-degree assessment, desk exercises or interviews) or by self-evaluation against pre-determined criteria. In establishing an assessment centre, it is important to be clear about the criteria used for the assessment, which may be developed from the National Leadership Qualities Framework for DCSs.</p> |

13: What are good measures?

Purpose

Kirkpatrick's four levels of evaluation offer a structure for the development of thorough, evidence-based assessment of the impact and outcomes of the regional strategy. The framework offers an appropriate way of evaluating the effectiveness of the strategy and its elements for aspirant 1st and 2nd tier officers, the outcomes achieved for participating organisations and the overall outcomes achieved by the region.

Information required

Use of the evaluation framework requires the capture of qualitative data through interviews and questionnaires and qualitative data held by organisations and the region.

When might it be used?

The framework can be used throughout the work to develop, agree and implement the regional strategy and plan. Measures at all four levels should be established before the plan is finalised and refined during the implementation of the activities. Information needs to be collected during and after the plan has been implemented in order to monitor its effectiveness and provide a full evidence base.

How might it be used?

The four levels of evaluation will require both qualitative and quantitative information to be collected in order to establish a robust evidence base.

Qualitative measures include measures of perception, reaction to activities and how people feel as a result of the actions that have been implemented. Typically they will need to be agreed and measured before activities commence in order to set a baseline measure against which progress can be monitored and impact measured. Qualitative measures are best collected through questionnaires and one-to-one or group based interviews. Their collection will need to be co-ordinated by the regional lead.

Quantitative measures are data-based measures founded on information that is held by the organisations in the region or information that is generated as a result of the implementation of the regional plan. Individual organisations will typically collect data across a range of people management activities and metrics but often these will vary across organisations. It will be important to agree what metrics and measures will most effectively evidence outcomes and progress and how easy these are to capture and provide.

Four level model for evaluation of the strategy and plan



This model is based on the Kirkpatrick model for learning evaluation specifically tailored for use in succession planning programmes.

14: Reporting progress

Purpose

The partnership agreement includes a commitment to quarterly reporting on progress against the regional strategy and plan. During the fieldwork, it was stressed that monitoring should be kept to the minimum that was consistent with a responsible approach to the use of public funding. The form below provides a template for quarterly reporting which can be completed using no more than two sides of A4 paper.

Also attached is a form for collecting and reporting on the performance indicators to be used for measuring progress regionally and nationally.

Information required

You will require data about progress on all the performance indicators to complete the form.

When might it be used?

The National College requires the submission of quarterly reports, which will usually be prepared by the regional lead and signed off by the regional sponsor. We have also included the performance indicators which will be collected nationally. These should be included within your quarterly report, reporting progress against each one.

How might it be used?

The report format has been designed to be light touch and give a broad summary of progress. When completed it should be no longer than two pages.

National succession planning framework for children’s services – quarterly report

| Region | Period ending |
|---|---------------|
| Region | |
| <div>-</div> <div>-</div> | |
| Summary of activities undertaken | |
| <div>-</div> <div>-</div> | |
| Objectives for this quarter | |
| <div>-</div> <div>-</div> | |
| Progress against these objectives | |
| <div>-</div> <div>-</div> | |
| Progress against specified performance indicators (PIs) (Please refer to attached sheet for a description of PIs.) | |
| Key challenges | |
| <div>-</div> <div>-</div> | |
| Risks and mitigation | |
| <div>-</div> <div>-</div> | |
| Budget narrative | |
| <div>-</div> <div>-</div> | |
| Actions for next quarter | |
| <div>-</div> <div>-</div> | |
| Any other commentary | |
| | |

National succession planning framework for children's services: performance indicators.

1st tier posts (DCS)

| Time Period | 2009/10 Baseline | | Q1 | Q2 | Q3 | Q4 | 2010/11 Total | |
|--|------------------|-----|-------|-------|-------|-------|---------------|-----|
| Measure | Total | (%) | Total | Total | Total | Total | Total | (%) |
| 1. Number of vacancies | | | | | | | | |
| 2. Number of posts advertised | | | | | | | | |
| 3. Average number of applicants per post | | | | | | | | |
| 4. Average number of shortlisted applicants per post | | | | | | | | |
| 5. Number of posts filled on a permanent basis | | | | | | | | |
| 6. Number of posts advertised but not filled on a perm basis | | | | | | | | |
| 7. Number of posts re-advertised | | | | | | | | |
| 8. Number of active contacts re succession planning | | | | | | | | |

This data is to be collected on an annual basis, starting April 2010. Please identify the baseline for 2009/10 (estimating where necessary). Quarterly reports should include quarterly data.

Definition of performance indicators

Number of vacancies

Number of DCS posts vacant within the region and as a percentage of the number of authorities in the region. DCS posts to be defined in terms of statutory responsibility for children's services. Vacancies should be counted from the date that the post is vacated.

Number of posts advertised

Number of DCS posts advertised within the region and as a percentage of the number of authorities in the region. DCS posts to be defined in terms of statutory responsibility for children's services.

Average number of applicants per post

Average number of applicants applying for each advertised DCS post (please exclude enquiries that are not followed up with a firm application). The average should be calculated using total number of applicants at the closing date for applications/total number of posts.

Average number of shortlisted candidates per post

Average number of shortlisted candidates chosen for each advertised DCS post – ie total number of shortlisted candidates/total number of posts.

Number of posts filled on a permanent basis

Number of 1st tier posts filled by a permanent postholder – this can either be through external recruitment or internal succession/recruitment. This number should include all posts where the new role holder has taken up their post.

Number of posts advertised but not filled on a permanent basis

It is assumed that if a 1st tier post remains vacant after the completion of a full recruitment exercise it will be filled either by an external interim appointment or through acting up or secondment arrangements. The information being sought under this heading is simply about the number of adverts that have not led to an appointment on a permanent basis. Additional anecdotal evidence about posts being restructured to create a wider pool of applicants would also be welcomed.

Number of posts re-advertised

Please include the raw figures of the number of posts re-advertised as well as the number of posts re-advertised. As a percentage of the posts previously advertised.

Number of active contacts re: succession planning

Please indicate the number of people actively engaged in succession planning in the region. In calculating this figure, please exclude all casual contacts or enquiries. This includes for example, numbers of aspirant individuals taking part in regional events or forums.

2nd tier posts

| Time Period | 2009/10 Baseline | | Q1 | Q2 | Q3 | Q4 | 2010/11 Total | |
|--|------------------|-----|-------|-------|-------|-------|---------------|-----|
| Measure | Total | (%) | Total | Total | Total | Total | Total | (%) |
| 1. Number of vacancies | | | | | | | | |
| 2. Number of posts advertised | | | | | | | | |
| 3. Average number of applicants per post | | | | | | | | |
| 4. Average number of shortlisted applicants per post | | | | | | | | |
| 5. Number of posts filled on a permanent basis | | | | | | | | |
| 6. Number of posts advertised but not filled on a perm basis | | | | | | | | |
| 7. Number of posts re-advertised | | | | | | | | |
| 8. Number of active contacts re: succession planning | | | | | | | | |

This data is to be collected on an annual basis, starting April 2010. Please identify baseline for 2009/10 (estimating where necessary). Quarterly reports should include quarterly data.

Definition of performance indicators

Number of vacancies

Number of 2nd tier posts vacant in the region and as a percentage of the total number of 2nd tier posts in the region. 2nd tier posts to be defined as senior postholders reporting directly to the DCS and having responsibility for services to children. This is likely to include posts titled Deputy Director, Assistant Director, or Service Director (amongst others). Number of vacancies should be counted from the date that the post is vacated.

Number of posts advertised

Number of 2nd tier posts advertised in the region and as a percentage of total number of 2nd tier posts in the region. 2nd tier posts to be defined as senior post holders reporting directly to the DCS and having responsibility for services to children. This is likely to include posts titled Deputy Director, Assistant Director, or Service Director (amongst others).

Average number of applicants per post

As with the performance indicators for 1st tier (DCS) posts. Anecdotal information about which category of posts (eg safeguarding/school improvement) would be welcomed.

Average number of shortlisted candidates per post

As with the performance indicators for 1st tier (DCS) posts. Anecdotal information about different categories of posts (eg safeguarding/school improvement) would be welcome.

Number of posts filled on a permanent basis

As with the performance indicators for 1st tier (DCS) posts. Anecdotal information about different categories of posts (eg safeguarding/school improvement) would be welcome.

Number of posts advertised but not filled on a permanent basis

At 2nd tier level it is possible that following an unsuccessful recruitment exercise, local authorities may decide to restructure or to make an interim appointment. The information being sought under this heading is simply about the number of adverts which have not led to the recruitment of a permanent postholder.

Number of posts re-advertised

It is likely to be difficult to collect this data as, following the failure to appoint, local authorities may decide to restructure or to make interim appointments. For this reason, you are asked to provide information about the number of posts which have been advertised but where no appointment has been made.

Number of active contacts re: succession planning

Please indicate the number of people actively engaged in succession planning in the region. In calculating this figure, please exclude all casual contacts or enquiries. This includes for example, numbers of aspirant individuals taking part in regional events or forums.