

Foreword

There is no doubt that leadership development has become an increasingly important area of investment in today's organisations.

We only need to look at the UK's Departmental Capability Reviews and the Senior Civil Service (SCS) Surveys to see that leadership is a subject that we value highly. But, in many important respects, we haven't always got it right. Increasingly, too, with the growing importance of cross-cutting imperatives such as global warming and obesity, we recognise that effective individual leadership on its own simply isn't enough. Corporate leadership takes a high priority if we are to tackle these complex, modern problems and respond with collective leadership strength. These reasons, and others, create the case and place for leadership development that is focused on local and cross-Service priorities. In many ways, leadership development will be the answer to the challenges we face now and going forward and therefore every effort should be put into getting the best out of our collective investment.

The National School of Government engages with some 30,000 civil servants each year and a significant proportion of those who come through our doors are emerging or current leaders representing the top 1% of the Civil Service – namely Senior Civil Servants. Similarly, a great many civil servants are also engaged in Department-led 'in-house' leadership programmes that draw on a range of contributors, models, tools and techniques. Regardless of where civil servants receive their development, it's important that those development interventions deliver all they can and create the individual and corporate leaders we demand from the Civil Service.

This strategic guide is intended to help and support Departments in the programmes they deliver. It is drawn from the expertise found in the National School's Centre for Strategic Leadership, from a range of commissioned enquiries into leadership development and, in particular, the work undertaken by Professor Ivan Robertson on world-class leadership. I believe this guide will help Departments ensure that their leadership programmes:

- are set up for success
- reflect the best practices found in the UK and internationally
- are aligned with the SCS Leadership Model, the findings of the Capability Reviews and the Professional Skills for Government (PSG) agenda
- will help to create highly effective individual and corporate leaders.

I hope you find this strategic guide useful. I'd welcome your feedback and any suggestions for other leadership development topics you feel would be helpful if covered in this series of publications to support the work of the Civil Service.



David Sweeney
Head of Centre for Strategic Leadership

Introduction

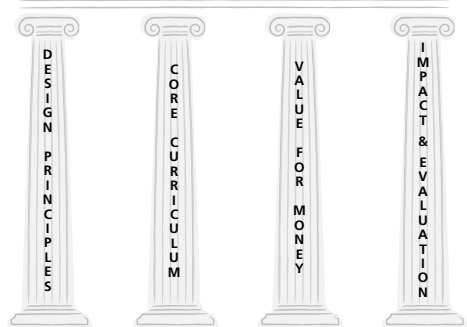
The aim of this guide is to share good practice more widely within the Civil Service and to help Departments get the most out of their in-house leadership development. To help you do this, we've designed a Self-Assessment Inventory in Part A, which forms part of a broader set of evaluative tools built by the National School of Government. The Self-Assessment Inventory set out in this guide doesn't go back to basics in detailing all the stages of effective learning and development design and delivery. Nor is it concerned with where we might find the best providers in the market. Instead, it offers practical advice at a strategic level based around the four pillars used by the National School for the assessment of high-quality, high-impact leadership development.

The four pillars introduced in this guide focus on:

- Design Principles
- Core Curriculum
- Value for Money
- Impact and Evaluation.

These take account of the high-level components of world-class leadership development identified by Professor Ivan Robertson in his 2004 world-class leadership report and form the foundation of the National School's strategic model for leadership development (described in more detail on page 5).

STRATEGIC LEADERSHIP DEVELOPMENT MODEL



organisational readiness • individual readiness • design & delivery • transfer & embedding

The pillars reflect the National School's approach to the design and delivery of leadership development for the Senior Civil Service, that is, leadership development should:

- be fully integrated with the overall talent management and career development processes across the Civil Service and constituent Departments
- be based on a clear understanding of what good leadership means for the SCS and the top management of the Civil Service
- have the active involvement of top management in the design, delivery and workplace support of leadership development
- be aligned with the goals and mission of the wider Civil Service and not focused exclusively on the needs of individual Departments to the exclusion of the wider corporate agenda
- be designed with cost-effectiveness, innovation and world-class standards as goals
- be 'corporate', including
 - developing a leadership community among members of the SCS
 - sharing tools that evaluate and drive success in Departments
 - stimulating learning, based on cross-Departmental working and collaboration
 - providing a forum for leaders across the Civil Service to experiment with new leadership skills and to learn from each other
- be created and delivered in close collaboration with other key stakeholders who support leaders and provide learning and development experiences for them – ensuring that leadership development is a coherent and cumulative learning experience, not fragmented and repetitious.

How you use the Self-Assessment Inventory is up to you. You may want to look at particular aspects of your leadership development, do a comprehensive review or use it to inform future leadership development interventions. Whatever your focus, the Self-Assessment Inventory can help you with your initial thinking and beyond.

How to use the strategic guide

The guide consists of two parts

Part A of the guide is the National School's Self-Assessment Inventory, which will help you to start thinking about the different aspects of your leadership development programmes and how effective they are at present. The core elements of the Self-Assessment Inventory have been designed to comprehensively cover the expectations related to achieving world-class standards in leadership development. The Self-Assessment Inventory will help you identify areas where you are strong as well as areas for improvement, where you may wish to consider introducing a different approach.

Part B of the guide provides important background and contextual information relating to Civil Service leadership development which you will need to draw on when working through the assessment process and/or as you consider any resulting action.

A note about terminology

Leadership development is often used as a generic term to cover different types of development, and a few words of clarification may be helpful to you in thinking through the issues related to your particular programme(s). The term **programme** is used as shorthand throughout but embraces a variety of leadership development interventions and activities.

Leader development is designed to enhance the personal development and personal effectiveness of individual leaders. The goals of this type of programme are focused on individual development. A good example of leader development is the sort of intensive 'all-comers' programmes that may be provided by leading business schools and other institutions. On these programmes, executives from a range of organisations are brought together and given extensive feedback. They are introduced to new ideas and personally challenged, often through tools and processes such as 360° reporting and executive coaching.

Leadership development is designed to enhance the collective leadership capability of the top management in an organisation. Therefore the key goals, strategy and culture of the organisation are very important in this kind of development. It's likely to involve leaders being brought together from within the organisation and developing their skills collectively with explicit reference to the constraints and opportunities present within the organisation.

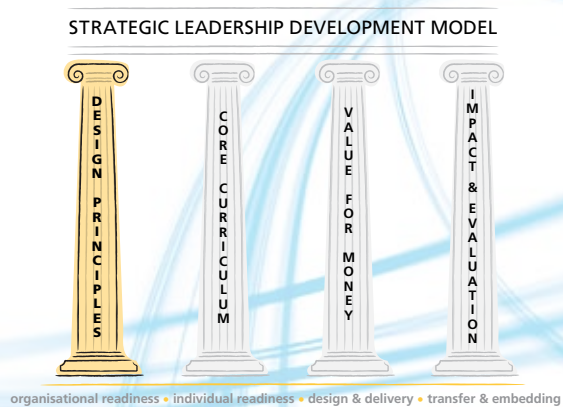
- In the organisational context, leadership development involves bringing together leaders to explore the systems, processes and business management disciplines at the overall business performance level.
- At the systems level, leadership development focuses more on how the business is connected with delivery arms, partners or agents in order to deliver its services and involves bringing together leaders with a common goal to deliver improved services to the customer.

The Self-Assessment Inventory has been developed with a leadership development focus, but it can be used to support an assessment of leader development.

A strategic model for leadership development

The four pillars introduced by this guide provide a robust framework against which leadership development can be examined. Each pillar represents a fundamental area of importance. If insufficient attention is given to any single pillar, it's likely that the programme being examined will have limited success. However, where each of the four pillars is in balance with the others and energy and time are invested to maximise the value of each, the result will be a strong, sustainable and impactful set of interventions.

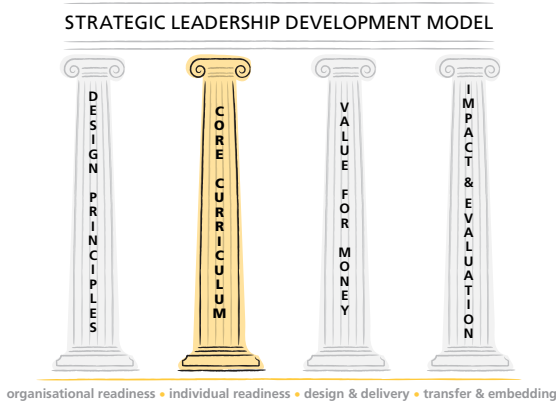
Design Principles



There are important design principles that govern the success of leadership programmes. First and foremost is the need to ensure that objectives established for the programme are clearly articulated and understood, that they are aligned

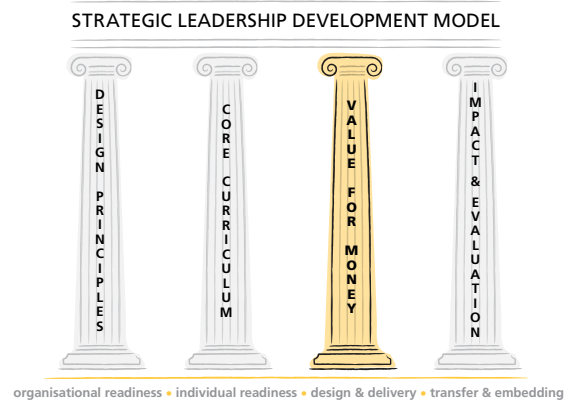
with the intentions of the top of the organisation and have the active involvement of senior leaders, and that they are consistent with the strategic aims of the organisation. In addition, there should be a fit between the type of leadership transformation required and the design of the programme so that, for example, where cultural or behavioural changes are sought through the programme, these are matched by appropriately 'deep' and enduring interventions. Where, instead, leaders are invited to engage with new knowledge or a particular organisational agenda, the programme will be more susceptible to a 'chalk and talk' and 'sense-making' design. Similarly, where leaders are encouraged to think more broadly, corporately and perhaps beyond their sector, this would be a case for building cross-Service or cross-sector participation. The key imperative with regard to design is the need to achieve alignment and fit between all the factors and systems that support the intended outcome.

Core Curriculum



While it may be entirely appropriate for a range of leadership models, frameworks and tools to be used on a given development intervention, programmes designed for Senior Civil Servants and aspirants should pay attention to a core curriculum that has taken shape in the form of the SCS Leadership Model (launched in 2006), the principles applied to, and learning derived from, the Capability Reviews, the Professional Skills for Government agenda and the broad leadership framework used by the National School of Government. This 'core curriculum' helps to provide a common leadership agenda and a common language and facilitates the interchange of SCS across Departments who have experienced the same curriculum. Such a core curriculum helps also to enforce the notion that members of the SCS are part of a single community that spans across individual Departments, helping the Civil Service to deal with cross-cutting, systemic challenges such as global warming and obesity.

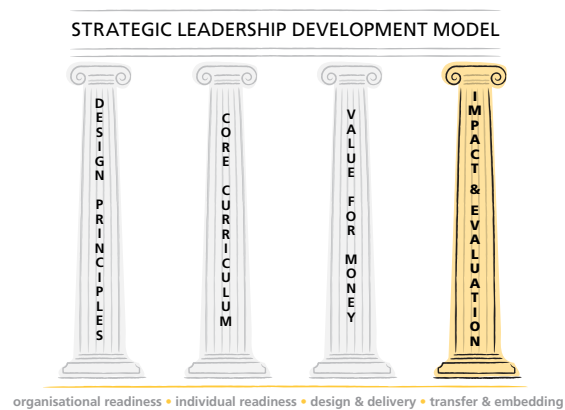
Value for Money



It is a general principle in all areas of public administration that value for money, understood as optimising economy, efficiency and effectiveness, should apply in all instances where services are being procured. There are few aspects of leadership development where the market doesn't have a broad range of providers. This is true for services ranging from diagnostics to psychometrics and, in terms of content, from strategic thinking to board-level working. All of this makes it essential that when procuring leadership development a proper understanding of what the market can offer is reached and that 'value for money' decisions, incorporating full cost data, are based on sensible benchmarks and comparisons. Furthermore, to get the best input from potential providers, established good procurement practice principles should apply that include specifying, wherever possible, the requirement in outcome rather than input terms, which will then provide a basis for the evaluation of the providers and the programme.

More generally, when considering different forms of intervention (to achieve the requirement), clear judgements should also be made about the trade-off between depth and breadth in all interventions. As an illustration, careful judgements should be made about the costs (money) of 1:1 executive coaching in relation to the overall benefits (value) arising for the organisation as well as the individual. Finally, it's important that the full costs of using providers is taken into consideration, which will include the resources spent by the learning and development department in specifying and managing the work. These and other factors will help Departments secure value for money in the design and delivery of their leadership development.

Impact and Evaluation



Leadership development is notoriously difficult to evaluate beyond the levels of reaction, acquired learning and, to an extent, behavioural change. The greatest difficulties lie in determining a shift in business results and in identifying causality from a given set of interventions. While it may be difficult to evaluate leadership development, there are some important principles that, if applied, will raise the prospect of the evaluation providing the evidence and assurance required to determine the success of the programme.

Important features of a strong evaluation framework are the need to have established an evaluation plan along with evaluative criteria and methodology well before the programme has started, and the value of articulating in very clear terms the outcomes intended by the programme. The intended outcomes identified should be agreed with and co-owned by key stakeholders, in particular the top of the organisation. A further principle that will strengthen the evaluation is a recognition that the most compelling data will come from a range of sources and methods and that those evaluating the programme should aim to draw conclusions from a broad set of indicators and evidence (and that single sources of evidence should not be relied on alone).

Finally, it's important that those evaluating the programme should have the skills to do so and should bring objectivity to the analysis. Consideration should therefore be given to whether it might be appropriate to use independent, expert and external providers for this work.

'World-Class' Leadership Report 2004

The four pillars described above form the overarching framework for a strategic analysis of leadership development and the foundation of the Self-Assessment Inventory.

However, underneath each pillar are specific components, or themes, that characterise world-class leadership development as identified by Professor Ivan Robertson in an extensive survey and evaluation conducted in 2004. As you look through the Self-Assessment Inventory, you'll see repeated the themes outlined below. Therefore the model offered by this guide is a combination of the four fundamental pillars and the underpinning themes identified by Professor Robertson.

In his report on world-class leadership, Professor Robertson identified a framework for the key components of good practice in leadership development. These key components are described as:

- organisational readiness
- individual readiness
- development activities
- transfer and embedding.

Professor Robertson noted that, worldwide, there is a substantial amount of literature concerning leadership practice and leadership development. Although there is no definitive model for leadership development, a review of the literature and subsequent analysis identified many of the key components that are used in leadership development programmes and provided useful information on the impact and effectiveness of some of the more widely studied practices.

Key components framework for leadership development

Organisational readiness

Organisations and individuals need to be adequately prepared. Preparedness includes high-level strategic alignment of the goals and mission of the organisation with the goals of the leadership development activities. It also includes the development of realistic expectations on the part of delegates and the senior management of the organisation about how to gain maximum benefit from the impact of the leadership development and what changes in culture, climate and behaviour are desired. This phase also includes clarification of the role of leadership development in individuals' career development and nomination and selection processes. In summary, this requires:

- alignment with the strategic goals of the organisation
- clear models of leadership behaviour
- shared and realistic expectations for all stakeholders
- plans for embedding and supporting new behaviours.



Individual readiness

This component concerns the preparation of the individual delegates for leadership development. It includes ensuring the motivation and interest of the individual and that they each recognise the purpose and benefits of leadership development. In summary, this involves:

- nomination and selection processes
- prior training and development
- an audit of current skills and personal characteristics (e.g. 360° assessment, psychometrics)
- personal career development plans.

Development activities

This component covers the core development activities. The core development activities may include aspects (e.g. 360° feedback processes) that take place at the participant's normal work setting. The core development activities encompass a range of assessment procedures (e.g. psychometric tools, assessment centre technology) and development procedures (e.g. simulations, group exercises, interpersonal skills, conceptual and technical material). The types of activity and content will vary depending on the focus and outcomes required but would encompass activities such as:

- simulations
- individual experiences
- live experiences (e.g. case studies)
- generic material (e.g. general leadership concepts and techniques)
- corporate experiences (i.e. organisation-specific)
- group experiences.

A range of content themes can be explored as a part of leadership development and these may include:

- technical themes (e.g. finance, strategy)
- interpersonal themes (e.g. conflict resolution, influencing etc.)
- 'perspective' issues (e.g. ethics, sustainability, social responsibility, diversity)
- conceptual themes (e.g. models of leadership, competency frameworks)
- personal insight (e.g. self-awareness and development)
- the skills and experience of internal and external providers
- quality assurance procedures.

Transfer and embedding

This component concerns the actions taken to ensure that development activity is properly supported and embedded – i.e. that the intended benefits are realised. It may involve the use of structured embedding and learning techniques, such as the creation of action learning sets, 360° feedback or coaching and mentoring. It also covers the evaluation of the effectiveness of the leadership development activities and the organisational context and support (or otherwise) that's available. In practice, this requires:

- the engagement of top management in the design and delivery of the programme or activity
- the modelling of leadership behaviours by top management
- evaluation and participant feedback
- embedding procedures (e.g. action learning sets, 360° feedback, networking, mentoring, coaching, job assignments)
- career development and reward.

To reflect the requirements of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, a slightly modified version of the key components of good practice in leadership development has been used in order to include value for money.

Value for Money

This component is concerned with ensuring that appropriate arrangements are in place so that leadership development activity is based on a sound financial footing. Arrangements may include the development of agreed accounting models to provide clear cost and revenue information, evidence to inform delivery options, transparent procurement procedures, checks on the availability, quality and prices of similar development activities, benchmarking against best-practice guidance and accessing and sharing best practice. In summary, it includes:

- financial analysis
- the application of underlying design principles
- pricing and financial targets
- the procurement of resources and people
- competitive position
- benchmarking.

Part A

The Self-Assessment Inventory

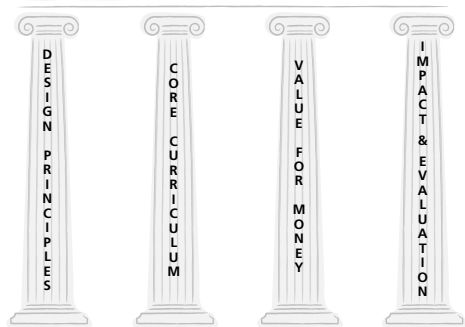
The Self-Assessment Inventory

Design

Originally developed as part of the National School’s Kite-Marking Service, this Self-Assessment Inventory is offered to you as a stand-alone tool to assist you in reviewing the effectiveness of your in-house leadership development programmes, interventions and activities. It does this by posing a series of questions designed around the four leadership development pillars that reflect the key components of world-class leadership development as identified in Professor Ivan Robertson’s 2004 world-class leadership report and form the foundation of the National School’s strategic model for leadership development. The four pillars are:

- Design Principles
- Core Curriculum
- Value for Money
- Impact and Evaluation.

STRATEGIC LEADERSHIP DEVELOPMENT MODEL



organisational readiness • individual readiness • design & delivery • transfer & embedding

Each of the four pillars addresses essential questions designed to help you get the most out of your leadership development and to help you to identify ‘best fit’ with your organisation’s strategic priorities. It does this by helping you look at what you do and why, how you do it, and how effective it is in advancing leadership in your organisation in a way that contributes to service improvement.

The Self-Assessment Inventory has been designed to provide a systematic approach to reviewing existing programmes in your leadership development portfolio and to developing new leadership interventions.

How to use the Self-Assessment Inventory

At its most basic, the Self-Assessment Inventory can be used as a simple paper-based tick-box system or comment sheet. For a numbers-based approach, you could use a simple scoring system based on the degree of compliance, for example:

0	Not applicable
1	Don’t know/Not at all
2	To a limited extent
3	To varying degrees
4	To a large extent
5	Fully compliant

You may, alternatively, like to use the electronic version of the Self-Assessment Inventory format developed by the National School, which offers a scoring system to help in differentiating responses and making an overall quantitative assessment of where you are against the four pillars and the world-class leadership framework components. For more information about this option, visit nationalschool.gov.uk/leadership and follow the links to the Kite-Marking Service.

The more objective and rigorous you are in using the Self-Assessment Inventory, the greater the resulting value. It’s recommended that you use a qualitative and quantitative approach to your assessment.

This approach will help you start thinking about the different aspects of your leadership development programmes and how effective they are at present. It will help you to identify areas where you are strong and can point to evidence of good practice. The likelihood is that it will flag up areas for improvement where you may wish to enhance your existing approach or consider introducing a different approach or take more rigorous action to address the issues highlighted by your assessment.

To help you in completing the Self-Assessment Inventory at the beginning of each table, we’ve included a reminder of the issues you need to be thinking about in assessing your leadership development against each of the pillars. We’ve also highlighted in yellow a number of the elements in the Self-Assessment Inventory we believe are particularly critical to the success of your leadership development and which are therefore areas where we recommend you pay particularly careful attention in your assessment.

Finally, leadership development is provided in a dynamic environment where change and shifting priorities are the norm. If it is to contribute effectively to developing agile leaders and organisations, it must be responsive to the changing needs of its customers, delivering consistently higher-quality products and services. Completing the Self-Assessment Inventory can help you to ensure that your leadership development is able to meet this challenge.

Design Principles Pillar

Issues to consider here include, for example: alignment (is there clear evidence of the close alignment of the programme with the organisational objectives, or is it just implied?); levels of engagement (how involved are senior managers?); participant take-up rates and buy-in; line management commitment to releasing staff and pre- and post-event activity; levels of support and planning for the embedding and transfer of learning; accessibility and relevance of design to target audience; level of assessment, challenge and appropriate techniques and processes; genuine programme coherence (rather than a disconnected menu of items); quality assurance processes to support the continuing quality, rigour, relevance and credibility of the programme; top managers (are they demonstrating the desired behaviours and reinforcing them through performance management processes?); participant feedback arrangements; coherence of programme e.g. regarding career development.

Note: items highlighted in yellow are particularly critical.

For the purposes of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, the key component of good practice in leadership development, 'development activities', is described as Design and delivery.

World-class leadership framework component	Element	Checklist	Assessment
Organisational readiness OR1	Alignment with strategic goals of organisation	Does the leadership programme reflect current organisational and Departmental plans?	
Organisational readiness OR2	Alignment with strategic goals of organisation	Can you explicitly map the aims and objectives from the leadership programme on to specific strategic goals and the overall mission of the organisation?	
Organisational readiness OR3	Engagement and commitment	Is there appropriate promotion, recognition and resourcing of the leadership programme by senior management?	
Organisational readiness OR4	Plans for embedding and supporting new behaviours	Is a plan in place prior to the commencement of the programme for how the new behaviours will be embedded and supported in the workplace?	
Individual readiness IR1	Nomination and selection processes	Is there a formal system in place (with clear rationale) for nominating and selecting appropriate participants for the programme?	
Individual readiness IR2	Prior learning and development	Are the programme prerequisites clearly defined and assessed?	
Individual readiness IR3	Career relevance	Is the relevance of the programme clear in terms of individual career progression and the desired organisational/corporate benefits?	

Design Principles Pillar			
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World-class leadership framework component	Element	Checklist	Assessment
Individual readiness IR4	Audit of current skills and characteristics and experience	Is there a clear list of current skills, characteristics and experience that should be audited prior to the programme (along with rationale)?	
Individual readiness IR5	Audit of current skills and characteristics and experience	Is there a process in place for auditing the relevant skills, characteristics and experience and feeding back to participants?	
Individual readiness IR6	Personal career development plan	Do programme participants have opportunities to discuss with their manager the implications of attending the programme in terms of their personal career development plans?	
Design and delivery D&D1	Engagement of top management in the design and delivery of the programme	Have members of top management been directly involved in the design of the programme content?	
Design and delivery D&D2	Engagement of top management in the design and delivery of the programme	Do members of top management make significant contributions, in person, to the programme?	
Design and delivery D&D3	Suitability for target audience	Has the programme been designed with the target audience clearly in mind?	
Design and delivery D&D4	Application of underlying design principles	Is the programme design based on an explicit and agreed set of principles for the design and delivery of high-quality leadership development?	

Design Principles Pillar

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World-class leadership framework component	Element	Checklist	Assessment
Design and delivery D&D5	Application of underlying design principles	Is there a clear line of sight between the intended outcome of the programme and the types of intervention selected? For example, is there a fit between an outcome to bring about cultural or behavioural change and appropriately designed 'deep' interventions?	
Design and delivery D&D6	People and roles	Are the contributors, programme staff and support team suitably qualified, experienced and up to date with the relevant contextual knowledge?	
Transfer and embedding T&E1	Modelling and reinforcing of leadership behaviours by top management	Do members of top management provide good models for the leadership behaviours?	
Transfer and embedding T&E2	Embedding procedures (e.g. action learning sets, 360° feedback, networking, mentoring, coaching, job assignments)	Do participants get suitable opportunities to use their skills and transfer their learning?	
Transfer and embedding T&E3	Embedding procedures (e.g. action learning sets, 360° feedback, networking, mentoring, coaching, job assignments)	Are there support processes and tools available to provide participants with honest and useful feedback to ensure they utilise and further develop their leadership skills?	
Transfer and embedding T&E4	Evaluation and delegate feedback	Is timely feedback collected from participants about the programme and opportunities to transfer and apply learning?	
Transfer and embedding T&E5	Career development and reward	Are suitable career development and reward processes in place that recognise the importance of the learned skills, tools, behaviours etc.?	

Core Curriculum Pillar			
<p>Issues to consider here include, for example: the fit with organisational/corporate/other objectives (is a systematic process in place to ensure programme design is updated to reflect organisational/corporate/other objectives?); the extent to which leadership behaviours are appropriately rewarded; the extent to which there is a clear and shared understanding of the SCS leadership frameworks, the behaviours required and the Departmental context; arrangements for keeping leadership models under review; opportunities for key stakeholders to have an input into the design and development.</p> <p>Note: items highlighted in yellow are particularly critical.</p> <p>For the purposes of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, the key component of good practice in leadership development, 'development activities', is described as Design and delivery.</p>			
World-class leadership framework component	Element	Checklist	Assessment
Organisational readiness OR1	Needs analysis (corporate and Departmental)	Is the leadership programme based on organisational/ Departmental objectives and capability requirements?	
Organisational readiness OR2	Clear models of leadership behaviour – SCS Leadership Model	<p>Is the programme developed in light of the SCS Leadership Model?</p> <p>Integrity Self-awareness Self-confidence Team working</p> <p>Direction Inspire with vision Seize opportunity Take tough decisions</p> <p>Capability Cultivate innovation Get the best from everyone Grow from experience</p> <p>Results Focus on impact Challenge and improve Engage stakeholders</p> <p>Leadership qualities 4Ps – pace, passion, pride, professionalism</p>	
Organisational readiness OR3	Clear models of leadership behaviours – Professional Skills for Government	Is the programme developed in light of the Professional Skills for Government framework?	
Organisational readiness OR4	Clear models of leadership behaviours – Capability Review requirements	Is the programme developed in light of the leadership behaviour requirements identified by the Departmental Capability Review?	

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World-class leadership framework component	Element	Checklist	Assessment
Organisational readiness OR5	Clear models of leadership behaviours – CSL Leadership Development Model	<p>Is the programme developed in light of the CSL Leadership Development Model, which highlights four ways of focusing leadership development effort, i.e. on self, others, the organisation and the system?</p> <p>Self – illustrative examples of which are: Self-awareness Emotional intelligence Values/ethics Impact Motivation Style Self-care Resilience</p> <p>Others – illustrative examples of which are: Inspiration Motivation Team work Engagement Contingency Diversity Leading change (people) Political leadership</p> <p>Organisation – illustrative examples of which are: Organisation design Talent management Knowledge management Governance Culture Performance management Leading change (people and systems) Accountabilities Corporacy</p>	

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World-class leadership framework component	Element	Checklist	Assessment
Organisational readiness OR5 – <i>continued</i>	Clear models of leadership behaviours – CSL Leadership Development Model – <i>continued</i>	System – illustrative examples of which are: Systems thinking Networks Building coalitions Remote leadership Informal power Target construction Political leadership Facilitation Conversations	
Organisational readiness OR6	Clear models of leadership behaviours – Department-specific	Is the programme developed in light of widely accepted (within the organisation) models of leadership?	
Organisational readiness OR7	Shared and realistic expectations for all stakeholders	Have the key stakeholders been identified?	
Organisational readiness OR8	Shared and realistic expectations for all stakeholders	Do all stakeholders have a relevant understanding of the programme's aims, objectives and desired benefits and opportunities to influence them?	
Design and delivery D&D1	Programme and subject content	Is the programme material and content developed in light of leading-edge thinking and subject content best practice?	

Value for Money Pillar			
<p>Issues to consider here include, for example: the availability of clear cost and revenue information (how are costs calculated? do they take into account all overheads?); arrangements for ensuring that best-value options are used in programme design and delivery; clear procurement procedures (are they consistent with good practice?); the extent to which regular contributors and providers are reviewed to ensure quality, relevance and contextual knowledge; the extent to which there are clear benchmarks against which the programme can be assessed; the extent to which expertise/learning is shared for the wider benefit of the Civil Service.</p> <p>Note: items highlighted in yellow are particularly critical.</p> <p>*To reflect the requirements of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, a slightly modified version of the key components of good practice in leadership development has been used in order to include value for money</p>			
World-class leadership framework component	Element	Checklist	Assessment
Value for money VFM1	Financial analysis	Are clear cost and revenue data available, based on agreed models?	
Value for money VFM2	Financial analysis	When costing the programme, are overheads fully incorporated, including the resource costs of in-house learning and development for staff?	
Value for money VFM3	Application of underlying design principles	Does the programme design and delivery offer value for money consistent with the programme objectives and quality standards expected? For example: Has explicit attention been given to the relative costs and benefits arising from different forms of intervention, and in particular has there been a sound analysis of the organisational as well as the individual benefits likely to arise from each type of intervention (in light of the costs of each)?	
Value for money VFM4	Pricing and financial targets	Is the pricing for the programme consistent with the cost model and at a reasonable level for the cost base of the programme?	
Value for money VFM5	Procurement of resources and people	Have transparent and established procurement procedures been followed in recruiting contributors and other resources to the programme?	
Value for money VFM6	Procurement of resources and people	To ensure that value is delivered by providers, have requirements/specifications been expressed to potential providers as far as possible in outcome rather than input terms?	
Value for money VFM7	Competitive position	Is the cost or price of the programme competitive in relation to similar offerings elsewhere?	

Value for Money Pillar			
<p>Issues to consider here include, for example: the availability of clear cost and revenue information (how are costs calculated? do they take into account all overheads?); arrangements for ensuring that best-value options are used in programme design and delivery; clear procurement procedures (are they consistent with good practice?); the extent to which regular contributors and providers are reviewed to ensure quality, relevance and contextual knowledge; the extent to which there are clear benchmarks against which the programme can be assessed; the extent to which expertise/learning is shared for the wider benefit of the Civil Service.</p> <p>Note: items highlighted in yellow are particularly critical.</p> <p>*To reflect the requirements of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, a slightly modified version of the key components of good practice in leadership development has been used in order to include value for money</p>			
World-class leadership framework component	Element	Checklist	Assessment
Value for money VFM8	Competitive position	Are external suppliers (if appropriate) competitively priced, given the quality standards expected?	
Value for money VFM9	Benchmarking	Is the programme informed by practical and proven means to achieve high quality standards based on best practice?	
Value for money VFM10	Benchmarking	Are there clear benchmarks against which the programme can be assessed?	
Value for money VFM11	Benchmarking	Does the learning and development function contribute information about its own practice or past reviews in order to continually strengthen the knowledge available to the wider Civil Service?	

Impact and Evaluation Pillar			
<p>Issues to consider here include, for example: evidence of a well-defined impact and evaluation strategy; the extent to which impact and evaluation feedback is reviewed, fed back to appropriate stakeholders and acted on; the availability of appropriately skilled and objective people to conduct effective impact and evaluation assessments; the range of impact and evaluation techniques and methods; the extent to which impact and evaluation is built into new programmes as part of their design and development.</p> <p>Note: items highlighted in yellow are particularly critical.</p> <p>For the purposes of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, the key component of good practice in leadership development, 'development activities', is described as Design and delivery.</p>			
World-class leadership framework component	Element	Checklist	Assessment
Design and delivery D&D1	Monitoring and review processes	At the outset of the programme, is there a clear statement that sets out what will be recognised as sufficient evidence to judge its success or otherwise?	
Design and delivery D&D2	Monitoring and review processes	Is the statement above (of sufficient evidence needed to judge the programme) understood and agreed by key stakeholders, in particular, the top of the organisation?	
Design and delivery D&D3	Monitoring and review processes	<p>For existing development programmes, are suitable review and evaluation processes in place and operational to ensure the continued relevance and quality of the programme delivery? For example:</p> <p>Does the programme have clear objectives and behavioural change indicators that facilitate evaluation?</p> <p>Are data that are collected for evaluation purposes consistent with the evaluation objectives?</p> <p>Is there the right balance of qualitative and quantitative data?</p> <p>Is the data ripe for collecting? Some programmes need a longer period post-event than others before behaviour change can be assessed.</p> <p>Do the programme staff have the necessary skills and experience to conduct effective impact and evaluation assessments?</p>	

Impact and Evaluation Pillar			
<p>Issues to consider here include, for example: evidence of a well-defined impact and evaluation strategy; the extent to which impact and evaluation feedback is reviewed, fed back to appropriate stakeholders and acted on; the availability of appropriately skilled and objective people to conduct effective impact and evaluation assessments; the range of impact and evaluation techniques and methods; the extent to which impact and evaluation is built into new programmes as part of their design and development.</p> <p>Note: items highlighted in yellow are particularly critical.</p> <p>For the purposes of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, the key component of good practice in leadership development, 'development activities', is described as Design and delivery.</p>			
World-class leadership framework component	Element	Checklist	Assessment
Design and delivery D&D3 – <i>continued</i>	Monitoring and review processes – <i>continued</i>	<p>Do the staff undertaking the evaluation of the programme have sufficient objectivity to carry out this role?</p> <p>Is an appropriate range of impact and evaluation techniques employed e.g.: questionnaires, self-report feedback sheets, end-of-session discussion, individual interviews, group interviews, action learning activities, observation, on-the-job observation, feedback from line managers/peers/colleagues, staff satisfaction surveys, monitoring of performance targets, story telling etc.?</p>	
Design and delivery D&D4	Monitoring and review processes	Is there evidence to demonstrate the impact of the programme?	
Design and delivery D&D5	Monitoring and review processes	Is the evidence of the programme's impact fed back to appropriate stakeholders to inform future decisions about design and options for delivery?	

Impact and Evaluation Pillar			
<p>Issues to consider here include, for example: evidence of a well-defined impact and evaluation strategy; the extent to which impact and evaluation feedback is reviewed, fed back to appropriate stakeholders and acted on; the availability of appropriately skilled and objective people to conduct effective impact and evaluation assessments; the range of impact and evaluation techniques and methods; the extent to which impact and evaluation is built into new programmes as part of their design and development.</p> <p>Note: items highlighted in yellow are particularly critical.</p> <p>For the purposes of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, the key component of good practice in leadership development, 'development activities', is described as Design and delivery.</p>			
World-class leadership framework component	Element	Checklist	Assessment
Design and delivery D&D6	Monitoring and review processes	<p>For new development programmes, are appropriate review and evaluation processes being built into the programme design? For example:</p> <p>Does the programme have clear objectives and behavioural change indicators that facilitate evaluation?</p> <p>Are data that are collected for evaluation purposes consistent with the evaluation objectives?</p> <p>Is there the right balance of qualitative and quantitative data?</p> <p>Is the timeframe for data collection appropriate?</p> <p>Some programmes need a longer period post-event than others before behaviour change can be assessed.</p> <p>Do the programme staff have the necessary skills and experience to conduct effective impact and evaluation assessments?</p> <p>Do the staff undertaking the evaluation of the programme have sufficient objectivity to carry out this role</p>	

Impact and Evaluation Pillar			
<p>Issues to consider here include, for example: evidence of a well-defined impact and evaluation strategy; the extent to which impact and evaluation feedback is reviewed, fed back to appropriate stakeholders and acted on; the availability of appropriately skilled and objective people to conduct effective impact and evaluation assessments; the range of impact and evaluation techniques and methods; the extent to which impact and evaluation is built into new programmes as part of their design and development.</p> <p>Note: items highlighted in yellow are particularly critical.</p> <p>For the purposes of the National School's Kite-Marking Service from which the Self-Assessment Inventory is taken, the key component of good practice in leadership development, 'development activities', is described as Design and delivery.</p>			
World-class leadership framework component	Element	Checklist	Assessment
Design and delivery D&D6 – <i>continued</i>	Monitoring and review processes – <i>continued</i>	Is an appropriate range of impact and evaluation techniques being considered and employed e.g. questionnaires, self-report feedback sheets, end-of-session discussion, individual interviews, group interviews, action learning activities, observation, on-the-job observation, feedback from line managers/peers/colleagues, staff satisfaction surveys, monitoring of performance targets, story telling etc.?	

Part B

Important background and contextual information

Helping to set the context

Part B of the guide offers important background and contextual information relating to Civil Service leadership development which you may find helpful when working through the Self-Assessment Inventory and/or as you consider any resulting action.

Annex A looks at the SCS Leadership Model, including its relationship with the Professional Skills for Government framework (PSG). In practice, though there may be differences in the terminology for various leadership development models, there will be a significant read across from one model to another. Your Department may well have used or tailored other leadership development models to meet its own specific needs and may welcome advice on how to map these models onto the SCS Leadership Model. We therefore offer an illustration of how the SCS Leadership Model maps onto some other well-known leadership models that may be reflected in leadership development programmes and activities offered by Departments. Annex A also includes the leadership framework used by the National School's Centre for Strategic Leadership and is intended to help frame discussions about the design and coverage of leadership programmes.

Annex B is a reminder of the key questions used in the Departmental Capability Reviews to test current leadership capability, the results of which Departments will need to address in their leadership development activity.

Annex C complements the advice and guidance in the earlier sections of the guide by offering some ideas to inform thinking on some of the strategic design and development issues around leadership development which organisations can find the most challenging and which may be flagged up as areas for development on completion of the Self-Assessment Inventory.

Annex A

The SCS Leadership Model

In March 2006, Sir Gus O’Donnell rolled out his new leadership model, which set out the leadership qualities expected of the Senior Civil Service. The model made it clear that Sir Gus and his Permanent Secretary colleagues were expecting more of the SCS in terms of both the level and breadth of management and leadership capacity. The leadership qualities sit at the centre of the Professional Skills for Government framework and articulate the expectations the Civil Service has of its leaders, both individually and collectively. They focus on the three roles the Service expects leaders to play – providing **direction** for the organisation, delivering **results**, and building the **capability** of the organisation to address current and future challenges.

At its heart is the individual as leader, with the emphasis on **integrity**:

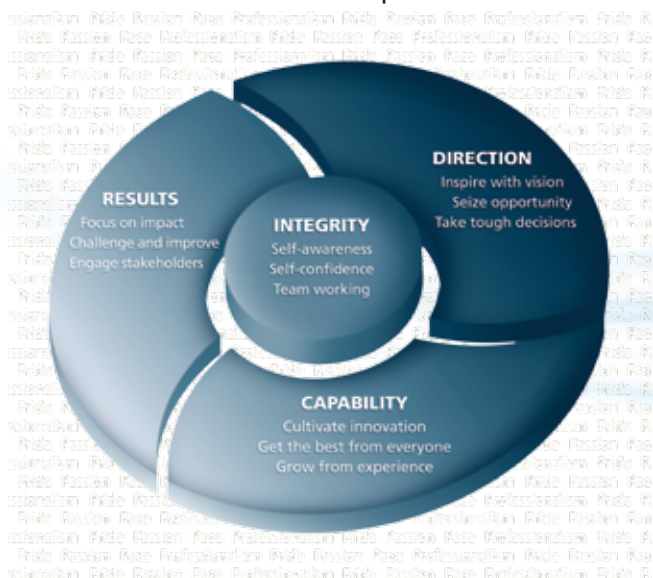
- the importance of leaders knowing and being true to themselves
- their openness to learning and using that learning to improve their own performance and that of their organisation
- their ability to build relationships – with their teams, with peers, with partners, with stakeholders – to fulfil their role
- their recognition that collective, collaborative and corporate leadership across functional and organisational boundaries will be necessary to successfully deliver the outcomes we seek.

How do the leadership qualities relate to the rest of the PSG framework?

The PSG framework sets out the four dimensions that should shape an individual’s professional development: the leadership qualities of those in the SCS; core skills such as people management, programme and project management and financial management; professional expertise – their job/profession-related skills; and getting broader experience outside of their individual core professional area. Key management and professional skills, expertise and experience are not repeated in the leadership qualities.



Leadership



How do the leadership qualities relate to the 4Ps (pace, passion, pride and professionalism)?

There are two dimensions to the relationship. Firstly, leaders themselves are expected to demonstrate pace, passion, pride and professionalism in the leadership they provide. Secondly, they need to inspire those qualities in the organisation so that everything the Service does reflects the 4Ps.

The leadership qualities recognise that individuals in the Service will have different leadership styles, but they all have in common the outcomes the Service is aiming to achieve and the roles leaders are expected to play in achieving them.

Using the SCS Leadership Model to enhance performance

The SCS Leadership Model has been integrated into the performance appraisal process for all members of the SCS and the Capability Review Assessment intends to take account of the SCS Leadership Model in the future when assessing Departmental leadership. As part of the design of the SCS Base Camp programme for new members of the SCS, the National School has developed a self-assessment pre-event questionnaire to encourage participants to begin to think about their skills and behaviours in relation to the SCS Leadership Model and to consider their leadership responsibilities with regard to the culture of their organisation.

From a strategic perspective, the Base Camp self-assessment questionnaire is a useful tool for encouraging members of the SCS, as part of their preparation for their performance review, to begin the process of considering how they will demonstrate the behaviours required by the model. It could also provide a helpful starting point for personal reflections and discussions between senior leaders and their direct reports. The culture of an organisation is something for which all leaders have a level of responsibility and the tool can also be used to encourage members of the SCS to consider the current and future culture of their Department and their roles and responsibilities as leaders in the development of that culture.

This is a self-assessment tool, so its value is in the depth of honest, personal reflections and self-awareness. As is the case with all other psychometrics, this framework would be most effective if the personal reflections were discussed with peers and line managers and became the basis for further thinking about individuals’ learning and development.

In a similar vein, the National School’s SCHOR 360° feedback system has been specifically designed to reflect the new SCS Leadership Model and PSG framework. It is particularly useful in supporting stand-alone development, organisational or group development activity, helping leaders focus on their performance against the leadership requirements and ensuring that the latter are ‘lived not laminated’.

How does the SCS Leadership Model relate to other models?

Some Departments have developed their own leadership models tailored to their specific needs, reflecting the language and culture of the Department and focusing on identified gaps in existing leadership capabilities. In looking at their leadership development design and delivery, it will be important to make the links with the SCS Leadership Model, which reflects the broader corporate requirement, and to consider how this can be set in the particular context of an individual Department.

In practice, though there may be differences in the terminology for various leadership development models, there will be a significant read across from one model to another. The important thing will be to ensure that the appropriate links are made in the context of the leadership development activity, the context in which it is being delivered and the desired outcomes.

The SCS Leadership Model clearly indicates where leadership development for the SCS should be concentrated by focusing attention on direction, capability, results and integrity. It draws from typical contemporary models of leadership and from research on leadership in successful organisations. Although not spelled out in detail, this Civil Service approach to leadership can be related to typical models of leadership in the literature (e.g. Kouzes and Posner’s five practices: inspire the vision, challenge the process, enable others to act, model the way, encourage the heart).

The approach may also be related to current research and thinking on the key features of successful organisations (e.g. Nohria, Joyce and Roberson’s model of clear strategy, performance-orientated culture, flat communication structure and flawless execution). By way of illustration, we can see how the SCS Leadership Model relates to the two typical models of leadership in the literature, as cited above:

Perspectives on leadership

SCS Leadership	Kouzes and Posner	Nohria et al.
Direction	Inspire a shared vision	Clear strategy
Capability	Enable others to act Encourage the heart	Flat communication structure Performance-orientated culture
Results	Challenge the process	Flawless execution Performance-orientated culture
Integrity	Model the way	Flawless execution

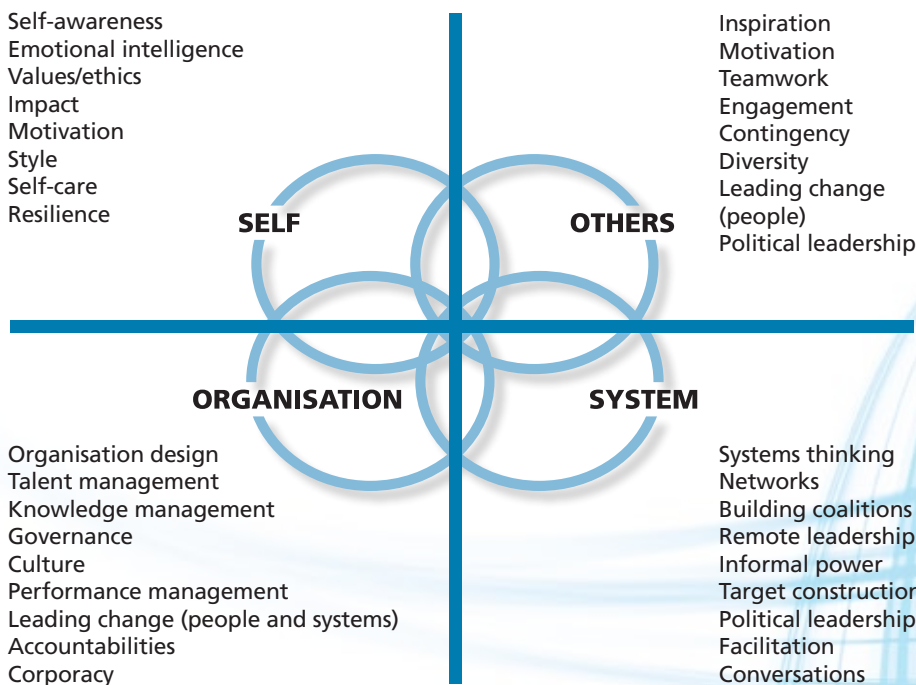
A leadership framework used by the National School's Centre for Strategic Leadership

The National School's Centre for Strategic Leadership has constructed a broad leadership framework which it uses when considering the design of the range of programmes it runs. At the simplest level, the framework can be used as a checklist to inform the design of in-house leadership development work and to guide the discussions about what needs attention.

The framework highlights the importance of four facets of leadership – all of which serve to trigger different types and styles of leadership intervention:

- leadership of self (often regarded as the 'cornerstone' of all leadership)
- leadership of others
- leadership of an organisation
- leadership of the system.

These four facets are shown below, along with some illustrative examples:



Leadership of self

Leaders have a very important and often unusual role to play in an organisation. Some of the qualities that distinguish this role from others include:

- the power that leaders possess
- the disproportionate influence that leaders sometimes unknowingly exert on the organisation
- the stress and loneliness associated with the role
- the diverse range of challenges and dilemmas that are faced, often on a daily basis
- the significant level of responsibility
- the time-poverty that leaders experience
- the blurring of work and private time
- the 'amplification' across the organisation of what leaders do and say.

These and other factors place a premium on the ability of leaders to understand themselves, and to appreciate their impact on others, how they handle pressure, how resilient they are, how well they communicate, how they focus their energies, where their shortcomings lie, what their values and ethics are, how easily they can flex their leadership style, and how emotionally intelligent they are. In short, success in a role of leadership is predicated on the ability of leaders to make use of themselves as a resource over which they must have complete mastery.

From a leadership development perspective, access to this feature of the leadership role is relatively easily achieved through tools and techniques such as 360° reporting, psychometrics such as the Myers Briggs Type Inventory, emotional intelligence diagnostics, executive coaching, action learning sets, mentoring arrangements, development centres and other interventions. Many other approaches can be used, providing that they are used in ways that shed light on the leader's self-awareness.

Leadership of others

Related to the need to understand oneself as a leader is the importance of understanding others and how they might be motivated, inspired, influenced and, above all, lead. Of increasing importance in this context is the skill needed to lead others through organisational change, which occurs with greater frequency year on year. Research has suggested that more than two-thirds of major organisational change fails to deliver what it set out to deliver. A major cause of this is a lack of success in engaging employees, securing their genuine buy-in, enabling them to become 'owners' of the change and delivering sustainable results.

Leaders therefore need to work on their skills in engagement and inspiration; in creating diversity and team spirit; in painting a compelling vision; in modelling desirable behaviours; in creating informal coalitions; and in injecting pace, passion, pride and professionalism into their organisations.

From a leadership development perspective, many methodologies similar to those used in leadership of the self will be used e.g. 360° reporting. However, because the literature is so rich in analyses of organisational change programmes, there are benefits to be gained from exploring case studies of other organisations, from acquainting leaders with the extensive theoretical and practical evidence on

what works, and by learning from developments in the field of employee engagement. Furthermore, and emphasising personal skills, there are numerous diagnostics and practically-orientated curricula that can be drawn on to increase skills in managing conflict, persuading and influencing others, building informal alliances and coalitions, spheres of influence etc.

Leadership of an organisation

Very different in nature to the previous two facets of the framework are the sometimes 'technical' responsibilities that leaders have in building, running and transforming organisations so that they can deliver the services they exist to provide. The focus of this work is to master skills in leading the following illustrative areas:

- organisation design and structure
- lean processes and systems
- talent management and succession planning
- horizon scanning
- knowledge management
- governance and board effectiveness
- performance management
- business and financial planning
- marketing and brand management
- capability building
- information technology.

This broad range of responsibilities will, in most instances, inevitably be managed at one level by the heads of functions in a given organisation, but there is a specific level of knowledge that is required by all leaders to exercise informed judgements over each function. Above all, though, leaders need to be able to marry together and align all of the organisation's functions so that they collectively drive the organisation towards its vision and strategic objectives.

Much of this material is taught on MBA programmes and as subsections of other business teaching. From a leadership development perspective, the principle means of upskilling leaders in these areas is through taught programmes, action learning sets, case studies, expert interventions and through learning from other sectors, which are usually at different stages of maturity in relation to all of the above. For example, many younger and smaller private sector companies have a lot

to share with regard to the use of information technology and lean processes. Organisations in the charitable and voluntary sectors have, by their very nature, become skilled in marketing and brand management. Larger, well-established companies such as oil and gas companies have become highly skilled in horizon scanning and scenario planning. All of these inputs can help leaders become as effective as they need to be in leading their organisations.

Leadership of the system

Perhaps the hardest part of leadership is the task of stepping outside of one's organisational setting, where authority sits comfortably with the formal role, in order to exercise influence over the broader system within which the organisation operates. For example, in order to orientate public service towards the needs of citizens, organisations at different levels of government, subject to different imperatives and hierarchies need to work together. But it doesn't stop here. The needs of citizens are met by a complex web of providers that might be found in the private sector, the third sector, local government, at regional levels, in central government and in the plethora of bodies that exist in between.

Leaders therefore need to apply 'systems thinking' to all that they do, which involves understanding how different cogs in the system work together (or sometimes against each other) to bring about specific outcomes. Operating from this perspective invites leaders to create powerful networks with common goals. It also encourages leaders to leverage informal power over different parts of the system and to ask other organisations to give a high priority to activities that may not automatically feature in their business plans and strategic objectives. Some of this is about the interpersonal skills of leaders, whereas in other respects, it's about formulating shared targets and imperatives. In all of this, leaders have to conduct their business in an uncertain and ambiguous world.

From a leadership development perspective, much of the effort involved is getting leaders to take a step back or to take a 'helicopter view' of the operating environment. Cross-sectoral leadership development can take priority in addressing this corner of the framework. Public service leaders need to become comfortable with ambiguity and they also need help in squaring what may be their system-focused objectives with their political masters, who may or may not see things in the same way. Interventions in this context become much more facilitative, and learning and development may need to blur with top-level strategy-forming activities and board-to-board-level work.

Annex B

Departmental Capability Review Model: leadership questions

The Departmental Capability Reviews provide an assessment of capability for Departments, identifying key areas for improvement and setting out key actions to address these areas. The review process explicitly focuses on the top tiers of leadership in the Civil Service – Permanent Secretaries, boards and directors. Leadership is assessed corporately, i.e. it is the leadership provided by the corporate team that is assessed, rather than the individual leadership capabilities possessed by leaders on the board and at director level. The Capability Reviews have identified building leadership capability as one of the four most challenging areas for action for the Civil Service. The report, Capability Reviews Tranche 3: Findings and Common Themes, notes:

‘The importance of effective leadership has become increasingly clear as the Capability Reviews have progressed. The challenges for Departments are to apply their passion, pace and direction to sustainable delivery and change; to exhibit leadership that is collective, embedded and valued in Departments and to disseminate this throughout Departments to the whole Senior Civil Service and beyond.’

The model of capability used was designed specifically for the Capability Reviews and is deliberately selective and designed to focus on the most crucial areas of capability – leadership, strategy and delivery. The key questions used by the Capability Review teams to test current leadership capability are set out below.

It is important to note that the central questions and themes devised for the Capability Reviews pre-dated the introduction of the SCS Leadership Model in early 2006. However, the Capability Review principles influenced in large part the SCS Leadership Model and both models serve to highlight very similar themes, even though precise phrasing may be different in places.

L1 Set direction

- How do you set a clear direction and articulate the vision to provide a compelling and coherent view of the future?
- How do you take difficult decisions, and do you follow them through?
- How do you generate common ownership of the vision among the board, the Department and delivery owners?
- How do you maintain focus when faced with crises/system shocks? How do you balance this with the need to keep the vision up to date when circumstances change?

L2 Ignite passion, pace and drive

- Are you seen as role models in the Department, inspiring the respect, trust, loyalty and confidence of superiors, peers and staff? Do you talk, listen and act on feedback and thereby demonstrate an understanding of the business?
- Do you display passion about meeting delivery outcomes?
- How do you engage personally with customers and staff in the Department and across the system?
- How do you maintain energy and enthusiasm? How do you inspire staff to be proud to work for the organisation?

L3 Take responsibility for leading delivery and change

- Do you drive delivery by taking responsibility, welcoming challenging feedback on performance and learning lessons from successes and failures?
- How do you role-model an effective corporate culture of team work within the system?
- Do you and the senior leadership team act as an effective guiding coalition and initiate work across boundaries to achieve delivery outcomes?
- Do you accept the pressing need for change? Do you demonstrate your personal commitment to that change?
- How do you manage change effectively? How do you champion and drive through that change, addressing and overcoming resistance when it occurs?
- Are you open, honest, courageous and unflinching in delivering tough messages to your Ministers and the Department?

L4 Build capability

- How do you nurture talent and encourage innovation in order to build capacity?
- Do you have a leadership development/promotion process that is fair and transparent?
- How do you manage the performance of everyone by rewarding good performance and tackling poor performance?
- Do you get enthusiastically involved in identifying talent and building capability in individuals and teams?
- Do your culture, behaviour and staff profile reflect the diversity of the customers you serve?

Annex C

Leadership development: some strategic design and development challenges

Annex C complements the rest of the guide by offering some ideas to inform thinking on the strategic design and development issues around leadership development that organisations can find the most challenging and which may be flagged up as areas for development on completion of the Self-Assessment Inventory:

- needs analysis
- top management engagement
- integrated leadership development (i.e. into a wider HR strategy)
- levers for learning (networking/building a leadership community/embedding of learning etc.)
- evaluating the impact of leadership development.

Needs analysis

Effective leadership development should provide coherent experiences, strong alignment with Departmental objectives, a broad range of SCS leadership development activities to meet diversity of needs and, most importantly, the strategic leadership perspective. Having an effective process in place to identify key development needs and anticipate future leadership requirements is therefore a critical element in determining your leadership development portfolio.

The most effective way of doing this is to adopt a top-down, bottom-up process. Information from likely participants, line managers, leadership specialists, the recent Capability Reviews, and staff attitude surveys that include questions about leadership will provide you with useful information about perceived leadership development needs. However, these then need to be closely aligned with corporate requirements and you will need to rigorously test programme content derived from bottom-up processes against corporate requirements. This is something for which there is no strong track-record in the wider Civil Service. Though the introduction of the SCS Leadership Model has begun to fill the gap, more work needs to be done.

The Self-Assessment Inventory can contribute to this process by helping you ask the right questions about your leadership development, how it measures up against corporate requirements, and its strategic relevance. The Self-Assessment Inventory also offers a platform for keeping this dialogue active over the long term so that your leadership programmes are up to date in reflecting the strategic requirements of the Civil Service, as defined by the top leadership and in meeting Departmental business requirements.

Top management engagement

Recognition and support for the value of leadership development needs to flow from those at the very top of an organisation. One of the main themes in this guide is the importance of top management engagement at key points in the leadership design, development and delivery process. Consultation with Permanent Secretaries on leadership development shows that there is a strong commitment among those in top management to engage with leadership development on a Civil-Service-wide basis. But organisational processes for this need to be developed and made as easy and appealing as possible to ensure the direct and ongoing engagement of top management in leadership development. Possible ways of doing this are suggested below.

Role-modelling

One of the most powerful ways of demonstrating and encouraging widespread commitment to leadership development is for the board or top team to undergo a leadership development programme themselves, then to tell others about the experience and, very consciously, to role-model the new behaviours. This has several advantages:

- It sends a clear message to the rest of the organisation about the value and importance placed on leadership development and demonstrates that learning is an ongoing process no matter what level you're at in the organisation.
- It's a visible sign of commitment to leadership development.
- It may significantly enhance the functioning and leadership of the board as a whole.
- It creates time and space for the top team to consider
 - how they are leading and role-modelling and how closely this is aligned with the strategic goals
 - what opportunities they have to demonstrate their leadership more visibly.
- It's likely to attract interest in whatever leadership development is being undertaken.
- By seeing their leaders behaving differently, it helps encourage different behaviours throughout the organisation and positive attitudes towards learning.

Thereafter, involvement by all layers of leaders is recommended, particularly if a significant cultural shift is required within the organisation. To create and maintain an interest in leadership development, it can be helpful for senior leaders to talk or write openly about their learning experiences, at briefings, conferences and in in-house magazines. Role-modelling new leadership behaviours that align with the strategic goals of the organisation is critical in helping to engage individuals in developing their leadership skills.

For example, making a commitment that individuals will not be taken off leadership development programmes for the sake of business expediency is an excellent way of demonstrating the importance given to leadership development.

Leadership champions

Following on from this, you could identify one or more leadership 'champions', ideally at board level, who would take a particular interest in your leadership programme(s), perhaps writing a personal 'welcome letter' to each programme. The champion would always meet programme participants before and after programmes and actively consider the benefits and development points of the programme from the participants' and Department's perspective. The process should be designed to ensure challenge and support from the line. And it should be explicitly positioned outside the remit of HR people inside the Department to underline the commitment within the line. The champion would also be given regular opportunities to feedback views about the programmes to the programme teams.

You could identify other programme sponsorship options e.g. involving a number of top managers. To encourage participation across top management, sponsorship could be done on a rotating basis, with a change-over every two years or so. Sponsorship would involve (a) being available to speak each time the programme runs; (b) committing other members of top management in the Department or in their own team to becoming involved in the programme; and (c) opening up their own part of the Department as a site for case study work and visits from programme participants. One approach could be the use of real case studies based on leadership issues across the Civil Service. This would serve the dual purpose of engaging top management and providing relevant cases and material for use in leadership development programmes (see Levers for learning).

Technology can be used to enhance top management engagement in leadership development. Examples include using videoconferencing, web-based events, DVDs, CD-ROMS, etc. This would have the advantage of facilitating top management engagement with significant numbers of people and would ensure that consistent messages are being delivered across the organisation.

Integrated leadership development

The value of top management engagement as described above shouldn't be underestimated. It's a critical element of effective leadership development. However, if the substantial investment in leadership development in the Civil Service in recent years is to contribute fully to building capability, it requires a 'joined-up thinking' approach rather than lots

of discrete initiatives. In practice, this means that leadership development requires full integration with corporate HR, talent management and SCS career gateway processes across the Civil Service and constituent Departments. Importantly, required leadership behaviours need to be reflected in those HR systems, such as performance management and reward and recognition, which people regard as barometers of commitment in practice as well as in principle.

Performance management systems

Whatever performance management process is in use, this should also be examined and considered as a lever to support leadership development. So, for example, in building leadership capacity, more emphasis might be placed in the performance management system on how results are achieved, not just on what has been achieved, and whether leadership has been role-modelled by individuals in meeting their objectives. The careful use of staff attitude surveys, particularly indicators that provide information on how leadership is being experienced by followers, may also be used to help garner commitment and buy-in to leadership development programmes. If the indicators are poor, these can helpfully serve as a challenge area for leadership programmes to address. Keeping performance management systems under review and updating as necessary will be important to support developments in desired leadership behaviours.

Reward and recognition alignment

Your leadership development approach needs to be closely aligned with whatever reward and recognition system you have in place so that new leadership behaviours are rewarded.

Levers for learning

Leadership development needs to be linked strongly to leaders' everyday experience through the use of processes that link new learning with workplace experience, including shadowing, new job experiences, coaching, mentoring and case studies (based on Civil Service cases as well as those from other sectors) and action learning. Case study methods and action learning in particular can be used to provide opportunities to build in scope to put something back while leaders are learning and make the experience feel more 'real'.

Case studies and action learning

Well-constructed case studies can be highly energising and stimulating, as, too, can action learning. And if leaders can deliver a corporate challenge while improving skills, you are leveraging business change.

Case studies have the advantage of offering opportunities to develop stronger links with senior leaders in Departments, fostering new partnerships, better collaborative working, and, if spread across a number of Departments, can help leaders understand the leader's role in leading across complex systems to tackle cross-cutting issues. Case studies can also be linked to top management sponsorship of programmes. Another option might be to develop a series of case studies based on real leadership stories from senior levels in Departments. These should offer positive learning opportunities and wouldn't be required to be unremitting stories of success. The case studies could be embedded into the core leadership development programmes, with key players in the case studies attending when the cases are being used.

Learning to learn and transferring that learning to new scenarios is a valuable development currency. Action learning can be a particularly useful learning medium when dealing with problems or issues where no obvious solution presents itself. It offers an opportunity for personal development and a relatively cost-effective way of encouraging self- and cross-organisational development, with principal costs being the individual's time and, if a facilitator is used, their fee. Action learning also provides an excellent opportunity to work across Departments and sectors, bringing together a diverse range of skills and experience to identify solutions to present problems and to anticipate future needs. It also offers an excellent opportunity to produce best practice and benchmarking guidance.

Stretch projects and innovation

The use of individual or team 'stretch projects', focused on organisational improvement areas can provide opportunities for individuals to develop, apply and flex their leadership skills while participating in a development programme. Building into the design opportunities to identify an improvement area and explore innovative solutions, with the promise that an individual or group of leaders will be allowed a ten-minute presentation slot at the next board meeting to pitch their improvement idea, can be extremely fruitful in raising levels of engagement with leadership development across the organisation. It can also help to create a cadre of leaders who feel more empowered.

Building networks and fostering a corporate culture

Modern leaders are required to work across boundaries and promote and demonstrate effective networking. Building networks and developing networking skills enable partnership approaches and knowledge management processes to operate more effectively.

Everyone has a vast network of resources at their fingertips, but sometimes networks are forgotten, neglected or ignored. Sometimes this can result from unease about what networking is really about and a lack of the necessary skills to do it. But when done effectively and in the right collaborative spirit, networking can help leaders accomplish major goals for themselves and for their organisation. Network building can make a significant contribution to building a corporate culture. The active development of a group of people who are regarded as a 'corporate resource' and who share key skills, experiences and values seen as important to the future of the organisation can help foster a corporate culture and contribute to the development of a strong talent pool.

There are significant benefits to be had from cross-Departmental and cross-sector development opportunities at SCS level. People learn a great deal by working and developing their leadership skills with others, across Departments and sectors, benefiting from new perspectives, insights, outlooks and experiences. Development activity that brings leaders together in this way helps to reinforce the development of a leadership community across the Service, to build and sustain leadership networks and to foster a partnership approach.

Given the value of networks and the development opportunities they can provide, consideration should be given to effective induction systems for those new to the SCS. So that they can maximise the benefits of their prior experience and realise their potential within the Service, particular attention should be paid to the needs of new entrants from other government Departments and from outside Government, who may not have appropriate networks in place to get things done and who need to understand and operate in the Whitehall culture.

Creating a coaching culture

A significant lever for organisational learning is to create a coaching culture, which means creating an environment where people are supported in identifying and making choices rather than being told what to do. Non-directive coaching is a skill and can also be a style of leadership that promotes engagement by involving and encouraging people to contribute towards or to solve personal and organisational challenges.

Research undertaken by the Chartered Institute of Personnel and Development in 2004 found that 99% of those surveyed felt that coaching could deliver tangible benefits to both individuals and the organisation. Executive coaching is increasing in popularity in today's organisations and, if deployed effectively, can provide the ideal development solution for a range of needs.

The responsibilities of leadership can sometimes leave leaders feeling isolated and they can benefit from using a coach to help them develop their thinking and improve their performance. In times of change, executive coaching can offer particularly effective support to leaders making the transition from one role to another or to those who need to unlearn old behaviours and/or learn new skills, behaviours and attitudes. An experienced coach who can listen deeply and ask challenging questions will enable leaders to grow and develop, raising their awareness and responsibility for taking action. For a leader to learn how to coach others, it's often easier if they themselves have been expertly coached.

Executive coaching varies according to need but it can involve a significant investment of time, energy and expenditure. It's therefore likely to offer best value and deliver high performance and organisational benefit in situations where it is properly managed and integrated into the organisation's leadership development strategy.

Evaluating the impact of leadership development

Evaluation, transfer of learning and personal impact

Many people attend development events without really thinking about just how much they might need to change. Some development is about affirming existing behaviours or merely fine-tuning one's skills. But some leaders may need to make uncomfortable changes to how they operate if they are to have a significant impact in their organisation. Turning conceptual understanding into real changes in behaviour and practice is one of the toughest challenges. You can't assume that everyone can do this easily without support.

Different things work for different people. For some, a stretching assignment helps, for others, coaching is the best option. Follow-up 'report back' events are also increasingly popular. By building in these activities, there is a greater chance that more learning will be turned into action and, as well as helping individuals make a personal impact, they often provide an in-built means of evaluation.

Evaluating the impact of leadership development at the organisational level

Proving that a leadership development programme has had a particular impact on organisational performance is at best tricky. But there are things you can do to create the right impact and to help show the contribution of the development programme.

The first stage is to identify what type of success you aim to achieve and how leadership can make that happen (if you can't spell out the contribution of leadership, there's no way you can demonstrate the impact of leadership development). This sounds obvious but it's amazing how often major investments are made in development based on only the vaguest ideas of what successful outcomes would actually look like.

The next stage is to design the programme around all the criteria and needs identified – from the SCS Leadership Model to the issues raised in the staff satisfaction survey, from the performance management data to the organisational performance targets that you expect to hit through improved leadership. Interestingly, these very drivers also provide the frameworks and benchmarks against which you can gauge success.

Finally, there's the challenge of how to capture the true essence of success. Leadership is as much an art as a science, and demonstrating impact is about accessing the deep richness of the effect on the organisation, not just presenting a set of statistics. In the same way, a picture paints a thousand words, and case stories are a good way to articulate real-life experience about what has worked (and what hasn't) and why. These case stories can track individuals or cohorts as they apply their learning, work to make an impact and assess outcomes and consequences. Not everyone will have an equal impact but the success of a leadership development programme should be determined by how well it did what it set out to do and the types of organisational impact – some unanticipated – that have been created or supported by those attending the programme.