



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

What is a maturity model?

Each maturity model is a tool for Services to assess their practice against a benchmark. You might also call them diagnostic tools.

How might you choose to use maturity models?

You might choose to use each model to self-assess your current practice. The insights you gain from self-assessment are used to identify your current maturity level and support your development plans.

You can self-assess as a group of Service-wide stakeholders, a functional team or an individual. You might use each of the options (Service-wide, function or individual) to offer insight into various perceptions.

Alongside self-assessment, you might also consider partnering with another Service to peer-assess and share learning.

What does this mean in practical terms?

- 1 – Assess yourself, determine your current level of maturity.
- 2 – Determine your ideal, how far do you want to develop? What is achievable in your context?
- 3 – Identify gaps, if you are at stage 1 and want to get to stage 3 – what are the gaps?
- 4 – Create your development plan – what actions do you need to put in place to address the gap?

Remember, there isn't a right or wrong level to be at. The honesty of self-assessment, the process of visualising our future and then developing and extended ourselves is, in itself, a sign of our maturity as a sector. You will most probably find you have evidence that you are meeting bullet points from each level but it will help you determine what actions you need to take.

Who are our trailblazers?

Our trailblazers in using the maturity models are Kent– they are available for conversations if you would like to discuss how this could work for your Service.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

National Fire Chiefs Council. Workforce Good Practice frameworks and Maturity Models

These models and frameworks can help you define and communicate your Workforce strategy. These tools:

- Will allow service based gap analysis against a recognised widely accepted model of best practice
- Provide a roadmap for becoming a leading practice organisation
- Will allow measurement and internal progress marking
- Facilitate national benchmarking
- Help explain maturity and organisational concepts to colleagues, leaders, and Members
- Will help us establish, develop and share tools and guidance needed by FRS to help the move on to next maturity level

Models are offered for:

Recruitment

Leadership development

Learning organisation

Blended learning

Performance management

Employee recognition

Succession Management and High Potential Strategy

Equality, Diversity and Inclusion

Wellbeing

HR Analytics



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Recruitment (Internal and External)

Level 4 - Optimised Recruitment

- Recruitment seen as a vehicle for enhancing FRS performance – always looking to find the best skills with a focus on future needs.
- Analysis of external issues in the market especially for hard to find skills.
- Investment in new recruitment products & services
- Training to build strategic skills needed to provide a strong internal market.
- Focused and repeated training of selecting panels with focus on any bias and mechanisms for triangulation of evidence. Interviews not the sole basis for selection.
- A culture of positive action in recruitment, where appropriate, is embedded
- Inclusion is integral to the core competence sought and the processes for recruitment and selection used.
- Attraction and brand building is a long term commitment with regular activity.
- Applicant process is customer friendly and designed to meet their needs.
- Induction embedded, with full participation.
- Proactive work with new starters on any reasonable adjustments they need to perform as their best

Level 3 - Integrated Recruitment

- Balance between internal talent management and selection and seeking diversity.
- Continuous work on the Brand of the FRS in its community to attract the best applicants.
- Successful social media campaigns.
- Constant positive action to attract diverse people to the FRS using a range of different programs. Diversity of attraction methods, including social media, to appeal to a broad audience.
- Robust programs to attract a diversity of candidates.
- Diversity of thinking is understood and the need to seek different experiences/skillsets.
- Embedded behavioural and ethical competencies through-out process.
- Recruiting manager led – competency tested through robust training.
- Linked to workforce and succession planning – proactive not reactive
- Good analytical data to support future planning



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- On-line central induction process, supported by line managers, but not always completed

Level 2 - Standardised Operational Recruiting

- Processes & technology standardised across the organisation.
- Beginning to establish strong relationship with recruiting managers.
- Effective assessments of candidates against job requirements. All adverts assessed for subtle gender bias using [Gender Decoder: find subtle bias in job ads \(katmatfield.com\)](https://www.katmatfield.com)
- Induction line manager led.
- Safer recruitment processes embedded at every stage of attraction, selection and pre-employment processes. Assessors trained in safer recruitment principles.

Level 1- Reactive Recruiting

- Recruiting is often done locally by HR generalists who are “order takers” for recruiting managers, where positions are posted on an as needed basis.
- Minimal recruitment compliance standards met – no real processes defined.
- No meaningful induction process.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Leadership Development

Level 4 - Strategic Leadership Development

- Championed by the senior team, methods and learning content are wide ranging and bespoke to meet individual needs but focused on meeting service needs.
- On-going development is considered natural by people and not just part of lead up to and undertaking of new roles.
- Future skills analysis are regularly considered and integrated into learning programmes and other organisational forms of learning.
- Talent management is integral to business planning.
- Information and the WHY of decisions is transparent to all staff and engagement in decision making encouraged.
- Decision making is structured to happen at the appropriate level of management so it empowers and builds trust.
- Constructive challenge and diverse views are proactively sought in meetings and other engagement mechanisms.
- Decisions are widely debated, with ability to change end result.
- Significant level of coaching carried out at all levels. Mentoring is available to all where it can add value.
- Good support for all individuals as they navigate personal change curve during change and underlines need for leadership at all levels.
- Wellbeing of self and others seen as a valued part of leadership.
- Leadership style which is consistent with empowering and supporting people is widely adopted and adapted with feedback from different sources.
- Ethical considerations are integral to decision making.

Level 3 - Focused Leadership Development

- Senior Team statement about need for all staff to adopt leadership skills is communicated at all levels, and widely adopted.
- Culture setting and role modelling is evident.
- Strategy development and future focus is a part of the organisational debate.
- The NFCC leadership behaviour framework has been adopted/adapted and is used in supporting development.
- Core progression pathways are understood in the organisation and training is available for specific areas e.g. budget skills, project management for differing levels within the organisation.
- Multiple sources of Leadership content available, with some bespoke routes to current and future skills required.
- Lack of development is challenged and plans put in place to support individuals to develop.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Individuals encouraged to seek professional memberships and appropriate qualifications.
- Difficult decisions are undertaken regularly, with plans to improve communicated.
- Leadership style development is a regular debate and reinforced in different ways.
- Rank pulling actively discouraged and individuals coached away from inappropriate/abuse of power.
- Secondment, working with partners in projects, collaboration are all encouraged to build broad leadership skills.
- Exposure to significant projects, reporting to senior teams and members is encouraged to build skills and confidence.
- Governance skills such as budget management, project and programme management/sponsorship, report writing are a part of core learning for leaders at appropriate levels of content.
- Strong emphasis on team management, team meetings, open discussions on various topics across the FRS.

Level 2 - Structured Leadership Development

- Learning content available with context added.
- Leadership development material able to be accessed by all.
- Development is actively recognised as key to progression.
- Developing individuals to become better managers, with some future skills identified.
- Senior team statement permeates all levels, but only partially adopted.
- Empowering/coaching leadership styles are used, but with some inappropriate command and control style still present.
- Decisions are debated.
- Learning material is available, but is generic in approach.
- Only people who are current managers can access leadership material.
- Basic skills covered to bring people up to current requirements.

Level 1 - Inconsistent approach to Leadership Development

- Some content available, but limited numbers able to access.
- Benefits are for employees and not aligned to organisational progress.
- Undertaking leadership development has no bearing on progression
- Set people defined as leaders.
- Limited uptake, difficult decisions passed off.
- Leadership by fear, or command and control prevalent as major or only style.
- Decisions not debated,



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Learning Organisation

- **Level 4 - Organisational Capability Development**
 - Organisational performance systematically analysed using continuous learning feedback along with other aligned processes.
 - Cultural feedback sought on a regular basis through different mechanisms.
 - Talent management is used actively by individuals and line managers.
 - A learning environment which supports open dialogue about mistakes/lessons learnt without fear leading to innovation and efficiencies.
 - Projects and programmes have engagement at their core so diverse ideas are part of options appraisals and implementation of actions.
 - External ideas and ways of working are researched and collaboration/expert opinion sought where possible to develop richer views of issues. People are encouraged to research.
 - The organisation embraces trial and error, piloting and learning lessons with staff before wide implementation – listens to internal and external customers.
 - Operational assurance mechanisms are working well with a positive loop of continuous learning from incidents back to policy, practice, NOG amendments and the learning for crews and incident commanders.
 - FRS has sustained continued enhancement of National Operational Guidance (N.O.G.), Joint Operational Learning (JOL) and National Operational Learning (NOL) leading to local and national learning materials, research and interactive learning products.
 - The Community Risk Management Planning (CRMP), internal systems and products are designed wherever possible based on customer engagement and understanding of diverse needs. This requires cultural commitment and skills building.
 - Formal feedback mechanisms between senior team meetings and each team meeting so flow of information and consideration of issues.
 - Evolving governance arrangements based on continuous feedback from internal and external audits.

- **Level 3 - Talent and Performance Improvement**
 - Talent development is aligned to organisational goals
 - Ways to improve people, performance or processes are sought.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Processes and technology are becoming aligned to help the service understand and apply what is needed and when.
 - Data needs are understood and used to manage organisational and workforce improvements.
 - Behavioural, leadership and technical skills development is broadly available.
 - Organisation wide learning from complaints or compliance issues with a QA process in place
 - Performance support to improve people, performance or processes is available and used at all levels.
 - Mistakes/things not going to plan are spoken about, and ways to improve are sought through different forms of engagement. Commitment to removing fear of opening up about issues, mistakes etc.
 - Some mandated requirements, but mostly individuals own their own learning.
 - Talent Management is actively used by line managers and often by individuals.
 - Speaking up and raising concerns is encouraged and seen as evidence of high employee engagement
- **Level 2 - Training and Development Excellence**
 - Behavioural, Leadership and Technical skills development is available.
 - Programme-focussed, little opportunity is available outside of large scale learning programmes.
 - Talent management, or development is inconsistently applied. With some confusion as to what is insufficient or too much development compared against what should be performance management.
 - Mistakes are only spoken about in a negative context, with little opportunity to improve. Mistakes/things not going to plan are smothered and not fed up into project discussions.
 - Learning progress is limited unless mandated
 - Limited blended programmes available.
 - Localised learning from internal/external complaints or compliance issues
 - **Level 1 - Incidental Training**
 - Generic off the shelf courses are only routes available.
 - Emerging need for professional training



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Talent management and development are not applied by managers.
- No challenge to leadership approach, or only challenge in emergencies.
- Mistakes are hidden for fear of repercussions.
- Some mentoring and apprenticeship schemes in place.
- Learning progress is non-existent unless mandated
- Catalogue of stock courses; one size fits all.
- No quality assurance process which involves people or learning from internal or external complaints or compliance issues



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Blended Learning

Level 4 - Learning Environment

- Learning strategy central to organisational performance with aligned funding which is interrogated for return on investment & return on expectations.
- Learner-centric environment with bespoke opportunities and identification of individual barriers to learning and appreciation of need for neuro-diversity support.
- Recognised prior learning or activity is another way of passing an assessment or course.
- Informal coaching, mentoring peer and line manager support is used widely to meet immediate need.
- Learning Management System (LMS) reporting is proactive and drives learners.
- Material created or found by others becomes part of learning & organisation development content.
- Commissioning for bespoke learning has process in place and transparent to all, organisation learns from approved and unapproved commissions.
- Bespoke learning material widely available, not 'one size fits all.'
- Internal customer feedback essential to design of learning,
- Individuals own their own learning and actively seek out other things to learn.
- Demonstration of competence through a range of methods i.e. incidents, exercises, desktops, eLearning
- Alternative learning beyond core competencies of role is actively recommended, able to learn all areas available to organisation.
- Evaluation is planned and widely advertised, commissionable both inside and outside of learning & organisation development. Benefits realised are implemented across all activities.
- All Individuals own their learning and this is a cultural feature which is reinforced.
- All learning has inclusion content aligned and integrated. Quality assurance framework in place and embedded. Evidence of being a 'learning organisation' for example a clear learning loop in place from incident debrief to future training.

Level 3 - Learning on Demand



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- All courses recognise prior learning or activity but completion leans more towards formal course attendance.
- All material is accessible informally by individuals. But only formal routes achieve standard to pass.
- Strong focus on behaviour and soft skills development.
- Learning Management System (LMS) used, reporting is reactive to requirements.
- Informal learning routes such as coaching, ad-hoc webinars & 1-2-1 activities are being used.
- Individuals own their own learning, but only look for other things to learn on the advice of others.
- Commissioning process in place, with active working on viable options. Approval process is clear but not always transparent.
- Bespoke learning materials widely present. Adaptation is possible, but limited.
- Recommended learning drives equal amounts to mandated learning.
- Evaluation is undertaken at multiple levels. Centrally led, with some benefits. Mostly kept to course specific.
- Learning is unrestricted and freely available, able to learn wider skills.
-

Level 2 - Integrated and Aligned

- Some courses recognise prior learning, integration of some approaches such as coaching, mentoring and line manager or peer development routes, but mostly formal classroom or course attendance approaches.
- Learning & available material is equally met by informal routes as well as formal. Some waiting lists present with main needs met via face to face courses.
- Learning Management System (LMS) used, with reporting available centrally and locally upon request
- Some informal learning routes are recognised, but engagement is limited. Only centrally led ones are considered official.
- Individuals do not own their own learning in some cases, only stick to the core requirements of their role.
- Learning material is a mix of externally and internally sourced, some overlaps.
- Commissioning process in place, works go through an approval process. Communication is on an ask basis.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Equal amounts of bespoke and stock material. Bespoke learning options are limited in scope. Learning material is actively managed and removed when out of date.
- Learning is not restricted, but topics are limited. Individuals have some scope to learn beyond role.
- Evaluation occasionally ventures into behavioural evaluation, but is more commonly available at lower levels. Centrally run and scheduled. Some improvements identified but limited review.

Level 1 - Traditional Learning Offer

- Learning routes are common, but with limited variety. All courses follow same linear narrative.
- Learning & available material are limited outside of courses.
- Learning Management System used, but with inconsistent central reporting
- Informal learning routes such as coaching, mentoring and peer support are used, but not organisationally recognised.
- Soft skills development is being supported.
- Learning material developed is varied, with some external curated resources.
- Some learning is bespoke, but mostly one size fits all. Limited take-up.
- Some mandated learning - Individuals do not own their own learning.
- Learning is in some cases restricted, but can learn about limited other topics within remit of role.
- Evaluation is occasional, low level, reactive and limited. Descriptive, no post-evaluation improvement.
- Learning routes are limited to formal, one or two approaches. Likely Instructor Led. Inflexible.
- No understanding of Neuro diversity and other reasonable adjustments needed for learners.
- Inclusion content is separate from other learning content.
- Learning is time restricted with waiting lists and defined course start & finishes. Learning material only available on course.
- Funding is not thought through for learning activity.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Performance Management/People Development

Level 4 - Responsive People Development

- Performance management championed by senior team & senior managers.
- Aligned to FRS strategy and goals.
- Talent management is integrated.
- Performance management seen as part of brand with expectation of high performance from all.
- Permanent and temporary opportunities are supplemented with shadowing, mentoring and attachment.
- Support is widely available to those changing roles, levels or organisations.
- Goals are set in partnership with line managers and reviewed regularly, adapting to changing needs.
- Some practices are adapted for different elements of the workforce
- Coaching and ongoing feedback is applied by managers at all levels.
- Detail is clear as to expected performance and behaviour and present across all levels of the organisation.
- Appraisal has migrated from traditional forms (formal meetings) and there is continuous dialogue between individuals and their line managers bespoke to suit that individual's needs.
- The FRS has other mechanisms which support individual performance and not solely reliant on line manager.
- Development plans present, prevalent across all levels of performance and openly discussed. Generated across all routes from line managers, departments and individuals.
- Focus on all staff in the FRS not just grey book.
- Wellbeing is integral to performance discussions.
- Reasonable adjustment for wellbeing, disability, carer responsibilities is well established.
- Inclusion is understood and people have adaptive managers who can work with their needs to support performance.
- Team meetings are used to discuss corporate and local issues with feedback given to Senior Team so performance is a shared issue in teams.

Level 3 - Purposeful and Integrated Performance Management/People Development

- Consistent integration across the organisation.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Long term planning for some positions with considerations as to what skills & behaviours are required for the role in the future.
- Transparent talent management integration.
- Active prevention work to limit need for formal procedures.
- Encouraging managers to quickly address capability issues and move into informal process to get issues analysed and individual back on track.
- Coaching is applied by managers regularly, with development plans regularly applied.
- Feedback occurs both in and outside of the performance meetings/succession planning review process.
- Recognition and reward given for the majority of people, but is maintained at a local level. Mostly informal.
- Code of ethics and role modelling ethical behaviour are discussed as part of performance management.
- Development planning is owned by staff and is discussed across all levels of staff.
- Integrated with select talent processes.
- Short-term planning for most critical positions.
- Recognition and rewarding is present, with both financial and non-financial rewards considered.
- Well defined learning curriculum which matches organisational need.
- Development plans are present, but mainly for people who are not performing in role. Some presence of development plans for people who are new in role.
- Retirement planning is useful for individuals and aids transition from the FRS.

Level 2 - Traditional People Development

- Limited senior team engagement.
- Talent management is in early stages.
- Clearer purpose for performance management.
- Capability and disciplinary procedures are effective.
- Feedback and coaching by line managers is being encouraged.
- Feedback is retained until succession planning meeting or appraisal.
- Core competencies are developed and met – more needs to be done to develop wider skills.
- Recognition is inconsistent.
- Development plans are used sporadically, with anecdotal or non-specific feedback. Mainly used in cases of poor performance, seen as negative in most cases. Generated mostly by line managers, some outside feedback influences. Conversation about development is limited.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Level 1 - Fragmented Performance Management/People Development

- Talent management processes at early stage of development
- Ad-hoc job internal application processes without clear criteria of who can apply or how to do so.
- Disciplinary and capability procedures are ineffective and inconsistent in application.
- Appraisals are tick box exercises which are not providing significant benefit to the organisation.
- Performance feedback inconsistent.
- Low support for manager or peer coaching.
- Reactive vacancy planning.
- No long term analysis of workforce profile – retirement profiling, age profiling.
- Limited development opportunities available.
- Development planning for individuals still poorly understood by line managers.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Employee Recognition and Engagement

Level 4 - Strategic & Pervasive

- Senior leaders' model desired behaviours.
- Strategic approach to recognising ethical and positive behaviours.
- The FRS recognises engagement of staff in projects and work is necessary for better outcomes for customers and as a means of rewarding inputs.
- Regular recognition is perceived as desired and valued by staff.
- Employee recognition is seen as valuable and matches preferences.
- Employees receive regular specific and positive feedback.
- Development of tools and methods that measure and capture employee feedback on a real time basis to continually adjust management practices and the work environment.
- Employees are involved in creation of actions and projects and are integral to implementation of new actions.
- Commitment to improving human experience and building a flexible, happy and inclusive workplace.
- Ideas are widely shared and consulted, owned at all levels with origin recognised.

Level 3 - Aligned & Reinforced

- Senior leaders communicate & recognise desired behaviours.
- Culture of continuous and ongoing recognition.
- Use of technology to make recognition easier, more flexible and more frequent.
- Achievements are recognised at most levels across the service.
- Commitment to improving employee engagement.
- Transparency in organisational actions.
- Continuous investment in people.
- Offering ample opportunities for personal and professional development e.g. actively encouraging and supporting CPD activities.
- Supportive and empowering line management and leadership.
- Ideas are shared consistently and managed to some extent, defined channels clear and clear ownership at a senior level.
- Enhanced terms and conditions to support employee wellbeing.

Level 2 - Standardised

- Senior leaders support recognition.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Clear recognition criteria.
- Providing recognition and rewards that employees value.
- Varied types of recognition.
- Increased recognition transparency & visibility.
- Some peer-to-peer recognition.
- Commitment to improving employee experience.
- Flexible work environment and autonomy.
- Ideas are shared consistently, but with no real management of ideas and some loss of origin or ownership.
- Fair, inclusive and diverse work environment.

Level 1 - Inconsistent and ad hoc

- Uneven senior leader support of recognition.
- No clear recognition criteria.
- Some token recognition given, mostly top-down.
- Commitment to offering work/life balance.
- Ideas are not shared, or shared inconsistently.
- Access to coaching given.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Talent Management including Succession Planning and High Potential Management

Level 4 - Transparent Talent Systems

- Highly transparent succession planning systems, pool based and dynamic.
- Long term planning for critical positions.
- Long term workforce planning is in place reviewing turnover, retirement profiles, and long term sickness patterns.
- High potential people are identified across the FRS in a systemic way and this is transparent to all and fully integrated into the succession planning process.
- Systems in place to avoid 'blue eyed person and favouritism in succession planning and internal selection decisions.
- Focus is on building everyone to high performance.
- High potential people are supported in transition to new roles so their potential is realised.
- All staff are supported to manage and maintain the skills they need for long term career regardless of whether they want promotion. Helping people understand career management.
- Full disclosure to high potential people of status but with sensible expectations management.
- Managers excel at giving regular, targeted feedback
- Development planning can be sourced in different forms and not wholly reliant on line manager, e.g. coaching, mentor, 360 appraisal, development centres
- Appeals to succession plan are the exception, not the norm.
- Personal goals are set and adapted.
- Coaching is regularly used across the FRS not only to meet needs, but to support longer term learning.
- Critical vacancies are regularly reviewed and plans in place for internal and external sourcing. Key people who could fill role are identified.
- Vacancies are predicted and co-led by HR and the line manager to ensure effective sourcing of people.

Level 3 - Integrated Succession Management

- Talent management is observed at a senior level with evidential support for decisions. Owned by senior leaders.
- Coaching is regularly used across the service.
- Vacancies are forecast against organisational data.
- People identified for promotion have support in developing expected new skills before roles come up.
- Central and local support for joiners and leavers, with some follow up comms.
- Critical vacancies are regularly reviewed for flight risk and some plans in place to fill.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Jobs are reviewed to ensure needs remain current and match skills required at vacancy stage.
- Goals are set for individuals and often reviewed.
- Coaching by managers is supported. Peer to peer or coaching up is starting to be encouraged.
- Difficult feedback is given in most cases.
- Process is guided by HR, with a framework in which to operate for managers.
- Critical vacancies are filled at the point they are vacated.
- Central support for joiners and leavers, but more local support or endorsement needed.

Level 2 - Standardised Talent processes

- Limited executive engagement in planning for critical posts.
- Some support for coaching by managers but on a needs basis.
- Difficult performance feedback is not given.
- Development plans are in place and talent/succession review but HR led and not fully owned by all managers.
- Some support for joiners or leavers, but limited uptake.
- Effective assessment of candidates against job requirements.
- Critical vacancies are left unoccupied for less than a month.
- Positions posted with some prior notice, but no flexibility as to alternative resourcing such as temporary vacancies, traineeships, apprenticeships etc.
- Recruitment routes only considered once basic recruitment route is unsuccessful.
- Some managers are carrying out analysis of high potential people.

Level 1 - Fragmented replacement planning

- Performance review process is non-existent, or sporadically applied.
- Inconsistent decision making process with little to no standardisation.
- Low support for manager/peer coaching.
- Goals are not set for/with individuals.
- Little or no technology to support.
- No support for joiners or leaver/retirees.
- Individuals are not graded accurately, or are graded to give the manager an easy time.
- Individual performance is spoken about the individual, but seldom to.
- Talent sourcing is reactive.
- Positions posted on an as needed basis with no follow up as to needs met.
- Critical vacancies are left unoccupied for inappropriate time.
- People are left in temporary posts for too long.
- Little standardisation of talent sourcing processes outside of HR.
- No alternative recruitment routes.
- No focus on identifying high potential people.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Equality Diversity & Inclusion

Level 4 - Leading from the Front

- Recognised as a leader in diversity and inclusion.
- Inclusion and diversity is business critical.
- External brand and internal brand aligned.
- Diversity and inclusion drives innovation.
- Diversity and Inclusion are embedded into HR and business systems and processes using such tools as disability passports and other passports that outline an individual's reasonable adjustment requirements.
- Need to avoid issues of having brought in people from diverse backgrounds then having them become homogenous in thinking.
- Cultural intelligence is integral to learning activities.
- Promoting inclusive leadership throughout the organisation.
- Inclusion analytics are predictive, automated and are used intentionally by leaders to drive strategy.
- Equal access to services and employment are central to organisational strategies.
- The broader workforce is supportive of inclusion and take actions in their own teams and in provision of services to be inclusive.
- Developing workforce awareness of the changes in respect of diversity and what this means i.e. transgender was relatively unknown or talked about until a few years ago – what is coming down the road in the future.

Level 3 - Integrating Inclusion

- Focussed on creating an inclusive culture through leadership, accountability and measurement.
- Diversity and inclusion is embedded into the key talent management processes e.g. recruitment, performance management, leadership development, succession management.
- Accountability and measurement is integrated into all decision making processes through people impact assessments.
- Diversity and inclusion governance is establishment.
- Leaders utilise analytics and trend data to make decisions and identify problems.
- Inclusion fosters engagement and an organisational culture aligned with strategy, brand and social responsibility.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Achievement of accreditations and externally assessed standards.
- Embedding People impact assessments into everyday activities and service delivery.
- Diversity and Inclusion are embedded into HR and business systems and processes
- Inclusion is supported by meaningful staff engagement and an organisational culture aligned with strategy, brand, and social responsibility.
- A compassionate and safe work culture that enables you to be your authentic self, and be empowered to have a voice, challenge, and share your experiences.
- A work culture where everyone understands their role in ensuring inclusion is embedded.
- Recognising and awarding excellence in inclusion and showcasing role models.
- Support and empower staff networks to add value and influence organisational change

Level 2 - Valuing diversity

- Identifying the business case for diversity – clear business rationale with intended actions and outcomes.
- Communicating business benefit.
- Building a diverse pipeline in recruitment and internal promotion.
- Key policies and projects/programmes are people impact assessed.
- People impact assessment training of the workforce.
- Employee data is used to uncover workforce characteristics and gain insight into employee experience and equality impact assessments/action plans.
- Raising awareness and the importance of diversity and inclusion in the FRS.
- Building grass roots engagement with our staff / our communities / suppliers.
- Key policies and projects/programmes are people/equality impact assessed.
- People/equality impact assessment training of the workforce.
- Providing equality of opportunity and seeking to eliminate discrimination in all people processes.
- Employee data (workforce data and staff feedback/survey tools) is used to uncover workforce characteristics and gain insight into employee experience.

Level 1 - Legislative and Policy Compliant

- Evolution of diversity and inclusion is compliance necessary.
- Focussed on adhering to legal standards.
- Providing equality of opportunity.
- Policy focus.
- Diversity and inclusion language and messages are frequent and consistent.
- Operational reporting.



NFCC
Fire Central
Programme Office

DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Evolution of diversity and inclusion meets compliance needs.
- Regular diversity reporting.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

Employee Wellbeing

Level 4 - Wellbeing as social responsibility

- Wellness programmes and events are extended to cover employees' families.
- Work with local partners to support wellbeing in communities.
- Wellbeing seen as a core responsibility for good corporate citizenship.
- Wellbeing is critical to performance and drives employee engagement, organisational culture and productivity.
- Critical illness and terminal illness is managed with sensitivity and compassion.
- Wellbeing is central to the organisational brand and is therefore central to its recruitment attraction strategy.

Level 3 - Wellbeing as a corporate strategy

- Development of a holistic view of wellbeing in the workplace e.g. covering all aspects of wellbeing, including financial, healthy eating, physical wellbeing.
- Workplace wellbeing is understood to form part of key people processes e.g. recruitment, learning and development, performance management, employee recognition.
- Achievement of accreditations and externally assessed standards.
- Wellbeing programs that are not just aimed at protecting employee's health but actively support performance and social/emotional wellbeing.
- Organisation actively encourages employee's to take part in the development of wellbeing initiatives e.g. designing work to improve work/life balance.
- Integration of technology and data to promote, manage and develop wellbeing program.
- Forms part of corporate strategy with dedicated resources to support its delivery.
- Post trauma illness is understood and actions are in place to support diffusing and long term support.
- Reasonable adjustment for disability and wellbeing is well understood by all and applied with compassion.
- Understanding of broader life impacts such as being a carer.

Level 2 - Wellbeing for personal improvement

- Identifying the business case for wellbeing – clear business rationale with intended actions and outcomes.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Introduction of tools focussed on developing personal resilience and improving health e.g. nutrition, mindfulness and fitness.
- Awareness raising and empowerment programmes and events.
- Challenging mental illness stigma and normalising mental health.
- Access to peer support groups.
- Organisation actively seeks to improve terms and conditions to improve employees wellbeing.
- Exploration of how systems impact on wellbeing e.g. tackling inappropriate emails and email management, reviewing language used in documentation to make it easy to read and accessible for everyone.

Level 1 - Wellbeing as a benefit

- Introduction of Employee Assistance Programme (EAP).
- Signposting self-help resources.
- Wellbeing messages are frequent and consistent.
- Occupational health support is consistent and well managed.



DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

HR Analytics

Level 4 - Predictive Analytics

- Development of predictive models.
- Scenario planning – looks at “what if’s”.
- Integration with FRS workforce planning.
- Data governance model clearly in place and trusted by staff.
- Measurements of employee engagement through different mechanisms.
- Data used to influence cultural change. Getting accurate pictures of ‘as is’ will help the FRS determine actions.
- Managers empowered with data so they can recognise issues at their level to support decision making.

Level 3 - Advanced Analytics

- Statistical analysis to solve business problems.
- Identification of issues & actionable solutions.
- Data used to support reports and decisions.
- Supports an integrated approach to talent and career management.
- Helps leaders make decisions to create better work environments and maximise employee productivity.
- Supports cultural change.
- Identifying knowledge gaps which help resource allocation for ongoing learning.
- Supports improvements in recruitment and induction processes.

Level 2 - Advanced Reporting

- Proactive reporting for decision making.
- Analysis of trends & benchmarking.
- Customisable, self- service dashboards.
- Gender/Race Pay data used to determine strategies

Level 1 - Operational Reporting

- Reactive reporting of operational & compliance measures.
- Focus on data accuracy.



NFCC
Fire Central
Programme Office

DRAFT NFCC Workforce Good Practice Frameworks and Maturity Models

- Consistent & timely reports on issues such as sickness, diversity and basic workforce data such as turnover, retirement profiling.
- Compliance with GDPR