

Initial Programme

Course Review (ICPR)

Stage 2 Report

Management Development Programmes

May 2014

Review Supervisory, Middle & Strategic Managers Development Programme

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Executive Summary

1.1 Summary

The London Fire Brigade (LFB) is one of the largest firefighting and rescue organisations in the world and provides its service to 8.2 million residents as well as those who work in or visit the capital city.

“It all comes from People” – Tom Peters in Search of Excellence

The LFB employ over 6,000 staff, including over 5,000 operational firefighters, 100 staff in Brigade Control processing 999 calls and a wide-range of fire and rescue staff that support all aspects of service delivery. London’s fire and rescue service remains the busiest in the country and one of the largest firefighting and rescue organisations in the world. Approximately 80% of the Authority’s budget is spent on people and 25% of the staff employed by LFB have management responsibility**. Ensuring that the LFB has robust systems, training and maintenance of skills to support the development and management of its most valuable asset is of paramount importance.

1.2 Conclusions

Between 2012/14, 1,231 operational delegates accessed management development programmes totalling 405 training days. The provision of effective development training and the maintenance of continuous service delivery is a vital part of the LFB’s performance management challenge.

This review has provided a unique opportunity for root and branch review of Management Development Programmes (MDPs) throughout the organisation. This review focuses on three existing MDPs at Supervisory, Middle and Strategic management levels and looks to provide recommendations for how MDPs can be enhanced across the LFB.

The three current MDPs provide 43 training interventions covering the roles of Crew Manager, Watch Manager, Station Manager, Group Manager, Area Manager (Deputy Assistant Commissioner) and Brigade Manager (Assistant Commissioner and above).

Approximately 13% of LFB employees are non- operational staff, for which currently there are no identified development programmes. Provision of comprehensive MDPs is an important requirement to developing individual performance.

Babcock recognises both the importance in developing and maintaining role competence and in ensuring that training provision meets that need effectively and efficiently. Achieving the right balance of initial acquisition and workplace application for developing managers will minimise the impact on Service Delivery, whilst raising the Service Delivery standards.

1.3 Recommendations

This review highlights a number of areas where opportunity for improvement can be considered, including:

- Applying a blended learning approach to the existing training for Management Development Programmes, creating supporting eLearning, enhancing maintenance of skills training and realising efficiency opportunities.
- Increased provision and access to delegate learning for both acquisition and maintenance of skills.
- Imbedding incident management training (or other role specific modules) in the leadership and management framework across all MDPs.
- Re-naming and implementation of core modules consistent throughout all management levels.
- The introduction of mandatory formal accreditation for MDPs at levels 3 (Supervisory), 5 (Middle) and 7 (Strategic) to include operational and FRS staff.

** Figures accurate Mar 2014 source HR & Development Department

2. Introduction

Performance frameworks form the foundation of the LFB's MDPs. The current performance frameworks were introduced after the introduction of National Occupational Standards (NOS) and resulting role maps. Fire and Rescue Services subsequently moved from rank to role adopting the competency based approach to performance management. The aim of the MDPs is to integrate performance frameworks with personal, qualities and attributes (PQAs), LFB organisational policy and procedural requirements and to effectively develop individuals for a new role. MDPs also play a part in maintaining role competency.

Babcock recognises that effective development training programmes for all roles is key to managing individual and organisational performance and that timely access to those training programmes is crucial. To this end, Babcock is committed to providing timely training

solutions which are effective, efficient and high in quality to support the LFB in achieving its principle aim of making London a safer city. When developing, planning and implementing training, our design and delivery teams will always work to our core training values and will incorporate the best practice training design features into the solutions we offer for operational and FRS staff.

3. The Babcock Approach

At the heart of Babcock's approach to training is the learner. Matching their attitude, skills, knowledge and aspirations with the operational needs of the LFB enables Babcock to add real value by providing effective, organised and timely learning interventions which meet organisational needs. By focussing on outcomes and applying innovation, customers and learners can fulfil their potential within lifelong development.

Our approach will be reflective of our core training values which are detailed below:

- Partnership: By working together and building close relationships with all stakeholders we will drive improvements and efficiencies and deliver excellence.
- Solution driven, outcome focused: We will design, develop and deliver training that meets the needs of the customer, to the standard required, with the learner experience at the centre of what we do.
- Innovation: We will push boundaries to give a sustainable, effective and 'cutting edge' learning environment, maximising the use of modern facilities, methodologies and technologies.
- Open and honest: We will manage the training system in a transparent manner, identifying issues with requirement definition, standards and the performance of our own team, learners and partners.
- Safety and integrity: We put safety first. We will not hide from the difficult decisions and will take positive action to ensure a safe and productive training environment.

The training solutions and recommendations incorporated in this review will focus on:

a) Accreditation and qualification

We will drive up quality standards and maintain consistency by actively seeking to gain formal accreditation by aligning content and processes to defined standards within approved frameworks recognised and endorsed by internal, external or statutory bodies. A qualification signifies the successful completion of an accredited course or programme of development where a delegate has demonstrated they have reached the required

level. We will seek to incorporate opportunities for individuals to acquire a qualification into the future training solution design, not only by looking at individual courses but also at how the portfolio of training carried out by an individual may fit the learner map.

In order to successfully design and implement accredited development programmes that support the future of the organisation, the solution will feature a range of training interventions that are integrated with Line Manager support.

b) Line Manager Support

Learners need a supportive environment at work if they are to effectively develop and maintain their knowledge and skills and therefore each line manager holds a crucial role within the learning process. Every line manager should be fully engaged in identifying development needs, selecting, nominating and preparing staff for courses and supporting staff following training to ensure that the new skills, knowledge and attitudes are transferred into the workplace and become embedded into the individual's normal behaviour.

Skill sets are learned and not trained and without proactive involvement of the line manager in supporting newly trained staff much of the training will have been wasted with some research suggesting that as little as 10% of training is carried forward into the workplace.

Babcock recognises that line managers will require varying levels of support in developing and implementing the skills required to play a far more active role in the development and assessment of staff. This up skilling could be provided using the blended learning approach discussed earlier by offering a variety of learning interventions together with direct support on an individual basis by Babcock trainers where required/appropriate.

Babcock will work in partnership with the LFB ensuring that future line manager selection processes identify candidates with the appropriate personal qualities to perform this role to a high standard and that development programmes are adjusted to further enhance the associated skills.

4. Background to Review

The Babcock Course Review document defined the methodology for conducting an Initial Programme Course Review (IPCR) within the first three years of the Babcock/LFB

partnership and the Stage 1 output document for MDPs (Appendix 1) outlined the areas which would be considered as part of this review including:

- Use of blended pre-learning packages, with an appropriate balance of theory and practical training on trainer-led courses.
- The benefits of a needs only approach accounting for delegates' exposure and previous experience.
- The changing dynamic of suitable development / learning interventions and the best approach for the timely provision of these opportunities.
- Conducting an assessment of courses against efficiency opportunities.

The courses considered within the scope of this review are listed within Appendix 1.

5. Research Findings

The recent review by Sir Ken Knight 'Facing the Future' which was commissioned by the Department for Communities and Local Government (DCLG), makes reference to the reducing number of call outs and live fire incidents. The Draft Fifth London Safety Plan acknowledges that the long term trend in London is for an ever decreasing number of fires. It follows that this reduction in operational exposure should be coupled with a change in leadership and management training as well as incident management training, in order to support individuals in development and maintenance of strong and effective leadership.

The modernisation agenda presents new challenges for Fire and Rescue Services to evolve its leadership capacity to meet the needs of:

- increasingly flexible working patterns,
- diverse communities,
- a widening variety of risks and responsibilities and
- growing importance of accountability and governance.

To overcome these challenges and to shape the future of the organisation, developing relevant, new and flexible skills among managers, is of utmost importance and is the focus of this report.

The content of this report is informed by research and consultation carried out within Babcock, LFB, other FRSs, other training providers and internet research.

(See Appendix 7)

5.1 Historical Context

The deaths of two firefighters in 1991 triggered a chain of events which ultimately led to the introduction of numerous national interventions, such as; IPDS, Rank to Role, SOLACE, across the UKFRSs.

Notwithstanding these interventions, the issue of competency remains:

- 2010 HSE report 'Management of Health & Safety in the GB Fire & Rescue Service' stated: "In our view, the issue of competency is the biggest single operational safety challenge presently facing the Fire & Rescue Services"

This report has been developed against this background of the vision for a modern Fire and Rescue Service which meets the demand of continuous improvement in standards.

5.2 History of LFB Management Development Programmes

Supervisory Management

Historically, Supervisory MDPs consisted of seven, consecutive, mandatory week long modules. Each module was assessed by the trainer in the form of written observation and feedback which was forwarded to workplace line managers.

Promotional postings were not allocated until completion of all modules.

In 2006 this training was revised to include a further three modules of one week duration. These ten modules no longer took place consecutively, the assessments were removed and postings were allocated prior to any training requirement.

This structure was subsequently replaced by the current MDP of five modules totalling 17 days in 2011. These courses are not time bound and there is no requirement to attend prior to role commencement.

Middle Management

Historically Middle MDP consisted of three mandatory consecutive weeks.

Each delegate was required to complete this training before role allocation.

In 2009 the current courses were introduced with a mandatory/elective attendance option to provide a more flexible development programme for Middle Managers. These courses are not time bound and there is no requirement to attend prior to role commencement.

Strategic Management

In 2009 the current Strategic MDP was introduced, it consists of nine development interventions. These interventions are not time bound and attendance is based on a needs only approach. There is no requirement to attend prior to role commencement.

Leadership

Historically LFB offered a Values Centred Leadership course and a Covey '7 Habits for Highly Effective People' workshop. These sat outside the MDPs and were accessible for both operational and FRS staff. Both of these courses were phased out due to high running costs.

The current LFB Leadership Strategy was introduced 2008/9 and workshops ran in 2013 to communicate this across the organisation.

A five day Leadership course is a mandatory requirement of the Supervisory MDP. There is no Leadership requirement for any other MDP.

LFB have also recently signed up to an Executive Leadership Programme, which is accredited at level 7 by the Institute for Leadership and Management (ILM). An Executive Leadership Programme is also delivered at the Fire Service College, which incorporates the Aspire leadership model and is supported by the Chief Fire Officers Association.

5.3 Accreditation

Historically LFB have achieved approved centre status for trainer and assessors qualifications. This status was later suspended.

ILM accreditation was explored in 2006 with a mapping exercise to align the leadership course to ILM Level 3 Leadership. This was not progressed further.

Prior to 2012 and the outsource of training, extensive work was done in house by LFB, with regard to a pilot BTEC Incident Command qualification for Station and Group managers. The qualification consisted of five days Incident Command training supported by a written dissertation.

Further progress in this was made by Babcock, for managers on a targeted development programme at Level 6. However this process has recently halted and a decision regarding its future is currently being considered.

5.4 Other FRS Solutions

Research of existing MDPs across UK Fire and Rescue Services has shown there to be an inconsistent approach to career development in terms of assessment, accreditation, acquisition and application, length and type of training interventions.

Many National FRSs base their management development around the Aspire Leadership model. Numerous FRSs offer a variety of qualifications aligned to career / role development. In the main these qualifications are accredited by an external awarding body. Some are widely available 'off the shelf' qualifications, others are vocational, relating to the role of the Fire and Rescue Service.

Examples of the range of qualifications offered:

HNC in Watch Management, BTEC Incident Management, ILM First Line Management, Executive Leadership Programme, ILM Effective Management among others.

There is evidence to suggest that some FRSs are reducing the number of qualifications offered, particularly those that are 'off the shelf' as they are seen to have little impact on FRS role development.

The newly amalgamated Scottish Fire and Rescue Service are employing innovative approaches to their development training to meet their geographical challenges. They have introduced the use of Webinars and virtual world training.

6. Current LFB Arrangements

The training elements of development programmes are currently separated into Incident Management courses and Leadership and Management courses. The following section details current arrangements for those Leadership and Management courses.

6.1 Outline of Management Development Programmes

Supervisory Management

Crew Manager (CM) role map consist of eight NOS units and Watch Manager (WM) role map consist of eleven NOS Units. The current Supervisory MDP modules cover all aspects of Supervisory Management role maps as illustrated in Appendix 2.

Fig 1 Supervisory Management Modules and Duration

Course	Duration
Managing Performance (Mandatory)	4 days
Managing Teams (Mandatory)	4 days
Managing Yourself (Mandatory)	4 days
Management and the Organisation (Mandatory)	1 day
Foundation Leadership (Mandatory)	5 days
Total Days	18 days
Total Guided Learning Hours (GLHs)	126 GLHs

Middle Management

Station Manager (SM) and Group Manager (GM) role maps consist of nine and seventeen NOS Units respectively. Role maps for Middle Managers have mandatory and elective units. Both must maintain competence in a number of units from their role maps at any one time.

Middle Management courses are delivered using a combination of LFB subject matter experts and external training companies. These cover all aspects of Middle Management role maps with the exception of A1 and V1. (See matrix at Appendix 2)

The training available to Middle Managers also follows a mandatory/elective model. The training consists of a choice of 29 courses which are made up of 3, two day courses; 13, one day courses and 13 half day with some half day courses paired to run on one day.

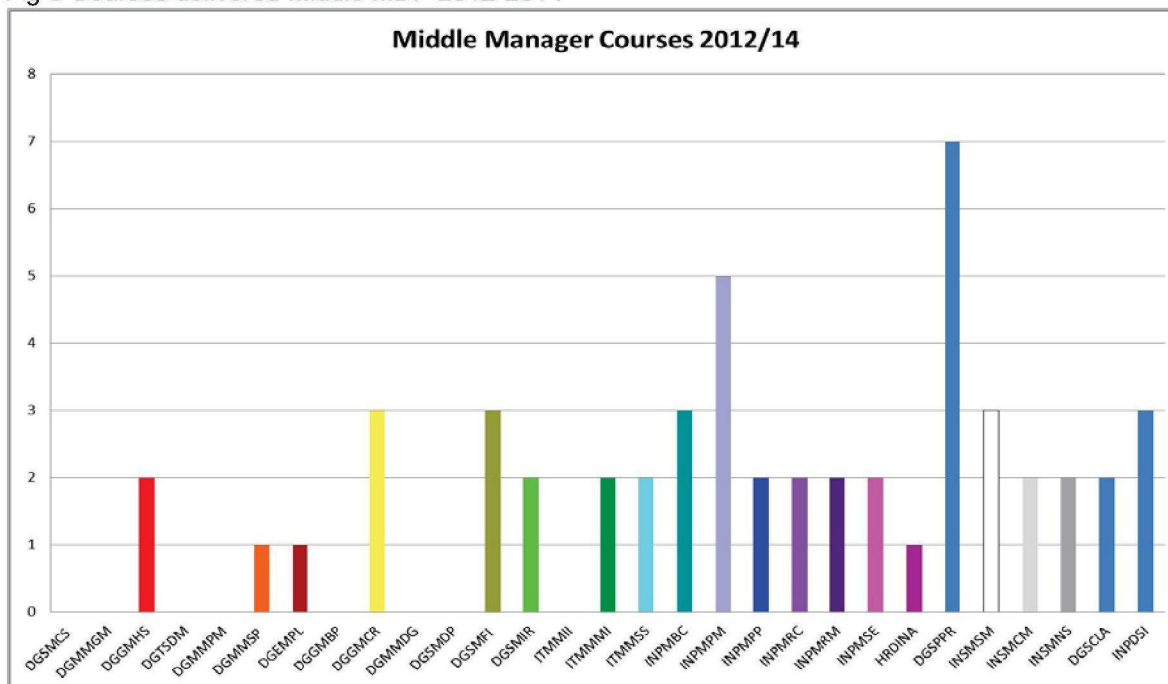
Fig 2 Middle Management Courses and Duration

Station Manager	Duration	Group Manager	Duration
Mandatory Courses X 5	4 days	Mandatory Courses X 5	4 days
Elective Courses X 16	13.5 days	Elective Courses X 19	16.5 days
Total days	17.5 days	Total days	20.5 days
Total possible GLHs	122 GLH	Total possible GLHs	143 GLH

Currently an effective, relevant individual development programme for Middle Managers depends on the Training Needs Analysis (TNA) / Recognised Prior Learning (RPL) process being carried out with line managers once in role.

LFB Career Development Services advise that only one Middle Management TNA form has been submitted since 2008. Consequently, there is no substantial evidenced information to establish the effectiveness of the TNA process.

Fig 3 Courses delivered Middle MDP 2012-2014



Legend for Fig 3

	DGSMCS	Community Safety for Station Managers
	DGMMGM	Community Safety for Group Managers
	DGGMHS	Health and Safety
	DGTSDM	Structure & Processes for Developing your Staff
	DGMMPM	People Management
	DGMMSP	Strategic Risk, Planning and Performance Management
	DGEMPL	Emergency Planning
	DGGMBP	Budget Planning and Control
	DGMMDG	Discipline & Grievance
	DGSMOP	Protecting the Environment
	DGSMFI	Fire Investigation
	DGSMIR	Employee relations
	ITMMII	IRAT and Mapping
	ITMMMI	MobIS and IMS
	ITMMSS	StARS and Station Diary
	INPMBC	Project Management - Behaviours Course
	INPMPP	Project Management Level 1
	INPMPP	Project Management - Principals of Planning
	INPMRC	Project Management - Risk and Change Management
	INPMRM	Project Management - Requirements Management
	INPMSE	Project Management - Stakeholder Engagement
	HRDINA	Internal Auditor Training
	DGSPPR	Speaking and Presenting with Impact
	INSMCM	Recognising Stress
	INSMCM	Coaching and Mentoring
	INSMNS	Achieving Change Through Negotiation
	DGSCLA	Local Accident Investigation
	INPDSI	Selection Interviewing

Current attendance figures indicate a high up take of elective modules, with comparatively low numbers of mandatory courses, which may suggest that staff are engaging with determining and continuing their own development. See figure 3.

Strategic Management

Deputy Assistant Commissioner (DAC) role maps consist of eleven NOS Units and Assistant Commissioner (AC) ten NOS Units.

Strategic management courses are run by a combination of external training providers and LFB subject matter experts, all of which are attended on a needs only basis. These cover all aspects of strategic management role maps with the exception of EFSM13 & 16 which are covered at Middle Manager level. (See Appendix 2)

The training consists of nine development courses (known as interventions) that make up the Strategic MDP. These are outlined in Fig 4.

Fig 4 Strategic Management courses and duration

Course	Duration
Political Awareness & the Authorities decision making process	½ day
Operational role of an AC/DAC	1 day (DAC)
Strategic project and programme management	½ day
Leadership strategy	½ day
Breaking bad news	1 day
Working with the media	1 day
Employee relations	2 days
Regulatory Fire Safety	½ day
Safeguarding issues and referrals to Social Services	½ day
Total Days	7.5 days
Total possible GLHs	52 GLHs

Leadership

Only Supervisory MDPs have mandatory leadership training courses.

The Executive Leadership Programme is not aligned to a management development programme and attendance is not mandatory for any role.

6.2 Access to Training

Firefighters, who act up temporarily to Crew Manager, have no access to development training courses.

To access a development programme, Supervisory Managers successfully complete an assessment centre and Incident Management training. Leadership and Management training is not accessed until individuals are in post.

Level 1 (CEMS) evaluation data from Supervisory Managers attending courses in 2012/13 shows that over 50% of delegates feel the provision of the training is not timely in that they have been in post for long periods before receiving any management training.

On completion of the Supervisory MDP, Crew Managers are not required to attend any further management training at Watch Manager level as courses are designed to cover all aspects of the Watch Manager role. This is not consistent with the approach at Middle Management level.

Middle Managers access training on completion of an assessment development centre. Similarly to Supervisory Managers, they can be in role for long periods of time before receiving any training.

For Strategic Managers, training is based on a needs only approach and is linked to feedback reports generated from 360 degree appraisals and assessment centre performance.

All newly promoted Strategic Managers have an option of an assigned mentor, an experienced Strategic Manager in the same role or a role above.

6.3 Performance Data

On Leadership and Management courses delivered by Babcock, confirmation of learning takes place through a level 2 evaluation although these results are not reported on. There is no assessment of learning acquisition on these courses.

No data is generated from these courses relating to behaviour or performance. Nor are any of the managers attending these courses measured against a performance framework. This differs to incident management courses where delegates are monitored by ORT officers who report on their observations. Managers are periodically assessed in their incident management capacity.

7. Strengths and Areas for Improvement

The following is a summary of the key strengths and areas for improvement within the current Management Development training provision.

7.1 Strengths of Development Programmes and Existing Systems

1. The mandatory format of Supervisory Management training contributes to the ease of planning, delivery and recording, resulting in a clear audit trail of attendees and dates.
2. The mixture of mandatory and elective units of Middle Management training allows ownership of self- development and encourages the needs only approach consistent with Strategic Management.
3. For Middle Management, training is provided at both Station and Group Manager level.
4. The LFB has effective systems in place to monitor individual and organisational workplace performance which inform policy, procedure and training requirement.
5. The principle of providing development training for those new to a role (particularly operational roles) and on-going training for maintenance of skills for those in role is sound and now well established. Although, the focus of maintenance of skills largely supports Incident Management.
6. The concept of a competence based approach to performance management and assessment are well established within LFB culture. Access to maintenance of skills training that incorporates Leadership and Management will further support the development and assessment of these skills in the workplace.
7. The LFB is a 'learning organisation' and has firm policies in place to debrief both the Incident Command function and operations performance for both incidents and training simulations. It would be possible to enhance these systems to incorporate Leadership and Management functions.

7.2 Improvements to Current Courses

As part of the Babcock commitment to the improvement of MDPs and the introduction of a blended learning approach, there is an added potential benefit which is to reduce the impact on Service Delivery by reducing classroom attendance times.

Whilst generally course documentation is complete, it will benefit from review in terms of consistency of style, uniformity in formatting and completeness of detail.

Supervisory Management

Due to the modular nature of the Supervisory MDP there is duplicated subject matter. Reference to the Supervisory Manager's role, the standards it relates to, working practices and the relation to the organisation are all repeated.

Courses could be programmed together over a twelve day period, to remove the duplication, while maintaining all of the course objectives, reducing the impact on service delivery by five days. (See Appendix 3)

This development programme could be further enhanced by the introduction of supporting eLearning for selected subject areas which lend themselves to individual study. These could include LSP5 and a number of H&S and HR policies and procedures. The introduction of Computer Based Training (CBT) provides the potential to meet some objectives prior to training delivery and could support the reduction of time spent in training and the associated benefits of a blended learning approach.

There are further opportunities in respect to Leadership residential course, including the potential for this subject area to be combined with Incident Management. See section 13 - Future Areas for Improvement.

Middle Management

The Station Manager DP has five mandatory and 16 elective courses totalling 19 days. There are a possible eight courses identified for eLearning, reducing delegate classroom attendance by five days. (See Appendix 3)

The Group MDP has five mandatory and 19 elective courses totalling 22 days. There are a possible seven courses identified for eLearning, reducing delegate classroom attendance by four. (See Appendix 3)

Examples:

'Employee Relations' (DGSMIR) is a half day course with outcome relating to Authority and local industrial relations procedures. This procedural information lends itself to eLearning. Alternatively, this half day could be incorporated into the 'Achieving Change through Negotiation' two day course and used to illustrate negotiation skills in a workplace context.

'Mobis, PDP & IMS' (ITMMMI) is a half day course with outcomes relating to IT applications to support performance management functions. These outcomes could be achieved through an eLearning package with virtual versions of these IT applications.

The examples used in the appendices are for illustrative purposes only and would need further consideration and LFB consultation.

Strategic Management

The Strategic MDP consists of needs only training interventions; there is no proposal to reduce the amount of these. Current thinking with reference to Incident Management training is that it would be beneficial for further training / workshops to be made available to DACs and ACs.

8. The Future for Management Development Programmes

Section 7.2 of this report outlined where improvements and efficiencies could be realised within the current MDP framework. Babcock believe that more radical changes could be made, which would involve the construction of new training interventions for all managers. These are outlined below as the four key themes emerging from the review:

- 1) There is significant potential to support an increase in provision and access to delegate learning by adopting a more blended approach across all management development programmes. To include delegate pre- course knowledge checks and e-learning to aid both initial acquisition and maintenance of skills.
- 2) Consideration should be given to imbedding Incident Management training (role specific training) within the Leadership and Management framework (and other roles subsequently) across the development programmes. This will enhance the systems in place to manage and review workplace performance and encourage and strengthen links between the elements of management competence frameworks.
- 3) This review provides an opportunity to re-name LFB development programmes coupled with the implementation of core modules that are consistent throughout the

management levels. This will help to better communicate a more relevant development product and training into a consolidated brand. It will also enhance consistency and create a greater sense of unity across the organisation.

- 4) The introduction of formal, mandatory accreditation for each development programme should be explored, to support the management function throughout the organisation, defining clear career pathways for a variety of roles.

There are a variety of options within these themes which are explored in more detail below.

8.1 Provision and Access to Learning

Increasing the amount of eLearning and availability of pre course materials across all MDPs will aid both initial acquisition and maintenance of skills.

Access to learning to achieve the above could be met in the following ways:

- 1 Non assessable eLearning relative to the next management level could be available to all.
- 2 Non assessable eLearning relative to the succeeding management level could be available to those who register an interest in accessing it.
- 3 Assessable eLearning relative to the succeeding management level could be available to those who register their interest. Successful completion of the training could be linked to the LFB selection process. E.g. eLearning could be a prerequisite to accessing the Assessment Development Centre.

Additional benefits to the increased provision and access to learning include; information gathering relating to the type of training accessed, frequency, numbers, duration etc. This data could inform performance monitoring, Performance Review Development System (PRDS) and future promotional trend analysis. Recording interest in further development could prove to be a data source for succession planning.

Access to this training would have no impact on Service Delivery, it would provide a source for continual professional development and increase organisational awareness at all personnel levels.

The availability of this training also compliments action being taken by LFB to reduce the risk faced by personnel 'acting up' in management roles across the organisation. (See Appendix 4)

Consideration will need to be given to current LFB IT access limitations.

8.2 Imbedding Leadership and Management with Incident Management Training

Developing the concept of imbedding Leadership and Management training with Incident Management training across the development programmes will enhance both the associations and relationship between the skill sets and the systems in place to manage workplace performance.

At present, Incident Management training is available at the following levels:

Role	Initial Acquisition Training	Refresher Training	Training Assessment
Supervisory Managers	10 days	2.5 days every 2 years	ORT
Middle Managers	5 days (SM) 4 days (GM)	2.5 days every 2 years	ORT
Strategic Managers	None	1 day every 2 years	ORT

In comparison to Leadership and Management training available at the following levels:

Role	Initial Acquisition Training	Refresher Training	Training Assessment
Supervisory Managers	17 days	None	None
Middle Managers	4.5 – 13.5 days	None	None
Strategic Managers	0 - 7.5 days	None	None

This review period provides an opportunity for a balance to be struck between the interoperability of Incident and Leadership and Management skills and could incorporate the work being undertaken by the National Operational Guidance (NOG) – National Incident Command System (NICS) Review.

The two strands of training could be combined to create training that serves the purpose of either;

- provision of new and specific knowledge

Or

- training to put already held knowledge into the context of the role through maintenance of skills,

thereby increasing the organisational aptitude for the underpinning of Leadership and Management skills.

The theme of amalgamating Incident Management and Leadership and Management is not confined to the development of Operational Personnel. Role specific development programmes for all FRS staff could be created using the same principle.

The policies and procedures in place to debrief both the Incident Command function and operations performance for both incidents and training simulations could be enhanced to incorporate the Leadership and Management function.

Example: At present Supervisory Managers in development attend a five day leadership course and ten days Incident Management training. There is potential to reduce the training to twelve days with theory and practical elements combined with assessment based on both skill sets.

This model (not necessarily duration) would be replicated at Middle and Strategic management levels, incorporating Leadership and Management into current Incident Management training.

Consideration will need to be given to the potential increase to course duration of Middle and Strategic Incident Management courses.

8.3 Re-branding and Introduction of Core Modules

Existing courses for developing managers have no recognisable classification. This is particularly true of training available for Middle Managers, most of which is named by subject with no reference to role relevance.

Training across the development programmes could be grouped into relevant module titles, which are consistent at each level of management.

The following table, details an example based on the role of the Station Manager, the training currently available in this development programme and suggestions for how these courses could be grouped in modules, supported by e-learning and a training needs analysis approach .

Role Map	Example Module Titles	Potential Courses for Inclusion (these can remain Mandatory / Elective)
<p>Lead, monitor and support people to resolve operational incidents</p> <p>Manage yourself to achieve work objectives</p> <p>Develop teams and individuals to enhance workplace performance</p>	Leadership and Development	<p>Station Managers' Development Programme – Incident Management</p> <p>Speaking and Presenting with Impact</p> <p>Coaching and Mentoring</p> <p>Achieving Change through Negotiations</p> <p>Employee Relations</p> <p>Recognising and Managing Stress</p>
<p>Manage the effective use of resources</p> <p>Select required personnel</p> <p>Manage the performance of teams and individuals to achieve objectives</p>	Performance and Resources	<p>Structure and Processes for Developing your Staff</p> <p>People Management</p> <p>Discipline and Grievance</p> <p>Selection Interviewing</p> <p>Budget Planning and Control</p> <p>Mobis and IMS</p> <p>StARS, Station Diary</p>
<p>Plan and implement activities to meet service delivery needs</p> <p>Provide information to support decision making</p> <p>Determine solutions to hazards and risks identified through inspection and investigation</p>	Organisation and Planning	<p>Health and Safety</p> <p>Strategic Risk Planning & Performance Management</p> <p>Protecting the Environment</p> <p>Emergency Planning</p> <p>Regulatory Fire Safety</p> <p>Local Accident Investigation</p> <p>Fire Investigation</p> <p>Community Safety for Station Managers</p> <p>Community Safety for Group Managers</p> <p>IRAT and Mapping</p> <p>Project Management</p>

Module titles could be created that befit all management role maps and job descriptions, with role specific development adapted within the relevant module.

The introduction of continuing core modules will provide organisational focus and unity and will enable easier identification of training needs and requirements at individual, team, management and organisational levels. An additional benefit to core modules is the enhancement of role clarification and development expectations for both operational and FRS personnel. This in turn increases the capacity to communicate organisational goals, key management themes and their relevance at all levels.

Development programmes could be rebranded as Career Pathways, this emphasises the journey and relationship of one role to the next.

8.4 Introduction of Formal Accreditation

We all remember the managers who stand out, for either good or bad reasons, for their impact on our lives. There is no question that the performance of leaders and managers has a significant impact on organisational performance.

Facilitating the development of the right skills and behaviours for managers at all levels will enhance the organisational ability to adapt, innovate and evolve, and seize the growth opportunities that lie ahead.

There are two prospective advantages to LFB resulting from the introduction of formal accreditation at incremental management levels:

1. Qualifications provide evidence that learning has taken place, to a standard that is subject to robust quality assurance.
2. Qualifications provide additional individual and organisational motivation to acquire new knowledge and skills.

43% of UK managers rate their own line manager as ineffective – and only one in five are qualified. (Department for Business Innovation & Skills)

Research shows that organisational performance and management abilities are clearly correlated (McBain et al 2012). Supporting evidence suggests that for organisations that have introduced Management and Leadership Qualifications (MLQs):

‘the resulting impact on performance is clear... Those that have implemented internally-run courses are able to help their managers learn in the context of their jobs. Real benefits can be achieved by building work-based projects into the assessment process and exposing

managers to the big challenges faced by their organisation, giving them the ability and the confidence to step up.'

(The Value of Management and Leadership Qualifications, CMI, July 2012) (See Appendix 5)

To illustrate how accreditation of LFB development programmes may be progressed, three demonstrative examples are outlined below.

Example one: Management / Leadership qualifications (MLQs)

Management and Leadership accredited courses are available from numerous awarding bodies, providing off the shelf accreditation solutions. Awarding bodies include Pearson (previously EdExcel), Chartered Management Institution (CMI) and Institute for Leadership and Management (ILM) among others.

Off the shelf management qualifications usually take the form of a BTEC or an NVQ which are designed to easily fit into an organisation's existing curriculum. They can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners and employers.

Awarding bodies provide existing management qualifications at progressive levels of the Qualifications and Credit Framework, which could easily be aligned to the levels of management development extant in LFB.

QCF Level	Equivalent to	Potential Levels of Employment
7	Postgraduate	Senior Director
6	Bachelor Degree	Senior Manager
5	Foundation Degree/ Bachelor Degree	Manager
4	Foundation Degree	First Line/Junior Manager
3	A Level	Supervisor
2	GCSE Grades A*-C	Operator/ Team Leader
1	GCSE Grades D-G	Operator/ Front line colleagues

Using the guide above for alignment with LFB management development, level 3 / 4 qualifications would be suitable for Supervisory Management, level 5 for Middle Management and level 7 for Strategic Management. These qualifications would also be aligned with FRS roles at these levels.

Example 2: Vocational Qualifications

In addition to existing MLQs, there are vocational qualifications available that are sector specific. Skills for Fire & Rescue have devised 19 such vocational qualifications in response to the needs of employers in the Fire & Rescue sector (See Appendix 6). They range between levels 2 and 7 of the QCF.

One of these vocational qualifications is the Pearson BTEC – Incident Command in Fire and Rescue Services, this qualification does not incorporate management / leadership skills outside of the context of an operational incident.

Pearson BTEC Incident Command in Fire and Rescue Services

QCF Level	Unit(s)	Learning Outcomes	Guided Learning Hours	Assessment
Level 6	Advanced Incident Command in Fire and Rescue Services	Understand the principles of decision making when leading, monitoring and supporting people to resolve Operational incidents	52	The centre determines what form the assessment evidence will take (e.g. performance observation, presentations, projects, tests, extended writing). The methods chosen must allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.
		Understand a tactical approach to leading and supporting people to resolve operational incidents		
		Understand the principles of risk management when leading, monitoring and supporting people to resolve operational incidents		
		Understand the principles of debriefing following an operational incident		
		Be able to evaluate the status of an operational incident		
		Be able to assume responsibility for action to support those involved in an operational incident		
		Be able to close down the operational phase of an incident		

Considerations:

The qualification outlined above is currently being piloted by LFB for a select group of developing managers. If the results of this pilot are successful and LFB would also like to pursue the recommendation of introducing MLQs, this could result in an excess of assessment criteria which aren't seen to be interoperable.

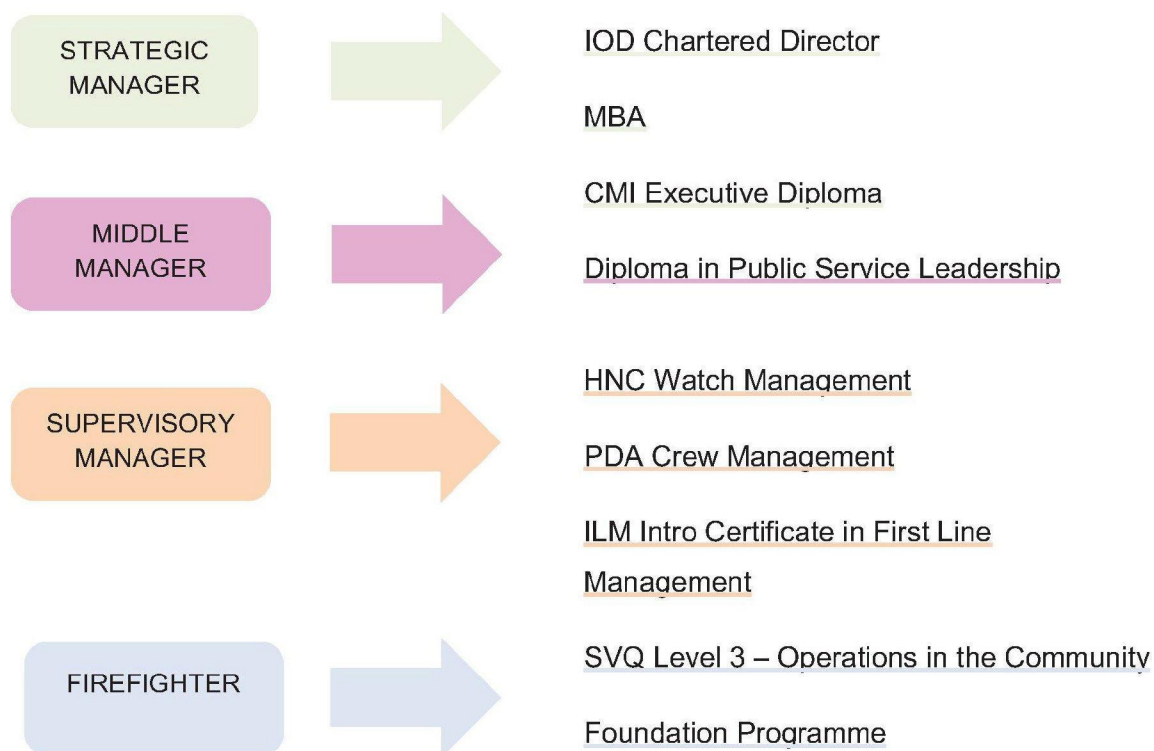
In addition this could lead to an increased workload associated with meeting the assessment criteria for an Incident Management qualification, an MLQ and units of a Personal Development Record (PDR) that may not have been met by the units of either qualification.

Other Fire and Rescue Services have adopted the approach outlined above of offering separate MLQs and Vocational Qualifications with varying degrees of success.

Case Study:

The newly amalgamated Scottish Fire and Rescue Service have decided to come away from off the shelf qualifications:

Previously (Strathclyde FRS) offered the following qualifications in a variety of mandatory and elective combinations:



Some of the difficulties they encountered with this qualification framework were:

- Incoherent structure for career progression
- Lack of clarity between role and qualification
- The level of choice was too confusing for those taking part
- The benefits of the qualifications were not being realised within the workplace

Lastly the FRS were frustrated with the lack of organisational focus applied to the dissertations and assignments associated with the qualifications, and their inability to own these projects at either the completion or initiation stages (all work was determined and retained by the awarding body). And therefore were unable to utilise their investment in staff qualifications to inform their organisational development.

Example 3 Specialist Qualifications

A third alternative is to introduce Specialist Qualifications. These are management related qualifications designed to meet training and development needs in specific sectors, organisations and roles. An example is shown below:

ILM Specialist Qualification Leadership and Management Practice for the Construction and the Built Environment (Nuclear Safety)

Overview of units

Group 1 – Mandatory Units	GLH
Leadership and Management Practice for the Construction and Built Environment Sector	14
Delivery of Site Operations and Logistics	14
Nuclear Safety Culture	14
Group 2 – Elective Units	GLH
Understanding Commercial Awareness	14
Handling Difficult Situations	14
Reading and Executing a Short-Term Programme	14
Achieving Performance Through People	14
Managing Own Personal and Technical Development	9
Group 3 – Elective Units	GLH
Developing the Work Team	6
Briefing the Work Team	6
Leading Your Work Team	6
Diversity in the Workplace	6
Solving Problems and Making Decisions	9
Giving Briefings and Making Presentations	4
Understanding the Management Role to Improve Management Performance	15
Planning and Leading a Complex Team Activity	6

As with other qualifications on the QCF, specialist qualifications are awarded at varying levels, dependant on the number of Guided Learning Hours (GLH) and credits. Progression from one level to another can often be assisted by the accumulation of optional units, similar to progression between the Station Manager and Group Manager roles.

E.g. **Certificate** = Three mandatory units from Group 1

Minimum of 6 credits from Group 2

Choice of optional units from Group 3

8.5 LFB Accreditation Illustration

The example detailed above illustrates how sector specific qualifications can easily be assimilated with MLQs. This model could be applied across management roles within the London Fire Brigade's current structure, sector specific units could be created to include areas specific to organisational directorates such as:

Incident Management, Control and Mobilising Operations, Project Management, Human Resources, Information and Communications Technology and Procurement.

A significant benefit of this approach is that specific units could be created for role specialisms such as: Fire Safety, Fire Investigation, Health and Safety and other specialist roles that LFB staff undertake during their career.

Applying this model to introduce accreditation at management levels could result in management and leadership units that are attended by developing managers in a range of roles, which will increase collaborative working and organisational knowledge of all services. Delegates on management development programmes would undertake certain units that were role specific. All other units would standardise the management and leadership function across the organisation.

Using the recommendations of core modules outlined above and specialist qualifications, here is a sample of potential module units for a Middle Manager (Incident Management):

Leadership Development Module - Mandatory Unit

'Improving leadership performance through monitoring and supporting people to resolve operational incidents' - focussing on reviewing, understanding and improving your own performance as a leader.

Performance and Resources Module - Optional Units

'Managing improvement' - to meet or exceed organisational requirements.

'Leading innovation and change' - find and implement new solutions.

'Managing for efficiency and effectiveness' - on an organisational and a personal level.

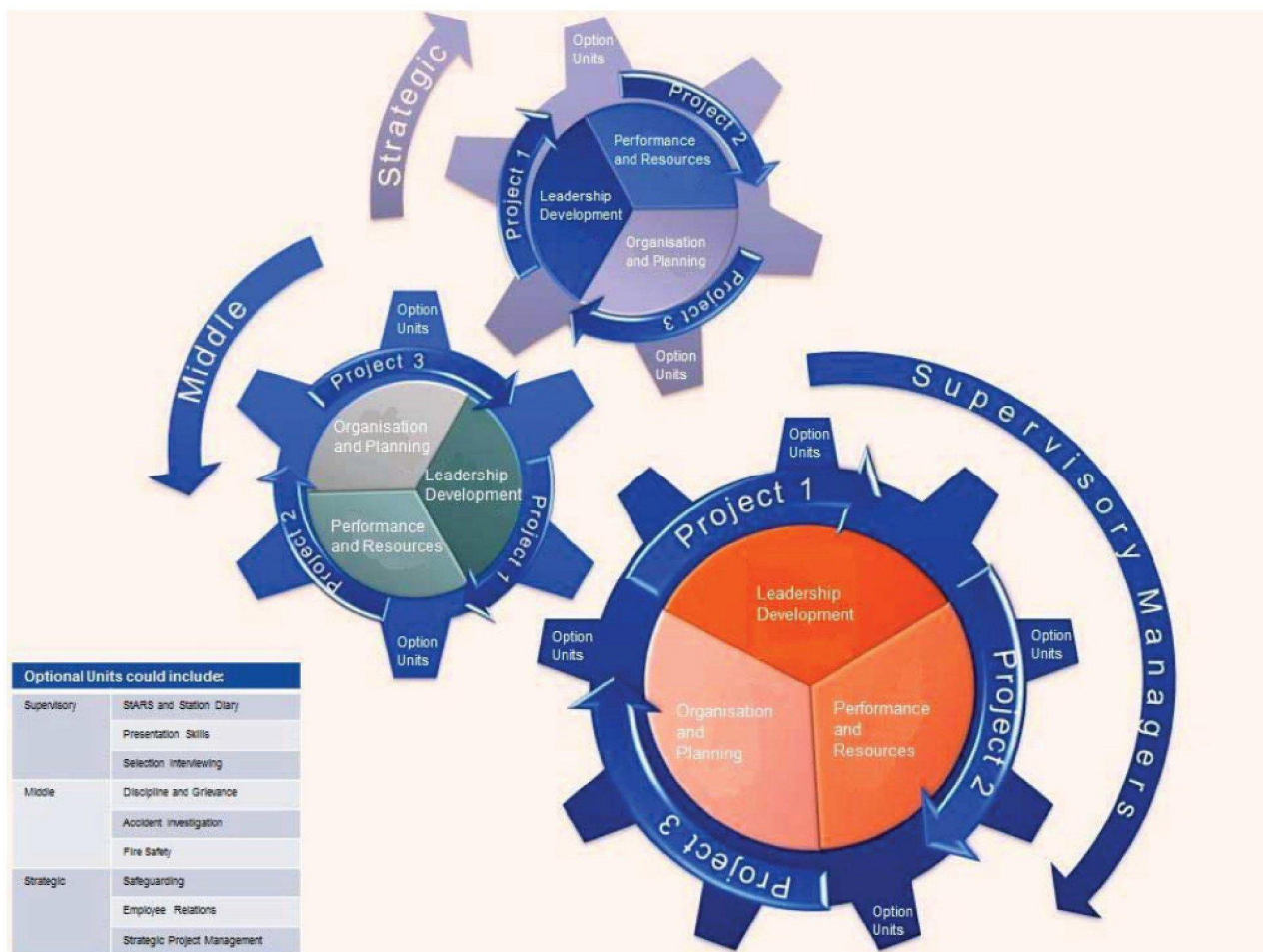
Organisation and Planning Module - Optional Units

'Developing excellence in operations' – assess how well the organisation is meeting requirements.

'Leading project implementation' – lead successful projects, critically analyse and evaluate risks, outputs and finance

As illustrated above, all units incorporate Leadership and Management themes and with the exception of the role specific, all units are relevant to Middle Management roles across the organisation. This example is for illustrative purposes only. See figure 5 below for how the programmes work together.

Fig 5 – Illustration of accredited Management Development Programmes and Career Progression



Further collaborative work with an awarding body and LFB would be required to fully scope the role and management requirements of the organisation and how these are best incorporated into the QCF with consideration afforded to National Occupational Standards, Skills for Fire and Rescue, existing training interventions and their effectiveness and transferability.

There are a variety of accreditation options available for exploration. It is Babcock's view that the creation of Level 3, 5 and 7 Specialist qualifications aligned to Supervisory, Middle and Strategic are best suited to the accreditation needs of the London Fire Brigade. This will provide a robust accreditation framework that is coherent and consistent throughout the organisation, which can be built upon on a role by role basis, in line with organisational development.

Babcock is aware of the extent of factors involved in the introduction of an accreditation framework which will require careful consideration and planning. Not least of which is the concept of workplace based assessment and where the responsibilities for this sit when contemplating large scale accreditation. Pursuing this recommendation will necessitate the early establishment of working groups to determine appropriate terms of reference.

9. Executive Leadership Programme

As previously mentioned, LFB have endorsed and engaged with a Level 7 qualification for Executive Leadership Programme. This Babcock delivered qualification is currently in existence as a talent development programme. The feedback from the initial pilot of this programme has been extremely positive:

"Babcock have created the most innovative and fit for purpose Leadership and Management Programme that I have ever come across" Ron Dobson, Commissioner London Fire Brigade

If the recommendation in this report concerning accreditation is identified for further exploration, thought will need to be given to the interoperability of two level 7 qualifications and the options surrounding this. Initial suggestions are outlined below:

- 1) The Executive Leadership Programme remains in its current application as a talent development programme, employed by LFB and line managers to identify and foster ability within the organisation with an aptitude to be the leaders of tomorrow. This qualification and programme are not linked to promotion or development in role.

Should a delegate from the Executive Leadership Programme be successfully employed in a strategic management role, they would only be required to carry out

the training associated with the role specific units of the Strategic Management Development Programme.

- 2) The Executive Leadership Programme is enhanced to incorporate a role specific unit and becomes the only Level 7 qualification offered by the organisation and is accessed by those on promotion to Strategic Manager forming the Strategic Management Development Programme.
- 3) That the accreditation framework implemented throughout the organisation is aligned to Leadership, without role specific modules, in keeping with the Executive Leadership Programme, and offered at Level 3 for Supervisory Managers, Level 5 for Middle Managers and Level 7 for Strategic Managers (current Executive Leadership Programme).

Babcock will work with LFB to implement the preferred solution(s).

10. Conclusions

The continuous development of the leadership and management capability of Fire Services is not a new concept, however recent developments and the modernisation agenda have emphasised these skills as fundamental to the successful transition of fire services at this time.

The quality, frequency and quantity of LFB management development training has varied over the years and lacks consistency and clear progression.

The Babcock/LFB training partnership brings about a step change in the possible future for Management Development Programmes. Particularly in relation to the governance and administration associated with the introduction of accreditation.

This review concludes that all Management Development Programmes will benefit from alignment to the QCF and clearer career progression routes.

The opportunity to introduce accredited Management Development Programmes will provide the occasion to identify key leadership and management themes and evaluate the effectiveness of the existing training subject areas for LFB managers. Implementing the recommendations in this review will improve the quality and training experience for

delegates, achieve better use of available training time and realise a reduction on the impact of service delivery and provide evidence that learning has taken place, to a standard that is subject to robust quality assurance.

Further benefits can be achieved for the organisation in increasing the availability of management development training for non-operational staff and those with management aspirations.

11. Summary

In summary, this report proposes the following recommendations for LFB consideration. These recommendations can be considered independently, incrementally or in combination.

- 1) That a blended learning approach is applied to the existing training for Management Development Programmes, creating supporting eLearning, enhancing maintenance of skills training and realising efficiency opportunities.
- 2) That Babcock increase provision and access to delegate learning across all management development programmes, including delegate pre course knowledge checks and e-learning to aid both initial acquisitions and maintenance of skills. And that access to learning is granted to those aspiring to the next management level.
- 3) That Leadership and Management training is imbedded with Incident Management training (and other roles subsequently) across the development programmes to enhance the systems in place to manage and review workplace performance and to encourage and strengthen links between the elements of management competence frameworks.
- 4) That LFB management development programmes are re-named and linked with the implementation of core modules that are consistent throughout the management levels in order to communicate a relevant development product and training into a consolidated brand and enhance consistency creating a greater sense of unity across the organisation.
- 5) That formal accreditation is introduced for each development programme, to support the management function throughout the organisation and define clear career pathways for a variety of roles.

11.1 Transfer Coach Concept

One of the challenges of modular training is that the delegates can become uninterested between modules or if the subject trainer varies from module to module then there is a lack of consistency in measuring development of the participants.

In order to overcome this Babcock would advocate the use of a concept known as the Transfer Coach.

By introducing continuous learning groups and using an accompanying trainer as Transfer Coach, the development programme will better enable the participants to carry out the following tasks than with the previous set-up of individually-run training sessions:

- Actively adopting the leadership role
- Communicating in a manner appropriate to the leadership role
- Actively tackling and resolving conflicts
- Strategically justifying measures and leadership decisions ('communicating strategy')
- Actively encouraging feedback processes in their workplace

The role of the transfer coach is to

- Accompanies and encourages the learning and development process of the individual participants and the group over the whole duration of the training program. Based on requirements she/he actively supports the participants as they grow in to the leadership role and consequently pursue their learning and development projects over the course of the modules.
- Holds a discussion with every participant in the first module to agree on their learning and development goals and with targeted enquiries, individual feedback and transfer work boosts the participants' self-guidance and sense of self.
- Encourages initiative and trying out new behavioural strategies and sets individual challenges when appropriate.
- Aids the transfer of the learnt content into the participants' daily working life through commitments, self-coaching and learning tasks as well as guidance to peer coaching between the modules.
- Tracks the participants' learning goals over the modules and helps to plan how to put these into practice after each module.

- Fosters the participants' capacity for teamwork and process skills through interim results and group dynamic reflection and offers the participants individual feedback in private.

12. Costs

- Realising efficiencies in current courses could result in a significant reduction in the number of time LFB delegates spend attending training, thus lessening the impact on Service Delivery.
- Increased provision and access to delegate e-learning for both acquisition and maintenance of skills – this recommendation has no cost implication.
- Imbedding leadership and management training with incident management training across all development programmes – this recommendation would prompt changes to the aims and objectives of the current suite of development courses and would therefore require negotiated re-costing.
- Re-name and implement core modules consistent throughout all management levels - this recommendation may prompt changes to the aims and objectives of the current suite of development courses and might therefore require negotiated re-costing.
- The introduction of formal accreditation for each development programme - this recommendation would prompt changes to the aims and objectives of the current suite of development courses and would therefore require a negotiated re-cost. Qualification registration costs vary from £70 - £150 per delegate.

13. Timescales

The implementation of the recommendations in this review will be widely dependant on the, combination of recommendations chosen. Babcock will aim to implement training interventions within the financial year 2014/15.

14. Appendices

Appendix 1 Stage 1 of the Initial Programme Course Review – Output Document

Subject Area	Management Development Programmes Supervisory (SUMDP) Middle (MMDP) Strategic (STMP)	No of Courses	SUMDP – 7 MMDP - 26 STDP - 9	Review Lead	Dawn Thompson
Start Date	July 2013	Finish Date	March 2013		
Considerations		Comments/Decisions			
Learner Map (SUMDP)		<p><u>Introduction</u></p> <p>The learner map will evolve over time to show all of the component parts of the integrated system to acquire and maintain the skills, knowledge and understanding to achieve competence, including all training interventions and skills maintenance activities relevant to each management role.</p> <p>The current approach to the Management Development Programmes are itemised and summarised below.</p> <p><u>SUMDP</u></p> <p>IMTHCM/WM – Incident Management - 5 Days</p> <p>Role of the IC, Legislation, DMM overview, Dynamic Risk Assessment, WM7, Information Gathering, Objectives and Plan, Messages, Communicating and Controlling, Evaluation and Information on Progress, Monitoring Officer, ORT and Feedback Processes, PRO, Coaching and Feedback, Command Decision Exercises and Case Studies.</p> <p>IMASCM/WM – Incident Management Assessment 5 Days – FSC</p> <p>Crew and Watch Manager Incident Management Assessment.</p> <p>The following courses are part of the supervisory management development programme, delivered to crew and watch managers new to role following assessment at Fire Service College.</p> <ul style="list-style-type: none"> • DGLEAD – Foundation Leadership – 5 Days This five day course is designed to help supervisory managers understand their leadership role and how this contributes to LFB's Leadership Strategy, through theory and experiential learning. • DGSUMP – Managing Performance – 4 Days This four-day course is designed to help supervisory managers understand their role for continuously managing and monitoring performance and development and provides 			

	<p>them with the opportunity to explore management behaviours and skills that support this.</p> <ul style="list-style-type: none"> DGSUMT – Managing Teams – 4 Days This four-day course is designed to provide supervisory managers with an opportunity to explore factors that affect teams and individuals, and consider ways of balancing these to create and sustain high performing teams. DGSUMO – Management and the Organisation – 1 Day This one day course is designed to ensure supervisory managers understand their management role in relation to the organisation as per the National Occupational Standards and the London Fire Brigade Personal Qualities and Attributes at watch manager standard. DGSUMY – Managing Yourself – 3 Days This three-day course is designed to provide supervisory managers with the opportunity to understand their own and others management styles, allowing them to reflect on and develop their personal effectiveness as a manager.
Delegate type	<p>IMTHCM/WM & IMASCM/WM – Operational personnel who have been successful in Crew / Watch Manager Assessment Centre.</p> <p>DGLEAD, DGSUMP, DGSUMT, DGSUMO, DGSUMY – Operational personnel who have completed Incident Management assessment (IMASCM/WM). This course can also be taken as a stand-alone course according to individual training need for substantive operational supervisory managers or FRS equivalent.</p>
Considerations	Comments/Decisions
Learner Map (MMDP)	<p><u>Introduction</u></p> <p>The learner map will evolve over time to show all of the component parts of the integrated system to acquire and maintain the skills, knowledge and understanding to achieve competence, including all training interventions and skills maintenance activities relevant to each management role.</p> <p>The current approach to the Middle Management Development Programme is summarised below.</p> <p>TNA = Can be taken as a stand-alone course according to individual training need for substantive operational middle managers or FRS equivalent.</p> <p>RPL = On approval of line manager a course can be omitted from the development programme if the delegate can demonstrate prior learning of subject matter.</p> <p>Mandatory - SM</p> <ul style="list-style-type: none"> DGMMIC – Station Managers – Incident Management Level 2 – 5 Days DGSMCS – Middle Managers – Community Safety for Station Managers – 1 Day

	<p>Mandatory - GM</p> <ul style="list-style-type: none"> • DGGMIC – Group Managers – Incident Command Level 3 – 4 Days • DGMMGM – Middle Managers – Community Safety for Group Managers – 1 Day <p>Mandatory (both)</p> <ul style="list-style-type: none"> • DGGMHS – Middle Managers – Health and Safety – ½ day • DGTSDM – Middle Managers – Structure and Processes for Developing your Staff – 1 Day • DGMMPM – Middle Managers – People Management – 1 Day (TNA) • DGMMSP – Middle Managers – Strategic Risk Planning & Performance Management – 1 Day (TNA) <p>RPL (both)</p> <ul style="list-style-type: none"> • DGEMPL – Middle Managers – Emergency Planning – ½ Day • DGGMBP – Middle Managers – Budget Planning and Control – ½ Day • DGGMCR – Middle Managers – Regulatory Fire Safety – ½ Day • DGMMDG – Middle Managers – Discipline and Grievance – ½ Day • DGSMDP – Middle Managers – Protecting the Environment – ½ Day • DGSMFI – Middle Managers – Fire Investigation – ½ Day • DGSMIR – Middle Managers – Employee Relations – ½ Day • ITMMII – Middle Managers – IRAT and Mapping – 1 Day • ITMMMI – Middle Managers – Mobis and IMS – ½ Day • ITMMSS – Middle Managers – StARS, Station Diary – ½ Day <p>GM only</p> <ul style="list-style-type: none"> • INPMBC Behaviours Course – 1 Day • INPMPM Project Management Level 1 – 2 Days • INPMPP Principles & Planning – 1 Day • INPMRC Risk & Change Management – 1 Day • INPMRM Requirements Management – 1 Day • INPMSE Stakeholder Engagement – 1 Day <p>Optional TNA (both)</p> <ul style="list-style-type: none"> • DGSPPR – Middle Managers – Speaking and Presenting with Impact – 1 Day • INSMSM - Middle Managers – Recognising and Managing Stress – 1 Day • INSMCM – Middle Managers – Coaching and Mentoring – 2 Days <p>SM only</p> <ul style="list-style-type: none"> • INSMNS – Middle Managers – Achieving Change through Negotiations – 2 Days • DGSCLA – Middle Managers – Local Accident Investigation – 1 Day
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	<ul style="list-style-type: none"> INPDSI – Selection Interviewing – 2 Days
Delegate type (MMDP)	<p>DGMMIC / DGGMIC – Operational personnel who have been successful in Station / Group Manager Incident Management Assessment Centre (SMICAC / GMICAC).</p> <p>All other course (listed below) Operational personnel who have completed Incident Management Assessment Centre (SMICAC / GMICAC).</p> <p>Some of these courses can also be taken as stand-alone courses according to individual training need for substantive operational middle managers or FRS equivalent.</p>
Considerations	Comments/Decisions
Learner Map (STMDP)	<p><u>Introduction</u></p> <p>The learner map will evolve over time to show all of the component parts of the integrated system to acquire and maintain the skills, knowledge and understanding to achieve competence, including all training interventions and skills maintenance activities relevant to each management role.</p> <p>The current approach to the Strategic Management Development Programme is based solely on a TNA approach and is summarised below.</p> <p>TNA = Can be taken as a stand- alone course according to individual training need for substantive operational middle managers or FRS equivalent.</p> <p>Heads of Service, DAC and above, FRS H and above</p> <ul style="list-style-type: none"> Political Awareness and the Authority's decision making process - ½ day Strategic project and programme management - ½ day Leadership strategy - ½ day Working with the media - 1 day Employee relations (discipline, grievance and chairing stage 3 hearings) - 2 days <p>DAC and above</p> <ul style="list-style-type: none"> Safeguarding issues and referrals to Social Services - ½ day Breaking bad news (FF death or serious injury) - 1 day <p>DAC Only</p> <ul style="list-style-type: none"> Operational role of an AC/ DAC - 1 day Regulatory Fire Safety - ½ day
Delegate type (STMDP)	<p>Operational personnel who have completed Incident Management Assessment Centre (DAICAC / BMICAC).</p> <p>Some of these courses can also be taken as stand-alone courses according to individual training need for substantive operational Strategic Managers or FRS equivalent.</p>
Current policies	<p><u>Key Policies, Publications and Key Legislation</u></p> <p>The LFB Management Development Programmes cover a</p>

	vast amount of operational and FRS roles and therefore utilises, or is subject to, a wide array of policies, procedures and legislation.
Current best-practice	LFB training has continually evolved to adopt best practice and this review will continue that process by looking beyond the currently employed methods to ensure on-going improvement.
Political considerations	<p>Effective training of LFB Managers and robust assessment is fundamental to successfully delivering the service, managing risk and ensuring the safety of fire service personnel and the community. It also provides the evidence to support an individual's competence to undertake the role.</p> <p>Current issues for consideration:</p> <ul style="list-style-type: none"> • The outcome of the LSP 5 will impact on potential management numbers. • Leaver Rates – which are difficult to predict • The findings of Sir Ken Knight's report 'Facing The Future'
Efficiency opportunities	<p>Stage two of the review will consider opportunities for achieving competence in training, utilising the most efficient and effective methods.</p> <p>Consideration will be given to using blended pre-learning packages, with an appropriate balance of theory and practical training on trainer-led courses.</p> <p>Attention will be paid to the benefits of a 'needs only' approach accounting for delegates' exposure and previous experience.</p> <p>Consideration will also be given to the changing dynamic of suitable development / learning interventions and the best approach for the provision of these opportunities.</p> <p>Weekend working and utilising a longer working day may also allow greater flexibility and/or improved efficiency.</p>
Constraints	LFB do not wish to impose any specific constraints on the review process prior to the stage two report being compiled. It is, however, acknowledged by both parties that there will be limitations to what is achievable e.g. the numbers of trainees requiring the training.
Potential LFB thinking (ALL)	<ul style="list-style-type: none"> • To produce the highest quality Management Development Programmes to support the development of a competent and effective Fire Service. • Ensure that the training materials are of the highest quality and fit for purpose. • Ensure that the trainers are fully competent in the subjects they are teaching and competent as teacher/trainers. • Ensure that the training interventions are of the correct depth and breadth to ensure that a developing manager can perform their role safely and demonstrate competency through the PDR / SOLACE process relevant to their level. • Ensure that the required training is delivered efficiently through a blended learning solution that is

	<p>cognisant of individual learning styles and needs.</p> <ul style="list-style-type: none"> • Ensure that Management Development Programmes are formally accredited and verified by outside bodies, this will involve engagement with awarding bodies, other FRSs and best practice employers and meeting the applicable requirements. • Ensure that the Representative Bodies are consulted and where possible, agreeable with the review outcomes. • Implement robust QA and feedback processes to drive continual improvement of these programmes. • Adopt and/or adapt a project management approach to the progression of work to reflect the project management processes' presently used by the LFB.
Future proofing (ALL)	<p>This review is part of the Initial Programme Course Review (IPCR) which will review all training courses within the first three years of the contract. At the end of the IPCR, LFB and Babcock will agree a programme of continuing course reviews, thus ensuring each course is reviewed every three years.</p> <p>The outcome of the reviews will provide for inherent flexibility and adaptability to meet the changing needs of the LFB.</p>
Accreditation/ qualification/assessment issues (ALL)	<p>The overriding principal is that every course should be assessed and accredited with a recognised qualification provided where it is relevant and appropriate.</p> <p>Babcock will seek to adopt an accredited progression pathway for LFB Management Development Programmes.</p>
Methodology for review (ALL)	<p>As detailed in the Babcock course review process document dated January 2013, the review will cover a number of areas, broadly;</p> <ul style="list-style-type: none"> • Carrying out an overall check of current course information in particular, whether courses are current, relevant, accurate • Conducting an assessment of courses against efficiency opportunities • Examining the scope for introducing alternative delivery methods. <p>The review will be wide ranging and will consider best-practice learning and development methods and ways in which content can be adapted and delivered to diverse groups of managers, meeting the needs of all.</p> <p>It will consider training solutions employed by other FRSs, in particular those with accreditation pathways.</p> <p>It will also consider learning from and working with businesses and organisations with robust and successful career development programmes which might offer benefits for the LFB.</p> <p>Experts will be consulted from across the wider Babcock portfolio of contracts to identify methodologies and practices which could be adopted to enhance both the quality of the training interventions and the learner experience.</p> <p>The review will also examine areas of the current management development solution which have been</p>

	<p>problematic for the LFB. It will seek to identify innovative solutions which minimise these and ensure that management learning and development opportunities are delivered efficiently and effectively to meet the LFB needs in terms of standard, throughput and quality.</p> <p>The review will encompass the whole development period i.e.</p> <ul style="list-style-type: none"> • acquisition of new skills • contextualising existing knowledge, understanding and skills • demonstration in both a learning environment and the work place <p>We will apply a risk-based approach when considering which aspects of learning and development should form mandatory and elective elements of each programme.</p>	
LFB contacts	Name	Nature of involvement/level of authority
Milo Bodrozic		Subject Matter Expert
LFB Agreement	Name	
Babcock Agreement	Name	

Appendix 2 - MDP Course Objectives Cross Referenced to Role Maps

Supervisory Managers

Crew and Watch Manager Units											
COURSES	*WM1	*WM2	WM3	*WM4	*WM5	*WM6	*WM7	WM9	WM 10	WM 11	A1
DGLEAD							√	√	√		
DGSUMP	√	√	√	√	√					√	√
DGSUMT		√		√		√				√	
DGSUMO		√									
DGSUMY			√	√		√					
* = CM											
√ = Elements of Role Map unit covered in course objectives											

Middle Managers

Station Manager Units									
COURSES	EFSM2	EFSM 10	EFSM 21	EFSM3	EFSM 12	EFSM 13	EFSM 14	EFSM 15	EFSM 16
DGSMCS		√			√				
DGGMHS	√		√	√					
DGMMDM						√	√	√	√
DGMMPM							√		
DGMMSP		√							
DGEMPL	√								
DGGMBP		√			√				
DGGMCR				√					
DGMMDG							√	√	
DGSMDP	√			√					
DGSMFI	√		√						
DGSMIR							√		
ITMMII			√						
ITMMMI			√						
ITMMSS							√		
DGSPPR									√
INSMMS									√
INSMCM								√	
INSMNS									√
DGSCLA			√	√					
INWSEL		√							
INWSRW		√		√					
√ = Elements of Role Map covered in course objectives									

Middle Managers cont....

	Group Manager Units														
COURSES	EF SM 2	EF SM 10	EF SM 14	EF SM 15	EF SM 6	EF SM 9	EF SM 11	EF SM 13	EF SM 16	EF SM 17	EF SM 18	EF SM 19	EF SM 22	EF SM 23	EF SM 24
DGMMGM		√					√								
DGGMHS	√														
DGMMDM			√	√				√	√						
DGMMPM			√												
DGMMSP		√			√	√	√								
DGEMPL	√														
DGGMBP		√					√								
DGGMCR															
DGMMDG			√	√											
DGSMDP	√														
DGSMFI	√														
DGSMIR															
ITMMII															
ITMMMI															
ITMMSS			√												
DGSPPR									√						
INSMMS									√						
INSMCM				√											
INSMNS									√						
DGSCLA															
INPMBC													√		
INPMPM													√	√	√
INPMPP													√	√	√
INPMRC					√	√							√		
INPMRM													√		
INPMSE													√		
HRDINA										√	√	√			
*INPDSI								√							
√ = Elements of Role Map covered in course objectives															

*Only available to Station Manager

Strategic Managers

	Deputy Assistant Commissioner Units										
COURSES	EFS M2	EFS M5	EFS M6	EFS M8	EFS M9	EFS M11	EFS M13	EFS M14	EFS M15	EFS M16	EFS M20
PAADMP		√	√	√	√	√					
OR	√										
SPPM		√	√		√						
LS				√				√	√		
BBN											
WWM											
ER								√			√
RFS											
SIRSS											
√ = Elements of Role Map covered in course objectives											

	Assistant Commissioner Units									
COURSES	EFSM 1	EFSM 4	EFSM 5	EFSM 7	EFSM 8	EFSM 13	EFSM 14	EFSM 15	EFSM 16	EFSM 20
PAADMP		√	√		√					
OR	√						√			
SPPM		√	√							
LS				√	√		√	√		
BBN										
WWM	√									
ER				√						√
RFS										
SIRSS										
√ = Elements of Role Map unit covered in course objectives										

Appendix 3 – Current Course Efficiencies

Supervisory Management

Current		Total	17 days
Day 1	Management & Organisation	Day 5	Foundation Leadership
Day 1	Managing Yourself	Day 4	Foundation Leadership
Day 2	Managing Yourself	Day 3	Foundation Leadership
Day 3	Managing Yourself	Day 2	Foundation Leadership
Day 1	Managing Performance	Day 1	Foundation Leadership
Day 1	Managing Performance	Day 4	Managing Teams
Day 2	Managing Performance	Day 3	Managing Teams
Day 3	Managing Performance	Day 2	Managing Teams
Day 1	Managing Performance	Day 1	Managing Teams
Day 2	Managing Performance	Day 4	Managing Performance
Day 3	Managing Performance	Day 3	Managing Performance
Day 2	Managing Performance	Day 2	Managing Performance
Day 1	Managing Performance	Day 1	Managing Performance
Day 1	Managing Yourself	Day 3	Managing Yourself
Day 2	Managing Yourself	Day 2	Managing Yourself
Day 3	Managing Yourself	Day 1	Managing Yourself

Proposed		Total	12 Days
Day 1	Management & Organisation	Day 4	Foundation Leadership
Day 1	Managing Yourself	Day 3	Foundation Leadership
Day 2	Managing Yourself	Day 2	Foundation Leadership
Day 1	Managing Performance	Day 1	Foundation Leadership
Day 2	Managing Performance	Day 4	Managing Teams
Day 1	Managing Performance	Day 3	Managing Teams
Day 2	Managing Performance	Day 2	Managing Teams
Day 3	Managing Performance	Day 1	Managing Teams
Day 2	Managing Performance	Day 4	Managing Performance
Day 1	Managing Performance	Day 3	Managing Performance
Day 2	Managing Performance	Day 2	Managing Performance
Day 1	Managing Performance	Day 1	Managing Performance
Day 2	Managing Yourself	Day 4	Managing Yourself
Day 1	Managing Yourself	Day 3	Managing Yourself
Day 2	Managing Yourself	Day 2	Managing Yourself
Day 3	Managing Yourself	Day 1	Managing Yourself

Middle Managers

Mandatory
Elective

Station Managers Current		Station Managers Proposed	
1 Day	Community Safety	1 Day	Community Safety
1/2 Day	Health & Safety	1/2 Day	Health & Safety
1 Day	Structure & Processes for Developing your Staff	1 Day	Structure & Processes for Developing your Staff
1 Day	People Management	1 Day	People Management
1 Day	Strategic Risk Planning & Performance	1 Day	Strategic Risk Planning & Performance
1/2 Day	Emergency Planning	1/2 Day	Emergency Planning
1/2 Day	Budget Planning & Control	1/2 Day	Budget Planning & Control
1/2 Day	Regulatory Fire Safety	1/2 Day	Regulatory Fire Safety
1/2 Day	Discipline & Grievance	1/2 Day	Discipline & Grievance
1/2 Day	Protecting the Environment	1/2 Day	Protecting the Environment
1/2 Day	Fire Investigation	1/2 Day	Fire Investigation
1/2 Day	Employee Relations	1/2 Day	Employee Relations
1 Day	IRAT & Mapping	1 Day	IRAT & Mapping
1/2 Day	Mobis & IMS	1/2 Day	Mobis & IMS
1/2 Day	StARS & Station Diary	1/2 Day	StARS & Station Diary
1 Day	Speaking & Presenting with Impact	1 Day	Speaking & Presenting with Impact
1 Day	Recognising & Managing Stress	1 Day	Recognising & Managing Stress
2 Day	Coaching & Mentoring	2 Day	Coaching & Mentoring
2 Day	Change through Negotiation	2 Day	Change through Negotiation
1 Day	Local Accident Investigation	1 Day	Local Accident Investigation
2 Day	Selection Interviewing	2 Day	Selection Interviewing
19	Total Days	14	Total Days
Courses identified for CBT		Courses identified for CBT	

Group Managers Current	1 Day	Community Safety	Group Managers Proposed	1 Day	Community Safety	Courses identified for CBT
	1 ½ Day	Health & Safety		1 ½ Day	Health & Safety	
	1 Day	Structure & Processes for Developing your Staff		1 Day	Structure & Processes for Developing your Staff	
	1 Day	People Management		1 Day	People Management	
	1 Day	Strategic Risk Planning & Performance		1 Day	Strategic Risk Planning & Performance	
	½ Day	Emergency Planning		½ Day	Emergency Planning	
	½ Day	Budget Planning & Control		½ Day	Budget Planning & Control	
	½ Day	Regulatory Fire Safety		½ Day	Regulatory Fire Safety	
	½ Day	Discipline & Grievance		½ Day	Discipline & Grievance	
	½ Day	Protecting the Environment		½ Day	Protecting the Environment	
	½ Day	Fire Investigation		½ Day	Fire Investigation	
	½ Day	Employee Relations		½ Day	Employee Relations	
	1 Day	IRAT & Mapping		1 Day	IRAT & Mapping	
	½ Day	Mobis & IMS		½ Day	Mobis & IMS	
	½ Day	StARS & Station Diary		½ Day	StARS & Station Diary	
	1 Day	Speaking & Presenting with Impact		1 Day	Speaking & Presenting with Impact	
	1 Day	Recognising & Managing Stress		1 Day	Recognising & Managing Stress	
	2 Day	Coaching & Mentoring		2 Day	Coaching & Mentoring	
1 Day	Project Management Behaviours	1 Day	Project Management Behaviours			
2 Day	Project Management Level 1	2 Day	Project Management Level 1			
1 Day	Project Management Principles and Planning	1 Day	Project Management Principles and Planning			
1 Day	Project Management Risk and Change Management	1 Day	Project Management Risk and Change Management			
2 Day	Project Management Requirements Management	2 Day	Project Management Requirements Management			
1 Day	Project Management Stakeholder Management	1 Day	Project Management Stakeholder Management			
22	Total Days	18	Total Days			

Appendix 4 – LFB SHOUT October 2013 Issue 10 ‘Your Letters’

ACTING UP TO CREW MANAGER

Can you explain why anyone who ‘fancies a go’ can act up as a crew manager (CM)? There are people in the Brigade who have never had any training as a CM or have even failed the selection process to become a CM, who act up in charge of an appliance.

Is this to ‘help the brigade out’ or is it to help people gain experience? Shouldn’t there be a training course for anyone who wants to act up, that they need to pass in order to do so? I feel that sending appliances to incidents with an officer in charge with very little or no experience in that role, is potentially dangerous to themselves and other crew members.

Firefighter Jason Alden

Paddington Fire Station

Following the collective agreement in July 2012, a number of options were made available for firefighters and crew managers to access the new FF+, FF^ and CM+ scheme. Within this scheme there was recognition that any person applying for the scheme needed to be assessed in terms of suitability to carry out the role of temporary CM. A firefighter would be required to summarise key experiences from their current role and present this on a standard personal development log where it would then be assessed by their watch manager and authorised by their station manager. This will include a broad range of work place experiences and activities that demonstrate your skills and knowledge. Only after successfully completing this process would an individual be given the FF^, or FF+ attribute and allowed to act up to CM.

Whilst there will still be occasions where a firefighter acts up at their own station on their own watch, the main focus of the scheme is to ensure that we come away from the ‘anyone who fancies a go’ approach. Following introduction of the scheme we have made a significant improvement to the number of staff that have now been assessed to act up to CM. It is also recognised that this scheme will provide an ideal opportunity to gain experience in this role of CM, and will be seen as the starting point for firefighters to progress to the supervisory management assessment centre (SUMAC) if successful, where they would then become a substantive crew manager.

Group Manager Richard Binder

Central Operations

Key Findings

The impact of management qualifications on performance

Improved performance – 90 per cent of managers surveyed say their management qualification improved their performance at work. The top areas of impact included:

- improved confidence and self-awareness
- increased strategic awareness and awareness of the external environment
- more effective decision-making
- improved performance management and change management

Managers' motivation – the fundamental aim of becoming a better manager is a more important motivation for managers embarking on qualifications than the prospect of pay increases or promotion.

Lasting change – 85 per cent of survey respondents say their qualification helped them make lasting changes to the way they manage and lead.

Improved productivity – professional management Diplomas and MBAs are both widely seen by managers as resulting in improved productivity, by 84 and 86 per cent respectively.

Ripple effect – 81 per cent of managers were able to pass on their new skills to others following their qualification and 79 per cent improved the performance of their team, suggesting successful transfer of learning to the workplace.

Supporting the business case for employers

Accreditation provides quality assurance for customers – in addition to performance improvements, the research found that employers value MLQs because they provide independent assessment of management capability. This provides a form of quality assurance to customers – something which 78 per cent of survey respondents also agreed was a benefit.

Accreditation benefits – other key benefits of accredited qualifications include:

- having a recognised and transferable indicator of management competence
- assessed elements, which ensure that participants are active in the learning process.

Return on investment – 79 per cent of respondents agree that the employer benefits of MLQs outweigh the level of time, money and effort invested in obtaining them.

Funding – 62 per cent of respondents reported that their most recent MLQ was fully funded by their employer. Nine per cent were part funded and 22 per cent were fully funded by individuals.

Ability to attract staff – funding MLQs such as MBAs or Diplomas improves an employer's ability to attract staff, according to 87 and 77 per cent of managers respectively.

Staff retention – employers felt that managers who had taken employer-funded qualifications were more committed to the organisation – managers value the investment in their development.

Creating a management community – management qualifications can deliver value by helping to build a 'management community' within organisations, based on the shared experience of the qualification, a common management language and common use of management tools.

Supporting organisational change – management qualifications can support change, both cultural and structural, by providing managers with new skills and behaviours to help steer an organisation in a new direction.

Individual managers' perspectives on management qualifications

Return on investment – 89 per cent of managers surveyed say the benefits they gained from their qualification outweigh the time, money and effort invested in it.

Professional recognition – over half of learners suggest that their MLQ has helped them achieve a promotion (53 per cent), but 80 per cent say that taking a management qualification has resulted in increased professional recognition.

Professional managers – 84 per cent of respondents believe that becoming qualified is a critical part of being a professional manager. A similar number (78 per cent) say that employers prefer qualified managers when recruiting.

Spreading the word – 93 per cent of managers surveyed say they would be likely or highly likely to recommend their most recent management qualification to others.

Further development – 49 per cent of respondents say they would take another management qualification and 10 per cent are already studying for the next qualification.

Growing importance of being qualified – 71 per cent of respondents say MLQs have become more important over the last five years. Key drivers are:

- the need to show evidence of transferable skills
- the need for broad-based business knowledge
- because management is increasingly being regarded as a profession.

Maximising the impact of qualifications

Line manager support – three quarters of respondents agree that their line manager was supportive while they were studying. When it came to using the new skills or behaviours developed through their qualification, 60 per cent agreed that they had their line manager's backing – although for 40 per cent this represents a clear area for improvement.

Supporting junior managers – junior managers were substantially more likely than senior managers to be frustrated about being unable to implement what they had learned (48 per cent compared to 19 per cent).

Terms and conditions – 34 per cent of managers have been required to remain with their employer for an established period of time as a condition of employer funding for their qualification. One in five were asked to show how they achieve certain objectives as a result of their study, while 16 per cent are required to train other staff.

Improving the evaluation of qualifications – the most common way for employers to evaluate a MLQ programme was by reviewing the number of qualifications successfully completed (a measure used by 71 per cent). Other forms of evaluation include informal feedback (34 per cent) and formal feedback forms (27 per cent). Only

17 per cent of organisations evaluated against measurable success criteria identified at the outset of the qualification programme.

Appendix 6: Skills for Fire & Rescue FRS Sector Specific Qualifications

QCF Level	Course Title
Level 3 NVQ Diploma	Emergency Fire Services Operations in the Community
Level 3 Certificate	Strategic Problem Solving in Community Safety
Level 3 Award	Initial Incident Command in Fire and Rescue Services
Level 4 Award	Intermediate Incident Command in Fire and Rescue Services
Level 6 Award	Advanced Incident Command in Fire and Rescue Services
Level 7 Award	Strategic Incident Command in Fire and Rescue Services
Level 3 Certificate	Multi-Agency Working
Level 4 Certificate	Multi-Agency Working
Level 3 Certificate	Fire Safety (Fire Auditors)
Level 4 Certificate	Fire Safety (Fire Auditors)
Level 4 Diploma	Fire Safety (Fire Inspectors)
Level 4 Certificate	Civil Contingencies
Level 4 Award	Civil Contingencies
N/SVQ Level 2	Fire Safety
N/SVQ Level 3	Fire Safety
N/SVQ Level 4	Fire Safety
N/SVQ Level 3	Emergency Fire Services Watch Management
N/SVQ Level 3	Emergency Fire Services Operations in the Community
N/SVQ Level 3	Fire and Rescue Sector Control Operations

Appendix 7 References

Documents

Bradley M, Woodman P, Hutchings , (July 2012), The Value of Management and Leadership Qualifications. Chartered Management Institute.

McBain R, Ghobadian A, Switzer J, Wilton P, Woodman P, Pearson G, (2012), The Business Benefits of Management and Leadership Development, CMI and Penna

BIS Department for Business Innovation & Skills, (July 2012), A summary of the evidence for the value of investing in leadership and management development, Leadership & Management In The UK – The Key To Sustainable Growth.

DCLG Timeline showing significant events in the History of PRDS

October 2010 Health & Safety Executive report 'Management of Health & Safety in the GB Fire & Rescue Service'

FBU National Joint Council for Local Authorities Fire and Rescue Services, Scheme of conditions of service 6th Edition 2004 (updated 2009) Section 4 Part B Para 20

LFB Leadership Strategy

LFB Guidance Note 'Solace Guidance'

AC Training & Development Report Oct 2005 to CMB

Middle Managers Development Programme Document

Strategic Managers Development Programme Document

Other Fire and Rescue Services - Organisations

Scotland FRS

Kent FRS

Fire Service College

College of Policing

Chartered Management Institute

Investors in People www.investorsinpeople.co.uk