

People Committee – for assurance

Meeting agenda title: Deep dive: leadership development

Meeting date: 4 May 2023

Time required: 20 minutes

Presenter: Sarah Lal

1. Summary

- 1.1. This report sets out our approach to mitigating our senior leadership resilience risk, and increasing our leadership capability across the ICO to support the delivery of ICO25. The leadership development offer must enable our high performance strategy objectives and create clarity on what is expected of all staff.

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Outcome reached:

Leadership Development Programme to support ICO25

People Committee

4 May 2023

Can be published internally and externally





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Objective:

- To outline our Leadership Development Proposition that will support people managers and senior leaders to deliver ICO25 and the High Performance Strategy.
- To increase the awareness of all people, about what is expected of our senior leaders, our people managers and ourselves at the ICO.
- To articulate the leadership development support we have now and what changes we will make to achieve greater impact.
- To be clear about the capabilities and behaviours we need to have as people managers, and senior leaders, at the ICO.



Leadership context

The ICO has grown significantly over the last few years, and based on our definition of leader as anyone in Level E or above, we now have 564 leaders, which is over half of our total staff.

As we deliver ICO25, embed our organisational design and high performance strategy, people managers and senior leaders will become increasingly important in their roles to support teams and provide clarity of our ICO purpose.

We know in order to achieve our ICO25 goals, our teams need great people managers and the organisation needs senior leaders with increased leadership capability, and awareness of what is expected of them.

We have an **open** risk appetite when it comes to empowering and supporting our staff to perform in their role. This means we are prepared to consider a number of approaches, even where there are elevated levels of associated risk, and will choose the option which provides a high probability of productive outcomes and benefits



Current Leadership Position

Leaders (Level E and above)	564 (51% of total staff)
People Managers	262
Level E	273
Level F	194
Level G	57
Level G2	23
Level H	6



Leadership Development on offer currently

Aspiring Leaders
Programme

Management and
Leadership
Apprenticeships

Leadership Squares
– networking
groups

Leadership
Masterclasses

HR Essentials

Leadership and
Management
Workshops/
Training
Programmes

Bespoke
Leadership
Development Team
Programmes

360 Feedback
Assessment

Coaching and
Mentoring



Risks

Our definition of leadership is based on levels/hierarchy, and not on role requirements or those who manage people.

Take up – average 1/5 of leadership population per intervention

Engages same people – not necessarily those who need it

Large population to target – and growing

We would need to review our people processes and pay progression system to ensure they align with our position on leadership



Current Leadership Proposition

Leaders are defined
by levels

There is no
mandatory
requirement to
develop

Leadership
development
programmes are
extensive, but not
strategic and
targeted

Our new Leadership Proposition



Leadership Proposition

Clarity is provided
on the levels of
responsibility

Transparency is
provided on what is
expected from all
our people, with a
requirement to
develop

Leadership
development
programmes become
strategic and
targeted, and prepare
for professions

The new Leadership Proposal

Support those Leading Teams to develop high performing teams, and an inclusive culture

Set expectations for Leading and Developing ourselves through our overarching ICO Behavioural Framework

Update core content to reflect the need for all of us to do things differently to achieve ICO25

Make core content mandatory, embedding good practice for all

Outline Leadership Styles and Climate Assessments to embed coaching, and support the conditions that create high performance

Create specific initiatives for those Leading the ICO

Leading the ICO – Grade G2/H

Introduction

Psychometric

- Leadership styles and climates report
- TMP for new hires

Azure Accelerate Programme

- Core purpose
- One Compelling Voice
- Team and Self Awareness
- Clear roles and expectations
- Openness and feedback
- Regular reviews
- Agreement of engagement principles
- Understanding of preferences and strengths

Flexible content

As required

- EDI training with EY
- Report writing training
- Drafting for senior leaders
- Leading business transformation
- Broadband communication
- Creating culture
- Building organisational resilience
- Authentic leadership

Giving back

Leadership masterclass

- Leading a masterclass



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Leading Teams – Grade E-G

Required

Leadership at the ICO

- The ICO Leader
- Inclusive Leadership

People Management

- Managing probation
- Managing performance
- Managing absence
- Effective PDR's
- Career Band Progression
- Interview and Selection

Coaching as a leadership style

- Feedback
- Coaching using GROW

Flexible content

Blended learning

- Critical conversations
- Developing others
- Motivation
- Delegation
- Dealing With Conflict
- High performance
- Planning & organisation
- Matrix management
- Agile leadership
- Leading across boundaries

Networking

Leadership squares

- Networking with three other managers

Coaching sets

- Coaching, and being coached, with one or two managers

Giving back

Coaching

- Expectation of coaching others for more senior leaders

Mentoring

- Expectation of becoming a mentor and mentoring others



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Leading self

We recognise that all people have a responsibility for leading self and they are supported with this through our behavioural framework, our core learning offer and, as they develop, the professions.

Aspiring
Leaders
Programme

Management
and Leadership
Apprenticeships

Leadership
Squares –
networking
groups

HR Essentials

360 Feedback
Assessment

Coaching and
Mentoring

Career Development Programmes

Future Leaders

Workshops to include:

- Personal brand
- Interpersonal Skills
- Intrapersonal Skills
- Technical Skills

Support:

- Check-ins with learning team
- Part of Yammer community
- Assigned a coach or mentor
- Yammer Community

Leader to Head of

- Bridging the gap
- Access to Level 7 Apprenticeship
- Succession planning
- Hay Group Leadership Style and Climate
- Assigned a coach or mentor
- Business Improvement project – SLT sponsor

Head of to Director

- Bridging the gap
- Access to Level 7 Apprenticeship
- Succession planning
- Hay Group Leadership Style and Climate
- Assigned a coach or mentor
- Business Improvement project – ELT sponsor

Outcomes for greater impact

We will reduce the likelihood of our senior leadership resilience risk impacting change

The programmes on offer will focus on people management capability

Core elements are mandatory for people managers and senior leaders

An engagement and climate tool is used to drive the right leadership culture and monitor progress



Risks and Mitigation of the new proposition

Risk	Mitigation
Focusing on People Managers may demotivate technical professionals who don't manage people, but are delivery managers or Product Owners through matrix working.	Provide clarity about how other development needs will be met through our Behavioural Framework, and outline the role and expectations of delivery managers and Product Owners.
Size of people manager population means it will take time to design and deliver all required resources	Work will be prioritised on areas that will have the biggest impact
Time taken to procure the Leadership and Climate tool's, as well as the people survey results.	Work with procurement to explore how we can do this in a timely manner
Head of service cohort responsible for teams and departments will not be explicitly exposed to senior leadership programmes	Our succession plans, and a career development offer will reduce this risk

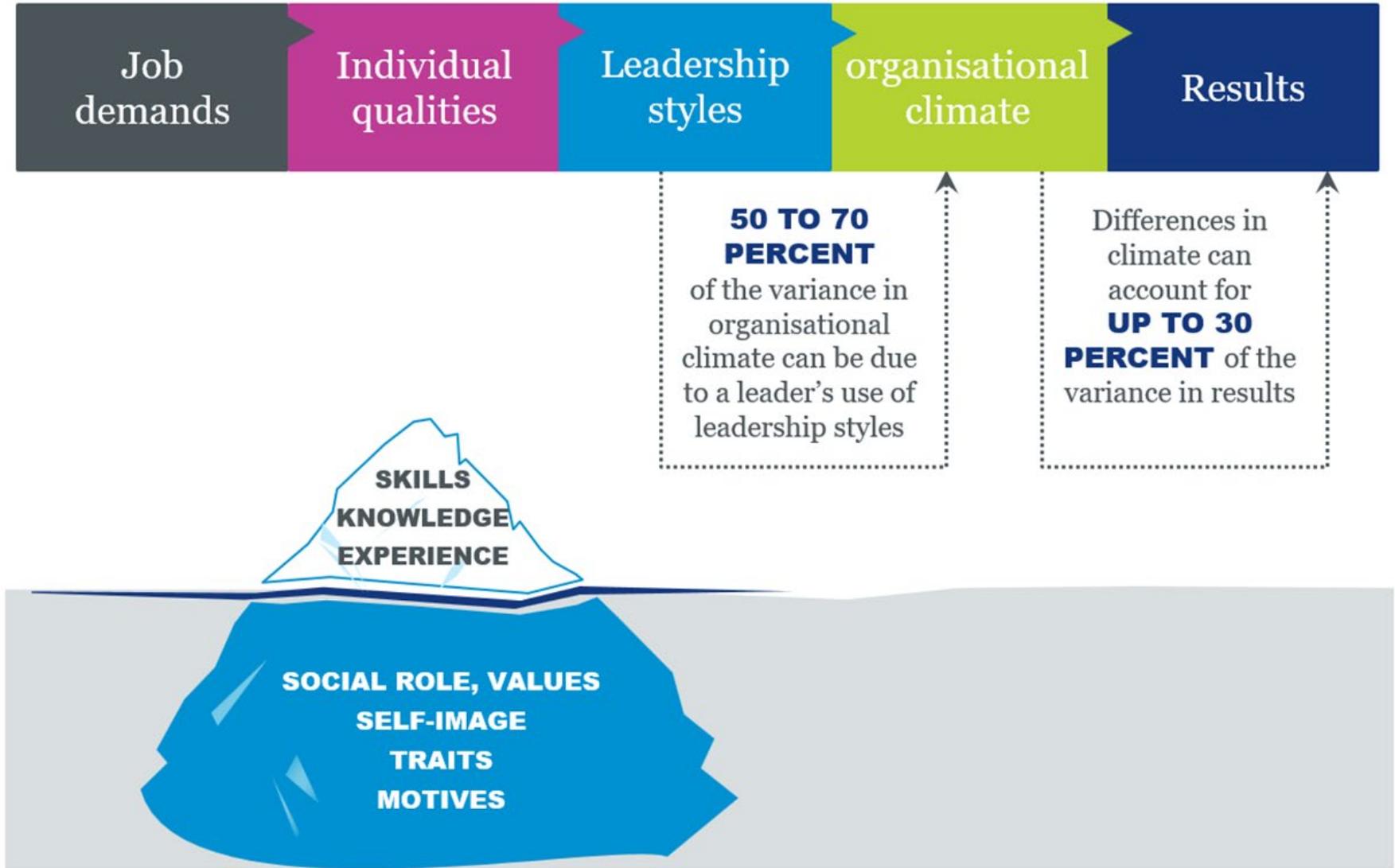


Appendix

Leadership styles and climate tool



Leadership Styles and Climate Assessment



Leadership Styles



Primary objective
Gaining immediate
compliance



Primary objective
Providing long term
vision and context



Primary objective
Creating trust and
harmony



Primary objective
Building commitment
and generating new ideas

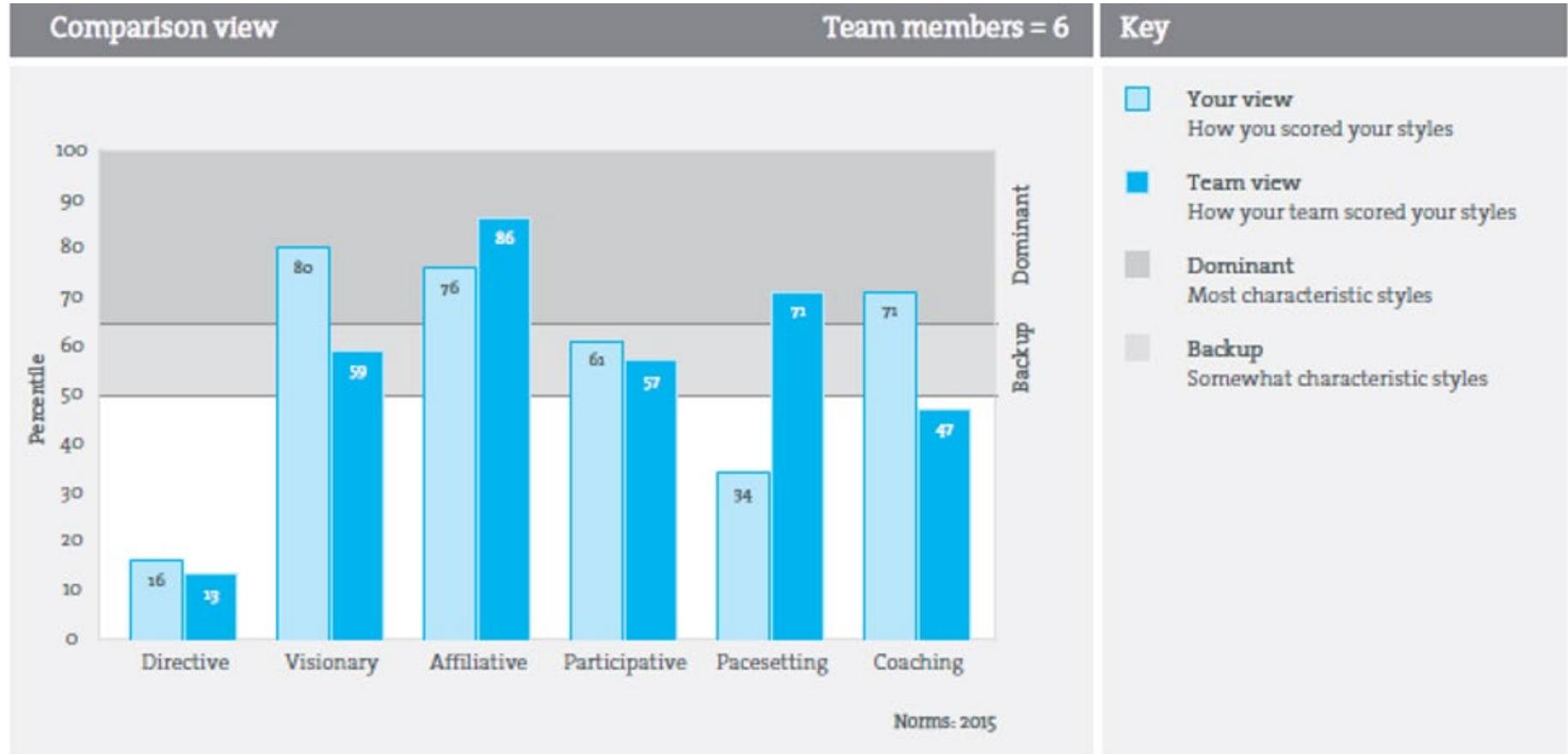


Primary objective
Accomplishing tasks to
high standards of
excellence



Primary objective
Long term professional
development of
employees

Leadership Styles Report



TEAM MEMBERS' PERCEPTIONS THAT:

FLEXIBILITY

There are no unnecessary rules, procedures, policies or practices

RESPONSIBILITY

They are given authority to accomplish tasks without having to constantly check for approval

STANDARDS

Challenging but attainable goals are set for the team and its employees

REWARDS

They are recognised and rewarded for good performance

CLARITY

Everyone in the team knows what is expected of them

TEAM COMMITMENT

People are proud to belong to the team

Climate Dimensions Report



ICO Behavioural Framework

The purpose of the ICO behavioural framework is to help people live the values in their day-to-day work. It gives examples of what living the values looks like at each level of the organisation.

It will be used to:

Bring the values to life in PDR and 1-1 discussions

Support recruitment and selection

Guide learning and development support

Some things to note:

The indicators aren't a tick box – you don't need to example each indicator to be living the value. The indicators are there as a guide to help you have meaningful discussions. Be mindful of individual characteristics that may affect behaviour at work.

The behaviours apply to all job roles, as they support the organisational values.

Unhelpful behaviours are there to support development needs.

Levels are cumulative; so, someone at level three would also be expected to display behaviours at levels one and two.

You may display some behaviours at a level above your job grade, and this can be used to explore career progression or as evidence in a career banding discussion.

Curious

We believe in continuous learning, empowering our teams to experiment and innovate and are eager for new or different perspectives to inform our work.

We are curious enough to consider new ideas and agile enough to explore them effectively.

We are curious, empathetic and actively interested in understanding all perspectives. We particularly use this to make our expectations of those we regulate as simple as possible to implement.

We regularly ask ourselves why, and why not, and seek creative opportunities and solutions to both recurring and new situations.

We challenge each other constructively, supporting each other to find the best outcome.

Grades B-D	Grades E-F	Grades G, G2, H	Unhelpful Behaviours
<p>Is aware of their own capabilities and areas for development</p> <p>Seeks and acts on feedback from others to determine areas in which improvements can be made</p> <p>Asks key questions to clarify situations</p>	<p>Listens to the views of peers and team members, raising issues with senior management and giving feedback in an appropriate and timely fashion</p> <p>Asks deep, probing questions which get to the root of a problem or issue</p>	<p>Acts as a role model and pro-actively encourages continuous improvement and commitment to personal development</p> <p>Develops a culture that encourages staff development and personal growth</p>	<p>Is not willing to listen/ seek or accept feedback</p> <p>Displays no curiosity about finding out how things are done</p> <p>Does not seek additional information about a situation, other than what has been given</p>

<p>Collects facts to confirm the whole picture</p> <p>Regularly shares expertise with other team members to support their knowledge and skills</p> <p>Thinks outside the box to come up with alternative approaches</p>	<p>Picks up on the need to change personal, interpersonal and managerial behaviour quickly in response to changing demands on self and role</p> <p>Gets involved in activities that will challenge and stretch current skills</p> <p>Recommends or provides opportunities for growth and development</p> <p>Encourages idea generation from others</p>	<p>Seeks out and participates in continuing professional development activities that benefit personal and organisational objectives</p> <p>Develops and initiates career and succession planning to build and sustain long term capability across the business</p>	<p>Makes little effort to keep professionally up to date Is reluctant to try anything new</p> <p>Keeps knowledge to self rather than sharing it with others to help them develop</p> <p>Fails to recognise and nurture talent within the team</p> <p>Doesn't follow up to embed learning back in the workplace</p>
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Collaborative

We work together in ways which enable us to prioritise, support our agility and our collective and individual high performance. This enables us to successfully execute our plans by responding to emerging risks and opportunities at pace but without sacrificing our high standards.

We move fast together so we can fix things in ways which are timely and relevant for our customers, stakeholders and colleagues.

We experiment together, learn and continuously improve. If it doesn't work, we learn from it quickly and make changes.

Grades B-D	Grades E-F	Grades G, G2, H	Unhelpful Behaviours
Is seen as a good team player, helping colleagues under pressure	Coaches others, to support continuous improvement	Pro-actively seeks long-term strategic partnerships	Does not appreciate the benefits of collaborative working
Is approachable and receptive of the views and input of others	Develops informal partnerships with others internally and externally, for business benefit	Role models strategic team-working	Has no developed networks or relationships across teams
Works collaboratively with others, regardless of functional boundaries	Seeks different perspectives	Creates alliances and partnerships through industry/ sector wide networking	Closed to different perspectives and proposals for collaborative working
Initiates contact with others they don't know, to build relationships	Sets up and champions cross functional working initiatives	Shares scarce resources/ talent with colleagues to ensure maximum organisational benefit	Spends limited time building networks and has a narrow range of contacts
	Builds commitment from others to work together to deliver agreed outcomes		

	Moves quickly to resolve issues between teams		
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Impactful

<p>We thrive on delivering at pace and with impact, by being selective to be effective. This will help us to ensure our important work makes a material difference. We take pride in our high performance.</p> <p>We set clear objectives and make timely, informed decisions, using evidence and insight. We also measure and evaluate our work.</p> <p>We achieve high performance by empowering people to take personal ownership and accountability. We learn from our mistakes, continuously develop and celebrate our successes.</p>
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Grades B-D	Grades E-F	Grades G, G2, H	Unhelpful Behaviours
<p>Works to improve own efficiency through time-management techniques and good personal work methods</p> <p>Adapts to changing priorities</p> <p>Monitors and checks own progress and performance on a regular basis</p>	<p>Makes timely decisions</p> <p>Creates changes in systems or work methods to improve own or team performance</p> <p>Is transparent in the way work is prioritised</p> <p>Helps others to prioritise</p> <p>Drives a high-performance culture through the</p>	<p>Sets clear direction</p> <p>Anticipates changes in the operating environment when planning for the future</p> <p>Builds an agile work force that can respond quickly to changing priorities</p> <p>Looks for opportunities to transform business or</p>	<p>Does things as they've always been done unquestioningly, instead of suggesting new ways of working</p> <p>Works in silos, with limited understanding of shared objectives</p> <p>Struggles with changing priorities</p>

<p>Delivers what is required to get the job done to standard and on time</p> <p>Is proactive in asking for support to help get the job done</p>	<p>effective setting and monitoring of objectives</p> <p>Constructively challenges poor performance or inappropriate behaviour in others</p>	<p>process areas in order to improve performance</p> <p>Works quickly to resolve blockers to progress</p>	<p>Makes poor progress in working towards personal targets and objectives</p> <p>Lets problems get worse, rather than reflect and refocus</p> <p>Focuses efforts on areas which are less important than delivery of key objectives</p>
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Respect, equality, diversity and inclusivity

We embrace inclusive ways of working. We respect each other and our stakeholders, customers and colleagues and treat all with dignity.

We want diverse teams that are filled with talent and reflect our society, so our organisation can thrive and perform at our very best.

We are curious to understand all perspectives, recognising the value that they bring. We actively encourage equality, diversity and inclusion in our working and thinking

Grades B-D	Grades E-F	Grades G, G2, H	Unhelpful Behaviours
<p>Respects a range of different perspectives, values and beliefs</p> <p>Provides feedback and constructive challenge to support change</p> <p>Adapts style and approach according to the needs of the people they're working with</p> <p>Able to see things from a variety of perspectives, using this knowledge to challenge own thinking, values and assumptions</p>	<p>Seeks a diverse range of opinions to inform work</p> <p>Challenges their own thinking and the thinking of others</p> <p>Promotes a culture that values diversity and encourages challenge</p> <p>Shows how our thinking is informed by the views of customers and stakeholders</p> <p>Proactively addresses EDI related issues and non-inclusive behaviours</p>	<p>Ensures that all perspectives inform decision making and communicates the reasons behind decisions in a way that's clear and compelling</p> <p>Translates the EDI commitment into action, through all areas of work</p> <p>Champions diversity in practical ways – appreciates and looks for benefits of differences between people</p> <p>Understands the issues and challenges customers and stakeholders are facing and uses this knowledge to drive the work we do</p> <p>Considers how to reach communities of previously unmet needs</p>	<p>Does not listen to and consider the views of others</p> <p>Inconsiderate of others point of view</p> <p>Reluctant to work with individuals with different backgrounds</p> <p>Doesn't think through the impact of decisions on customers or stakeholders</p> <p>Recognises negative impact of decisions on customers or stakeholders, but doesn't react accordingly</p>