

The Rochdale Leadership Academy

Guidance Document

2019



ROCHDALE
BIRTHPLACE OF CO-OPERATION

The Rochdale Leadership Academy

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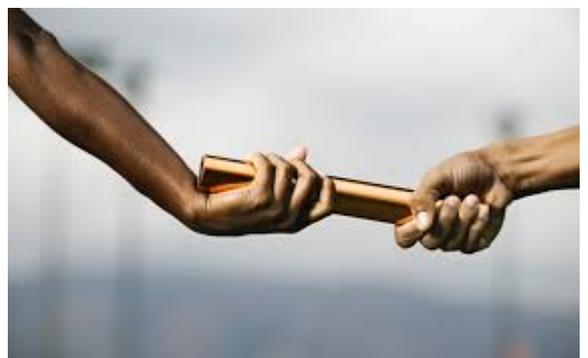
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Rochdale Leadership Academy Overview

The Academy Model was successfully piloted in 2017 with a 2nd Cohort recruited in 2018.

Feedback from Cohort 2 delegates:

“The Rochdale Leadership Academy has been incredibly useful for learning and development not only on a personal level but putting the learning into practice means that my team is more resilient. The content covers major areas of development and is delivered in a professional and engaging way that is easy to understand in small chunks. The benefits to the wider Council machine will be massive as more managers are developed on this pathway. I would highly recommend.”

Chris Woods: Team Leader - Highways

“I’d thoroughly recommend any colleagues looking to develop and strengthen their skills to access the Leadership Academy. The programme is structured and delivered in a way I found really beneficial drawing out my key areas for development, aligning my strengths and then exploring ways of pulling this all together to implement in my daily work. I have found the Academy challenging, informative and stimulating and the impact this had on my approach to work has been noted by colleagues and my line manager too.”

Ryan Staniland : Quality & Monitoring – Adult Care

“The Rochdale Leadership Academy has been provided me with a hugely valuable opportunity to build up my knowledge and experience of working at a more senior level. The training and development provided has allowed me to develop my own skills and knowledge around management and leadership whilst also encouraging me to reflect and challenge my own practice. The groups have been supportive and together we have grown and become increasingly prepared for the roles that lie ahead of us. The fact that the programme is held in such high regard by the Executive Leadership Team makes you feel invested in, trusted and encouraged to develop as a leader within the organisation that is RBC. Thank you for the opportunity”

Emma Metcalfe-Dunham: Head of the Real Trust – Children’s Services

“I would recommend the Rochdale Leadership Academy because it has allowed me to network with colleagues from other internal services. Collectively in working groups, we have been able to reflect on our own managerial styles and develop new skills in a friendly supportive environment..”

Russell Smith: Operations Manager – Highways

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Some important characteristics of the Academy model:

- This is Rochdale's internal academy. It is not linked to any other GM programmes or the NHS NW Leadership Academy
- It is open to all employees of the organisation who are tasked with leading and managing people as part of their role (it is not currently open to aspiring leaders).
- Nominees for the Academy will be recommended via Directorate Management Teams. In 2019 there will be a maximum of 30 places on offer allocated as follows:
 - DASS / Public Health Up to 7 places
 - Commissioning / CCG 3
 - Children's Services 7
 - Economy 4
 - Neighbourhoods 5
 - Resources 4

Any unused places will be re-advertised to other Directorates

- The Academy has, at its core, the Rochdale Corporate Plan, Values and Priorities.
- It is aimed at high performers across all grades and roles, with potential to progress to more senior positions.
- The development process is continuous and engagement with the academy doesn't have an end point while the delegate remains in the organisation's employment. There will be ongoing opportunities to learn and develop as members of the Rochdale leadership learning community.
- The Academy promotes behavioural change and skills enhancement with the ultimate objective of developing teams and enhancing the quality of the service user / customer experience.
- The Academy is overseen by a Board approved by the Leadership Network:
 - *Gail Hopper: Director of Children's Services*
 - *John Searle: Director of Economy*
 - *David Wilcock: Assistant Director (Legal, Governance & Workforce)*
 - *Rosemary Barker: Head of Workforce & Organisational Development*
 - *Caroline Wolfenden: Head of Corporate, Policy & Performance & Academy Delegate*
 - *Martin Plant: Transformation Lead – Workforce Strategy*

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The offer

- Each delegate will be empowered to design their own “development programme” with the support of their line manager based on diagnostic data which in turn will be used to formulate development and learning objectives.
- **Diagnostic Tools:**
 - Delegates will have access to the Quintax personality assessment questionnaire; The Hay McBer Leadership Styles Inventory; the Academy Planning overview document.
 - The Leadership Styles Inventory provides for feedback from employees who report to the delegate.
- Delegates and their Line Managers will be briefed by an HR colleague prior to engaging with the Academy. This briefing will provide further detail relating to expectations and core programme elements.
- Delegates will have access to a suite of classroom based modules and learning development groups. In addition to support from their line manager delegates may access support from a coach, either internally or external to the organisation.

Expectations of delegates

- Delegates will be responsible for designing their own tailored learning supported by their line manager and OD colleagues. There is no minimum or maximum expectation regards time devoted to development activity but delegates are accountable for their own development and will be asked to articulate their progress through a project presentation which will form part of the evaluative process. The project should have a focus on service improvement and be aligned to strategic priorities.
- The project should provide delegates with learning via “real work” as part of their agreed work programme and should provide an element of stretch in relation to their current skills and capabilities.
- Delegates who do not hold a current management qualification will be encouraged to undertake an ILM leadership and management qualification (Level 5) via the levy fund at the end of Year 1.

Expectations of delegate line managers

- The delegate line manager will be “active” in the process providing coaching and support (time) to access relevant development opportunities and in the provision of information to enable evaluation of delegate progress.
- There is an expectation that delegate line managers attend the coaching skills training element of the delegate programme and provide regular coaching support

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Leadership Development Model

Rochdale Borough's leaders and managers play a key role in delivering the Corporate Plan. The Rochdale Borough Leadership Academy provides resources and development activities to colleagues to enable them to improve their leadership skills and capabilities.

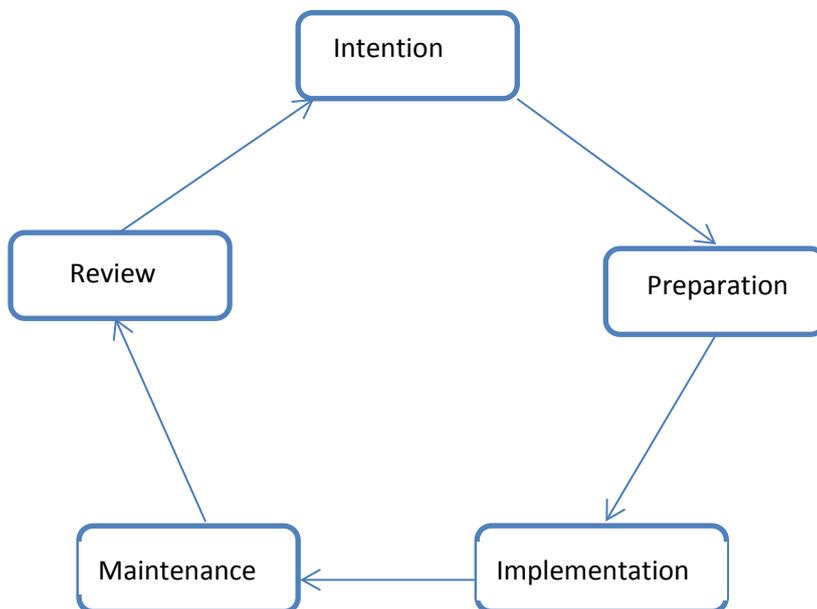
The Academy has at its core the **Rochdale Borough Values and Priorities** (*Appendix One*) and takes account of the **Greater Manchester "Expectations" of Leaders** (*Appendix Two*).

This guide outlines the resources and support available to academy delegates at each stage of the process and signposts participants to further information.

The approach is not programme based nor is it a prescriptive "one-size-fits-all" provision. Instead we are providing a range of options and interventions to support development and promote focussed discussion between participants and their line managers. Delegates are responsible for their own learning and will create their own programme of development. Line Managers are responsible for supporting delegate development.

The academy model of leadership development is based on the five phase model developed by Bernal.

The five phase leadership development model



*Adapted from Bernal, E. (2009) **Designing Transformational Leadership Development Programmes**. Business Leadership Review VI: IV pp 1-17*

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Stage One: Intention – Awareness Raising

The premise is that the Academy delegate works in partnership with their line manager as a primary source of support and reference throughout the programme. The manager and the delegate identify the key strengths and areas for development of the individual in relation to their current role and potential future roles. **A planning template** is available for use in developing participant plans (*Appendix Three*).

Raising awareness of strengths and areas for development

The need for and benefits of changed behaviour

Knowledge of expectations and good practice

There are three elements within this assessment stage:

1) **Assessing Knowledge: Key questions and prompts:**

- To what extent has the delegate kept their knowledge and understanding up to date with regards to leading and managing people and resources?
- What evidence is there of appropriate Continuous Professional Development which has a leadership or management dimension e.g. via professional body membership or development that relates to leading and managing in the specific discipline area where the delegate operates?

2) **Assessing Qualifications: Key question and prompts:**

- Is there a qualification requirement for the current or any identified future role? Has the Academy delegate already attained this?
- Is there a clearly defined attainment or course of study required for future roles?

3) **Assessing Competence: Key questions and prompts:**

- Do the Academy delegates and their manager know how to identify strengths and development needs?
- What do the delegate and their line manager know and agree about behavioural competence in relation to their current role (Consider to what extent the delegate is able to demonstrate how they live up to the Organisation's values – *Appendix One*)?
- What competencies are required in order to progress within the role and into other roles?



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Stage Two: Preparation – Identifying Development Priorities

Key questions and prompts:

- What action is required to maintain knowledge and understanding of leading and managing within the delegates area of work?
- Of the skills and attributes recognised as strengths or development needs, which are the ones that require attention first? What evidence is there?
- What will better performance look like? What will the delegate be doing differently and how?
- What action would make the most significant difference to performance?
- What outcomes need to be achieved?
- Which aspects of the delegate's role are the most challenging?
- What project work will best enable the delegate to take forward the objectives identified?

Planning for improvement:

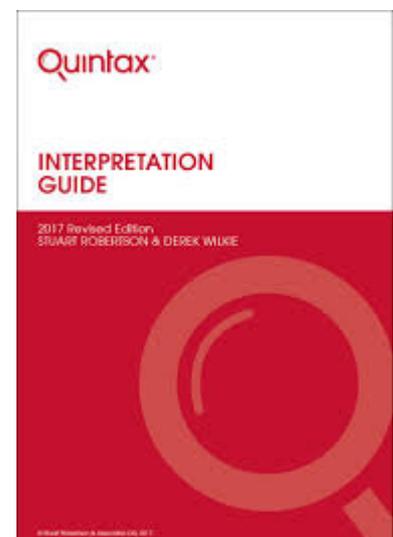
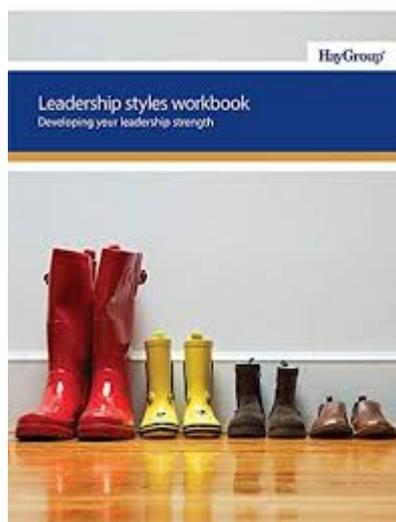
Identifying what changed behaviour will look like in practice.

Discussing and considering priorities and developing ideas for improving skills and qualifications.

Producing an initial development plan

Key Resources (see page 8):

- Academy Development Planning Template (*Appendix Three*)
- Performance and Development Review
- Quintax personality questionnaire feedback
- Hay Leadership Styles Workbook



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Diagnostics supporting Stage 1 and 2 above:

1. **Academy Development Planning Document:** The planning document leads the delegate and their line manager through the planning and implementation process on a step-by-step basis. Completed planning documents (Stages 1 to 3) should be copied to Martin.plant@rochdale.gov.uk to enable evaluation later in the year and to inform the Academy Board of delegate's intentions. (*Appendix Three*).
2. **PDR:** Discussion specifically relating to Leadership and Management issues as part of the wider PDR conversation can provide data relating to strengths and development needs. Delegates should revisit recent PDR documents to pull out any pertinent data as it relates to leadership and management practice. If the delegate hasn't had a PDR within the past 12 months it is requested that one is scheduled alongside completion of the Academy Planning Document.
3. **Quintax:** A well designed diagnostic that provides a focus the major dimensions of preferences in personality. The domains addressed by Quintax are:
 - a. Relationships with others
 - b. Thinking styles
 - c. Resilience

Delegates will receive one-to-one feedback on their Quintax "type" and a leadership styles report based upon their responses.

4. **Leadership Styles Workbook:** The Hay Leadership Styles Workbook will help delegates to understand which of the leadership styles they use most frequently. It also enables comparison of preferred styles to what the perception of the style the working situation requires as a starting point for action and development. Delegates will also be able to use the workbook questionnaire to gather data from their team member to test whether their self-report matches how others see them in practice.

At the end of this stage the delegate and their line manager agree as to what skills, knowledge and / or behaviours will be developed over the next 12 to 18 months.

Academy Planning document "Stage One and Two": Part 3 & 4

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Stage Three: Implementation – Resourcing the Development Plan

Key questions and prompts:

- Which resources (both internal and external) that are available to the delegate are best suited to provide the best fit to meet the development objectives identified at stage two?
- What would be an appropriate work based project that would enable the delegate to put new skills and behaviours into practice?

Taking action to realise the plan

Resources to Support Delegate Development

1. **Developmental Coaching – Line Manager (This is a core Academy requirement):** Regular and focussed coaching support from the delegate’s line manager. Coaching in this context refers to an intervention where a specific aspect or aspects of practice are examined and addressed.

Both the Academy delegate and their line manager are required to attend an **internal coaching skills workshop** unless they have prior qualification or extensive experience See **Rochdale Leadership Academy Workshop Programme** (*Appendix Four*).

2. **Developmental Coaching - external:** Delegates may benefit from coaching from an individual outside their Directorate or from another organisation. For further information contact Martin.plant@Rochdale.gov.uk
3. **Reverse Mentoring:** refers to an intervention where older leaders and managers are paired with and mentored by younger employees on topics related to technology and social media.
4. **Internal Workshops & Briefings:** A series of half-day practical and skills based programmes delivered by internal / external experts. (*see Appendix Four*)
5. **Greater Manchester / North West Employers Offer:** A range of opportunities are available via GM / North West Employers. Events and opportunities are regularly updated and publicised. Academy delegates will receive notification and updates throughout the year.
6. **Reflective Practice Guide:** Understanding our learning processes, reflecting on learning, analysing the outcome of our action and planning for action promotes personal learning. This guide is a practical aid to support reflection and learning. Participants will be issued with a guide at the commencement of their engagement with the Academy.

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- 7. Leadership Development Groups (LDG's):** Based on Action learning principles, LDG's provide a supportive environment where Academy delegates can use the group to work on real leadership and management issues. The group enables participants to bring issues that may be complex and difficult to address. Participants reflect on and learn how to tackle "wicked" issues. LDG's are facilitated with the underlying principle that the group becomes self-facilitating over time.
- 8. E-learning programmes:** There are currently 38 Leadership & Management e-learning programmes available via the Me Learning platform. Topic areas include: Coaching; Communication; Team Leadership; HR issues; Personal Effectiveness.
- 9. Visits to other Organisations:** These may be brokered via North West Employers or through delegate networks and personal contacts. Visits to other organisations can be useful in gaining insights into alternative approaches and practices to long standing issues within the participants work environment. Contact martin.plant@Rochdale.gov.uk for further information.
- 10. Directed Reading:** As an aid to comprehension and usually arising out of coaching discussions. The delegate's line manager may signpost the delegate to a journal article, website, report or discussion paper and then engage them in a dialogue regarding the piece to test and grow understanding and embed knowledge. This challenges the line manager to actively seek out appropriate resources.
- 11. Year One Project:** Academy delegates are required to undertake a project. The nature of the project is to be agreed between the delegate and their line manager and should include one or more elements relating to:
 - Service improvement
 - Team development
 - Service user / Customer engagement

The Project should provide a narrative of the learning and development undertaken against the initial objectives set at the planning stage and reflections on the development of leadership and management practice. Project outcomes will be presented at a joint session with other delegates approximately one year after joining the academy.

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12. **Management Qualification (This is a core Academy requirement):** Where a delegate has no existing formal leadership or management qualifications they will enrol on a management programme funded by the apprenticeship levy to gain a recognised qualification

This qualification will usually be at ILM Level 5: For Leaders and managers who have some responsibility for strategic management within a team or service

(Equivalent award level to second year UG degree; Dip HE; HND; BTEC Professional Diplomas, certificates and awards).

NB: Enrolment on this programme will take place towards the end of year 1 (Spring 2019)

At the end of this stage the delegate and their line manager agree the actions required to enable the delegate to achieve their objectives.

They will also have considered a project outline. This will be built upon in subsequent coaching meetings. The project element provides an opportunity to:

- **Create a tangible outcome initiated as part of delegate engagement with the academy**
- **Provide an opportunity to put learning into practice relating to skills and behaviours identified at the objective setting stage**

Academy Planning Document “Stage Three”: Proposed actions.



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Stage Four: Maintenance –Coaching and Mentoring

In the context of the Academy, **the delegate's line manager will be the key provider of coaching support to the delegate.**

Maintaining new skills and behaviours

Using the objectives and action plan developed via the Academy Planning Template they will meet every 8 to 12 weeks to consider progress against the plan. The coaching process will enable the delegate to plot their way through difficulties and challenges with their line manager's support and to reflect upon learning and improvement to practice.

Using the coaching and mentoring support available to enable the delegate to embed them

Where agreed as part of the plan, coaching or mentoring support may be sought from other parts of the Organisation. Additional coaching support may be appropriate in enabling an individual to gain a different perspective from another discipline or area. Mentoring may be accessed to provide a more holistic career focused support and can be provided from another authority in the GM group.

The OD team in Human Resources can provide support in finding coaches and mentors.
Contact: Martin.plant@rochdale.gov.uk



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Stage Five: Review

As part of the Coaching process the delegate and line manager will review progress against the development objectives and the action plan i.e.

- Are actions identified in the plan being taken? Are they having an impact?

Reviewing the direction and pace of improvement

Learning outcomes will be captured via;

- Survey interviews with participants and their line managers approximately 12 months into the process
- Data gathered from participant project presentations

At the end of the review period (usually coinciding with the delegate PDR) a plan for the next 12 months will be formulated.



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Appendix One: Rochdale Borough Values & Priorities

Values:

Pioneering & Open in our approach

We are ambitious for the people and place of Rochdale and will work collaboratively with local people and partners, building relationships based on respect and openness, to deliver the best possible outcomes

Proud of the difference we make

We will celebrate and share our achievements and act as Ambassadors for the borough of Rochdale

Passionate about the diversity of the borough

We love the diversity within our workforce and local communities and will strive for excellence in meeting different needs and aspirations

Priorities

- **People:** *Safeguarding and protecting our vulnerable people and supporting people of all ages to be healthier, confident and resilient.*
- **Place:** *Create safe, resilient, flourishing and high quality places where people choose to live, work and invest.*
- **Prosperity:** *Encourage business growth and enterprise creating the conditions for more good quality jobs.*
- **Performance:** *Provide and commission a wide range of services for local people and communities, often working in partnership with others to ensure that services meet customers' needs and expectations, are of high-quality and provide the best value for the resources we use.*

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Appendix Two: GM “Expectations” of Leaders

- We’re passionate about the people who live and work in GM.
- We come together to connect, learn and collaborate.
- We lead from place, always building from our collective strengths and resources.
- We challenge and explore new ways of working to create greater impact.
- We understand our personal and collective responsibilities in transforming GM.

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Appendix Three: Academy Development Planning Template

Stage One & Two: Intention (Awareness Raising) and Preparation (Development Priorities)

Part 1: Knowledge

Evidence relating to updating and maintain CPD as a leader and manager:

Events attended since 01/01/18:

Professional body membership & level:

Other:

Action proposed:

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Part 2: Assessment of Qualifications

Current Leadership / Management Qualification level (highest):

Required Qualification level (where applicable):

Action proposed:

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Part 3: Assessing Skills and Competence: *Most recent assessment of Strengths / Development needs / Competence e.g. via PDR, Quintax, LSW, etc.*

Current Leadership & Management Strengths:

Evidenced by:

Current Leadership & Management areas for Development – Delegate Objectives: Skills; Behaviours; practice issues; practical applications and knowledge etc.

Evidenced by:

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Stage Three: Implementation – Resourcing the Development Plan

To be completed following consideration of Stages 1 & 2 above and after discussion with the delegates line manager

Proposed actions:

Accredited (qualification bearing) Leadership / Management Programmes: *Source of funding?*

Attendance at internal / external workshops:

E-learning modules:

Any other planned development activity:

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Project outline

Project Scope and Objectives (Linked to Development Objectives above)

Project Success criteria

Timescale

Links to Corporate Values & Priorities and GM Expectations

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Stage Four: Maintenance – Coaching and Mentoring

Internal / External Coach or Mentor (in addition to coaching support from Line Manager)

Identity & Location:

Line Manager Coaching:

Meeting Dates & summary notes (4 meetings minimum in year 1):

1.

2.

3.

4.

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Stage 5: Review

Project outcomes (Summary)

Evaluative interview @ 12 months – assessment of delegate progress against objectives

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Appendix Four: Rochdale Leadership Academy Workshop Programme 2019

The venue for all events will be N1R Training & Conference Suite (Floor 1) unless otherwise stated

1. Diagnostic: Quintax Personality Questionnaire (1 x 1 hour)

December / January: MP & AH

2. Leadership

Date(s)/Time: Friday 17th January 1300 to 1600
Tuesday 21st January 0900 to 1200
Thursday 30th January 0900 to 1200

Presenters: MP, C Woods, LT Rep

Indicative Content: Hays Leadership Styles (Diagnostic), Leadership Models, Leadership v Management, Leadership & Motivation.

3. Project Planning

Date(s)/Time: Wednesday 5th February 0900 to 1100
Thursday 6th February 1400 to 1600
Tuesday 11th February 0930 to 1130

Presenters: MP, (From) R. Staniland, M Ashworth, M Wiggins, K Digiorgi, D Higgins, R Smith.

Indicative Content: Project planning tools and techniques. Examples of presentations from Cohort 2

4. Coaching Skills – Core – Delegates + Line Managers

Date(s)/Time: Part 1: Thursday 27th February 0930 to 1230
Friday 28th February 0930 to 1230
Tuesday 3rd March 1300 to 1600

Presenter: MP

Indicative Content: Overview of the Whitmore GROW model and development of key coaching skills with an opportunity to practice and reflect.

Date(s)/Time: Part 2: Thursday 9th April 0930 to 1130
Tuesday 14th April 0930 to 1130
Friday 17th April 1330 to 1530

Presenter: MP

Indicative Content: Further skills development. Review of practice since session 1. Further practice opportunity and reflection.

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5. Change & transition

Date(s)/Time:	Thursday 14 th May	1300 to 1600
	Tuesday 19 th May	1300 to 1600
Presenters:	<i>MP, M Rhodes, L. Burke, S Croasdale, L. Greenwood</i>	
Indicative Content:	Models relating to Change & transition. Resistance to change, case studies	

6. Resilience

Date(s)/Time:	Tuesday 14 th July	1300 to 1600
	Thursday 23 rd July	1300 to 1600
Presenters:	<i>L Taylor & A Gilmore</i>	
Indicative Content:	To explore strategies for maintaining and enhancing resilience for both individuals and teams	

7. Systems Thinking

Date(s)/Time:	Thursday 13 th August	0930 to 1230
	Tuesday 18 th August	1300 to 1600
Presenters:	<i>tbc</i>	
Indicative Content:	Developing an appreciation of systems in the Public sector context. What are the skills and attributes required to be a systems thinker and how does it help us to shape organisations?	

8. Place and Culture

Date(s)/Time:	Tuesday 13 th October	1300 to 1600
	Thursday 22 nd October	0930 to 1230
Presenters:	<i>H Chicot, K Williams</i>	
Indicative Content:	To explore the concept of "Place" in the Rochdale context and the impact of Culture on Service delivery with reference to the 21 st Century "Public Servant"	

9. Developing your Team

Date(s)/Time:	Tuesday 8 th December	1300 to 1600
	Thursday 17 th December	0930 to 1230
Presenters:	<i>M Plant</i>	
Indicative Content:	To provide participants with tools and techniques for developing their teams	

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10. Leadership Development Groups *(See Page 10 for further details)*

Date(s)/Time: Session 1

Group 1: Tuesday 17 th March	1330 to 1630
Group 2: Wednesday 18 th March	0930 to 1230
Group 3: Tuesday 24 th March	0930 to 1230
Group 4: Thursday 26 th March	1330 to 1630

Date(s)/Time: Session 2

Group: Tuesday 9 th June	1330 to 1630
Group 2: Thursday 11 th June	1330 to 1630
Group 3: Tuesday 16 th June	0930 to 1230
Group 4: Wednesday 17 th June	0930 to 1230

Date(s)/Time: Session 3

Group 1: Tuesday 15 th September	1330 to 1630
Group 2: Thursday 17 th September	1330 to 1630
Group 3: Tuesday 22 nd September	0930 to 1230
Group 4: Wednesday 23 rd September	0930 to 1230

Date(s)/Time: Session 4

Group 1: Tuesday 10 th November	0930 to 1230
Group 2: Thursday 12 th November	1300 to 1600
Group 3: Tuesday 17 th November	1300 to 1600
Group 4: Thursday 19 th November	0930 to 1230