

## A diagnostic framework about collaboration

### Instructions

**This tool is best used as a collective activity.**

Assemble senior leaders from across the local area and rate your current performance on each question on the scales provided. Ignoring the numerical score for now, simply rate your performance further to the right the more effective you believe you are, the far right representing excellence. You can also rate your ideal or target performance if you wish.

Total your score for each section and compare it to the scoring system which follows the questionnaire for a quick assessment and pointers to action. You will note that different questions have different scores – some represent more sophisticated or effective practices and carry a higher weight accordingly. We have developed a scale of maturity for each section which may help guide your priorities. The various resources in this document are designed to help you move up the scale of maturity.

If there are significant gaps in a section, return to the questionnaire and focus on the individual questions within it, looking for the lowest scores – actions to raise the score for that question should be fairly intuitive and can be agreed upon immediately.

**Do not forget to identify strengths from the diagnostic and explore how they could be built upon.**

You may also wish to distribute copies of the questionnaire to a cross-section of staff in schools in the local area. Collate the results and calculate the average score, along with the range or distribution of responses. You could also add a demographic cover sheet, requesting whatever data matters most to you (eg experience, role, location, etc) and analyse the data according to these criteria.

Be explicit about the role of the governing body.

**Tool  
5.1**

**Retaining talented leaders**

Low ..... High

Leaders feel that they are well managed and given appropriate direction	1	2	3	4	5	6
Leaders feel that their work is personally meaningful and consequential	2	4	6	8	10	12
The options available to all leaders offer variety and progress	1	2	3	4	5	6
We encourage people when they are ready for the next step	1	2	3	4	5	6
We work hard to understand the needs and aspirations of each leader	2	4	6	8	10	12
We have a tailored approach to retaining our most talented leaders	2	4	6	8	10	12
Our tangible pay and benefits are comparable with similar areas	1	2	3	4	5	6
<b>Score</b>						

**Attracting talented leaders**

Our leaders have a positive affinity with their school and its wider partners	1	2	3	4	5	6
We can define what is different about working in our area	2	4	6	8	10	12
Our employment practices reflect our aims and values	1	2	3	4	5	6
Our recruitment practice models the behaviours we want in new leaders	1	2	3	4	5	6
We know why applicants choose to apply for jobs in our area	2	4	6	8	10	12
We are consistent in the way we present our area to the recruitment market	2	4	6	8	10	12
We have a strong structure of internal communications	1	2	3	4	5	6
<b>Score</b>						

**Identifying talented leaders**

We know who our top performers are and who has real potential for senior leadership	2	4	6	8	10	12
We have formally assessed most of our staff against our role definitions	1	2	3	4	5	6
We usually know when people will be ready for their next move	1	2	3	4	5	6
We have prepared individual development plans for most of our leaders	2	4	6	8	10	12
We tailor development plans according to individual need and potential	2	4	6	8	10	12
Our development plans take account of risks and barriers to achieving potential	1	2	3	4	5	6
We strike a good balance between internal promotion and recruiting from outside	1	2	3	4	5	6
<b>Score</b>						

**Recruiting and inducting leaders**

We carefully analyse the requirements of each role before advertising a vacancy	2	4	6	8	10	12
We base recruitment decisions on a detailed person specification	1	2	3	4	5	6
We prioritise a small number of essential criteria for success when recruiting leaders	2	4	6	8	10	12
Our recruitment process is efficient, quick and courteous	1	2	3	4	5	6
We look for the right attitude and potential, not background or similarity	2	4	6	8	10	12
We use a range of mutually supporting assessment techniques during recruitment	1	2	3	4	5	6
We have a structured programme of support and mentoring for new leaders	1	2	3	4	5	6
<b>Score</b>						

**Tool  
5.1**

**Developing leaders**

Low ..... High

We have a well understood set of training and development programmes for leaders	1	2	3	4	5	6
We have a broad range of development opportunities, with many different styles	1	2	3	4	5	6
We share development opportunities and resources between institutions	1	2	3	4	5	6
We are clear about the effectiveness of different development activities	2	4	6	8	10	12
Staff get access to development according to a clear assessment of need	1	2	3	4	5	6
We hold leaders accountable for developing their staff	2	4	6	8	10	12
We hold individuals accountable for meeting their development objectives	2	4	6	8	10	12
<b>Score</b>						

**Accelerating progression**

We know what the potential for senior leadership looks like	1	21	3	4	5	6
We have formal processes for assessing and measuring potential for leadership	1	21	3	4	5	6
We look for leadership talent wherever it may exist rather than traditional sources	2	4	6	8	10	12
We match the pace of progression to an individual's capability rather than tenure	1	2	3	4	5	6
We have reached a consensus on the principles of accelerated development	1	21	3	4	5	6
It is possible to combine a fast-track career with family and other responsibilities	2	4	6	8	10	12
We are consciously looking for a new model of leadership for tomorrow's needs	2	4	6	8	10	12
<b>Score</b>						

**Managing and supporting careers**

People are usually clear about the options for their next career move	1	2	3	4	5	6
People usually understand our view of their long-term potential	1	2	3	4	5	6
We encourage timely and appropriately stretching career moves	2	4	6	8	10	12
Peoples' careers develop at a pace which genuinely suits them and their ability	2	4	6	8	10	12
People see sufficient opportunities for progression	1	2	3	4	5	6
Career progression is based on performance and potential not length of tenure	2	4	6	8	10	12
We have frequent and open conversations about career progress	1	2	3	4	5	6
<b>Score</b>						

# Tool 5.1

## Scoring system

### Retaining talented leaders

<20 **Basic** – talented staff may be leaving unnecessarily

20-50 **Strong** – retention strategies rely on conditions as well as rewards

<50 **Advanced** – retention is targeted to individual needs and drivers

### Accelerating progression

<20 **Basic** – careers may move at a traditional pace

20-50 **Strong** – development is speeded up where appropriate

<50 **Advanced** – new sources of talent are accelerated into leadership

### Managing and supporting careers

<20 **Basic** – progress may be unplanned or sporadic

20-50 **Strong** – opportunities keep people engaged

<50 **Advanced** – progress keeps people at their peak of challenge

### Attracting talented leaders

<20 **Basic** – the area may not have a clear or compelling brand

20-50 **Strong** – schools stand on their individual reputations

<50 **Advanced** – the area has a positive collective reputation

### Developing leaders

<20 **Basic** – development may be somewhat random

20-50 **Strong** – development is planned and aligned to needs

<50 **Advanced** – development makes a real difference

### Identifying talented leaders

<20 **Basic** – assessment may be absent or instinctive

20-50 **Strong** – assessment is formal and explicit

<50 **Advanced** – assessment informs development and progress

### Recruiting and inducting leaders

<20 **Basic** – recruitment may be conservative and instinctive

20-50 **Strong** – recruitment is focused on the drivers of success

<50 **Advanced** – recruitment seeks out non-traditional talent