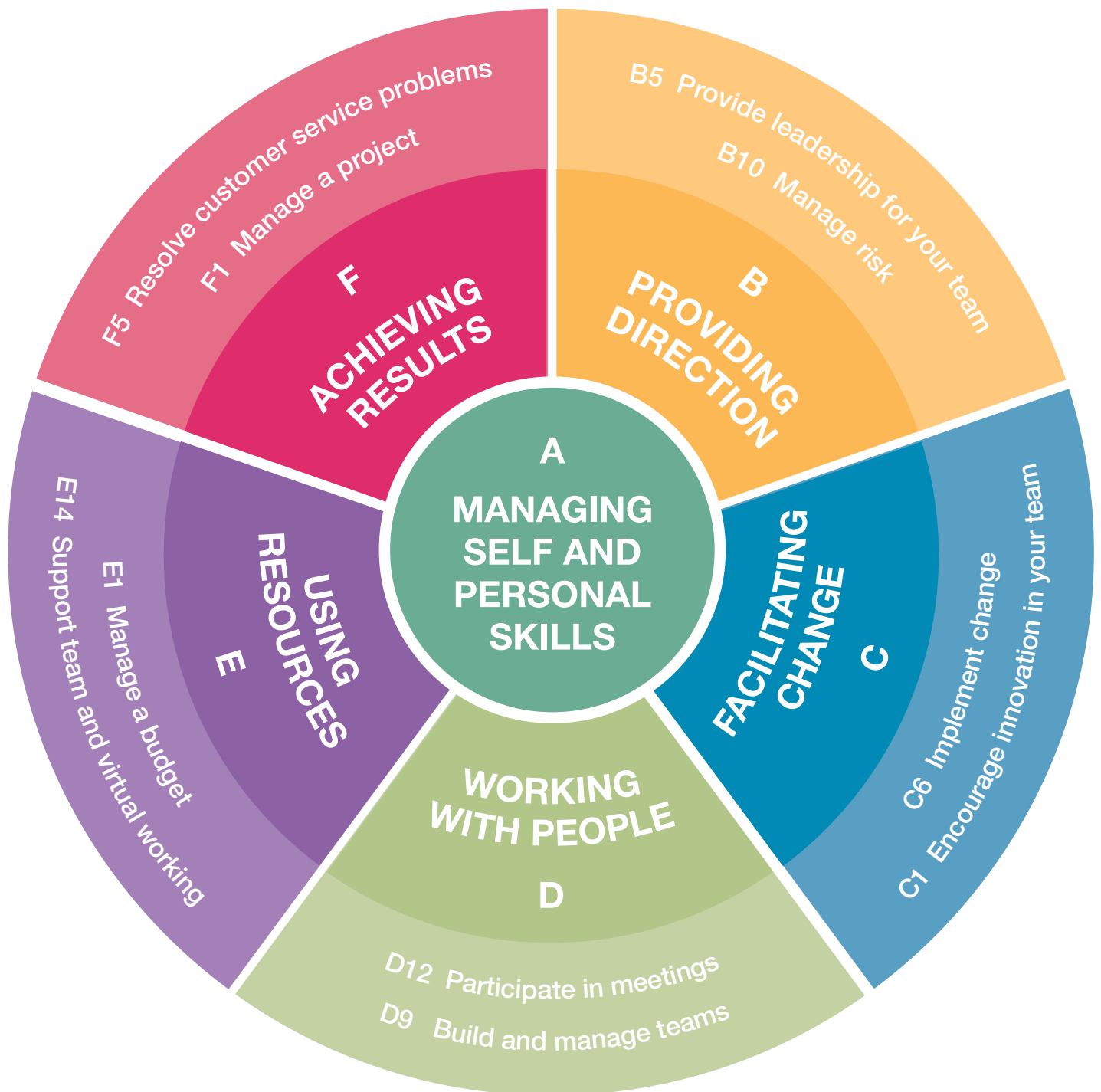


Setting Standards

Achieving Success



Practical Guidelines to help Develop Your Managers and Strengthen Your Organisation

Developing capable managers will help you improve your performance and strengthen your organisation.

By using these guidelines you will

- Have a clearer picture of the skills and competencies required by your managers at all levels and in all areas
- Be better informed when making management development and training decisions
- Be able to plan a structured programme of development to improve managers performance

These guidelines should be used in conjunction with the National Occupational Standards for Management & Leadership (The Standards), which are based on the actions of real managers from all sectors and all sizes of organisations. Please remember that the term 'manager' will be used throughout the guidelines to describe a person who has a supervisory or managerial position but that the role of the manager is to lead as well as manage. Leadership is therefore at the heart of The Standards.

Developed by employers for employers, The Standards will provide you with an extensive ready made resource that will assist you in every aspect of recruiting, developing, evaluating and managing the performance of your managers. The primary objective of The Standards is to help you build rounded and capable managers, who will in turn, deliver greater performance and productivity.

When using these guidelines you need to be able to access the full suite of The Standards which can be found on the official website www.management-standards.org. It is best to read through the Introduction and Familiarisation section of the guidelines first. Better still; make use of trusted advisors to help you apply the Standards to your specific situation.

The Management & Leadership Standards – Introduction & Familiarisation



Figure 1

The Standards set out the key tasks of a manager in terms of 6 key segments (Figure 1). Supporting each segment is a range of Units, which describe the manager's role in some detail in terms of tasks, skills and behaviours required to perform at a competent level.

In all there are 74 Units across the 6 segments.

As an example, we have shown Unit D5 (Figure 2) to give you an idea of the wealth of information readily available for you to use. You can use a 'mix and match' approach to determine what units are appropriate to describe the job role of each of your managers or levels of management. If you wish, you can also change the terminology to fit with the culture and language of your organisation.

Figure 2

D5
Working with people

D5
Allocate and check work in your team

UNIT SUMMARY

What is the unit about?
This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

Who is the unit for?
The unit is recommended for team leaders.

Links to other units
This unit is linked to units **B5. Provide leadership for your team**, **D1. Develop productive working relationships with colleagues**, **D6 Allocate and monitor the progress and quality of work in your area of responsibility**, **D7. Provide learning opportunities for colleagues** and **D8. Help team members address problems affecting their performance** in the overall suite of National Occupational Standards for Management and Leadership.

Skills
Listed below are the main generic 'skills' that need to be applied in allocating and checking work in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Providing feedback
- Planning
- Reviewing
- Motivating
- Valuing and supporting others

1. any priorities or critical activities and making best use of the available resources.
2. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.
3. Brief team members on the work they have been allocated and the standard or level of expected performance.
4. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.
5. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
6. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
7. Support team members in identifying and dealing with problems and unforeseen events.
8. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
9. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
10. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.
11. Ensure successful completion of significant pieces of work.

...important to monitor the team for conflict and identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.

...account of diversity and inclusion issues and encouraging team members to complete the work they have been allocated.16. ...to identify unacceptable or poor performance of team members and how to address it(s) and agree ways of improving performance with team members.

...risks and unforeseen events that may occur to support team members in completing their work.

...on the ongoing performance of team members and use this information for a range of purposes.

Specific knowledge

...legislation, regulations, and procedures relating to carrying out the work.

...requirements for the development or improvement of team members' understanding and skills.

Skills

...and objectives of your team, and the needs of the team.

...undertaking the work.

...health and safety and any other relevant information.

...completing the required work, taking account of their understanding, experience and skills.

...procedures in terms of the work.

...and the limits of their authority.

...of expected performance.

Have a look at the full range of The Standards on the website www.management-standards.org to familiarise yourself with what is available and consider the following question:

How can I use The Standards to help me and my manager(s)?

- Create Job Descriptions for team leaders, first level managers, middle and senior managers
- Recruit and Select team leaders and managers
- Identify and Analyse Training Needs
- Identify Development Solutions
- Manage Performance
- Carry out Succession Planning
- Restructure the organisation
- Manage and lead change



The Management & Leadership Standards – Creating Job Descriptions

In this section you will find out how to use The Standards to create really excellent Job Descriptions and have a better understanding of a manager's role. This is particularly important when identifying training needs and selecting development options as a good job description is an essential part of every manager's development, setting out the tasks to be delivered and describing the range of skills and behaviours required to perform effectively (look back at **Figure 2**). You can 'mix & match' the Units to create job descriptions that are relevant to an individual manager or managers in any function and level – it's up to you.

The example below (**Figure 3**) sets out the key tasks for a typical **First Line Manager** role. Using the unit titles as headings you can easily develop more specific detail under each heading to create a 'standards based' Job Description. The beauty of this approach is that you have a wealth of supporting information to help you and your managers identify the specific skills and performance required. Have a look at Unit D5 (**Figure 2**) which is part of the sample job description.

JOB DESCRIPTION: First Line Manager

AREA	UNIT	TITLE
Managing Self	A2	• Manage your own resources
Providing Direction	B6	• Provide leadership in your area of responsibility
	B11	• Promote equality of opportunity, diversity and inclusion in your area of responsibility
Facilitating Change	C2	• Encourage innovation in your area of responsibility
	C5	• Plan change
	C6	• Implement change
Working with People	D1	• Develop productive working relationships with colleagues
	D10	• Reduce and manage conflict in your team
	D11	• Lead meetings
	D12	• Participate in meetings
	D13	• Support individuals to develop and maintain their performance
	D14	• Initiate and follow disciplinary procedure
	D15	• Initiate and follow grievance procedure
	D16	• Manage redundancies in your area of responsibility
	D3	• Recruit, select and keep colleagues
	D5	• Allocate and check work in your team
	D6	• Allocate and monitor the progress and quality of work in your area of responsibility
	D7	• Provide learning opportunities for colleagues
	D8	• Help team members address problems affecting their performance
	D9	• Build and manage teams
Using Resources	E1	• Manage a budget
	E10	• Take effective decisions
	E11	• Communicate information and knowledge
	E14	• Support team and virtual working
	E15	• Procure supplies
	E16	• Select suppliers through a tendering process
	E5	• Ensure your own actions reduce risks to health and safety
	E6	• Ensure health and safety requirements are met in your area of responsibility
	E8	• Manage physical resources
	E9	• Manage the environmental impact of your work
Achieving Results	F1	• Manage a project
	F13	• Manage quality systems
	F14	• Prepare for and participate in quality audits
	F15	• Carry out quality audits
	F17	• Manage the delivery of customer service in your area of responsibility
	F19	• Sell products/services to customers
	F6	• Monitor and solve customer service problems

Figure 3



The Management & Leadership Standards – Identifying Managers Development Needs

In this section you will see how using Job Descriptions based on The Standards can make the task of identifying your manager's development needs more straightforward. A best practice tip would be to involve your managers in the process. You can ask them to look at their role independently and then use the standards based job description as a means of having a two way conversation to agree what the key areas for development are.

The key steps are

- Review each manager's Job Role/Description against each of the relevant Units of The Standards
- Identify the areas of competence and areas for development using the unit descriptions
- Review and agree the areas for development with each manager

You are now in a strong position to look at a range of development options and opportunities that best meet the needs of your manager(s) and are best suited to your organisation.



The Management & Leadership Standards – Typical Development Options

In this section you will find a quick reference guide, highlighting the types of programmes or solutions that are used to build skills in each area of The Standards. The types of solutions identified on the following page are listed against the main development needs in each segment. However, given the nature of the manager's role, the skills gained in one area can be applied across many other areas of the standards e.g. communications, decision making, planning and team building.

The list of Typical Development Solutions (**Figure 4**) is not exhaustive. One thing to note is that many providers use proprietary titles to describe their programmes and it is important to read the small print carefully when choosing a programme.

If you take a look at the entire list of solutions you will have a useful benchmark for identifying what content should be included in short programmes, generic management development programmes or formal accredited programmes. All of the development solutions identified will be provided at different levels depending upon the content of the programme, the level of challenge and the level of the manager.



MANAGEMENT STANDARDS	TYPICAL DEVELOPMENT SOLUTIONS
MANAGING SELF AND PERSONAL SKILLS A1 Manage your own resources A2 Manage your own resources and professional development A3 Develop your personal networks	<ul style="list-style-type: none"> Personal Effectiveness – 360 Feedback, Emotional Intelligence Personal Skills – managing time, report writing, networking
PROVIDING DIRECTION B1 Develop and implement operational plans for your area of responsibility B2 Map the environment in which your organisation operates B3 Develop a strategic business plan for your organisation B4 Put the strategic business plan into action B5 Provide leadership for your team B6 Provide leadership in your area of responsibility B7 Provide leadership for your organisation B8 Ensure compliance with legal, regulatory, ethical and social requirements B9 Develop the culture of your organisation B10 Manage risk B11 Promote equality of opportunity, diversity and inclusion in your area of responsibility B12 Promote equality of opportunity, diversity and inclusion in your organisation	<ul style="list-style-type: none"> Business Planning Strategy & Strategic Management Leadership Development Team Leading & Team Working/Team Building Communications – Strategies and Practices Performance Management Creating the right culture – performance, diversity
FACILITATING CHANGE C1 Encourage innovation in your team C2 Encourage innovation in your area of responsibility C3 Encourage innovation in your organisation C4 Lead change C5 Plan change C6 Implement change	<ul style="list-style-type: none"> Managing & Leading Change Developing Creativity and Innovation Organisational Development
WORKING WITH PEOPLE D1 Develop productive working relationships with colleagues D2 Develop productive working relationships with colleagues and stakeholders D3 Recruit, select and keep colleagues D4 Plan the workforce D5 Allocate and check work in your team D6 Allocate and monitor the progress and quality of work in your area of responsibility D7 Provide learning opportunities for colleagues D8 Help team members address problems affecting their performance D9 Build and manage teams D10 Reduce and manage conflict in your team D11 Lead meetings D12 Participate in meetings D13 Support individuals to develop and maintain their performance D14 Initiate and follow disciplinary procedure D15 Initiate and follow grievance procedure D16 Manage redundancies in your area of responsibility D17 Build and sustain collaborative relationships with other organisations	<ul style="list-style-type: none"> Interpersonal Skills, Influencing Communication Skills & making Effective Presentations Delegation Skills Workforce Planning, Structures and Organisations Performance Management Employee Development Strategies and Actions Coaching & Mentoring Skills Meetings Skills – Participation/Managing/Leading Managing difficult employees Recruitment & Selection
USING RESOURCES E1 Manage a budget E2 Manage finance for your area of responsibility E3 Obtain additional finance for the organisation E4 Promote the use of technology within your organisation E5 Ensure your own actions reduce risks to health and safety E6 Ensure health and safety requirements are met in your area of responsibility E7 Ensure an effective organisational approach to health and safety E8 Manage physical resources E9 Manage the environmental impact of your work E10 Take effective decisions E11 Communicate information and knowledge E12 Manage knowledge in your area of responsibility E13 Promote knowledge management in your organisation E14 Support team and virtual working E15 Procure supplies E16 Select suppliers through a tendering process E17 Outsource business processes	<ul style="list-style-type: none"> Finance for non financial managers Financial Planning & Budget Control Sources of funds IT Skills for Managers Environmental Management Plant & Maintenance Management Health & Safety at work Risk management Procuring and Tendering Outsourcing Work
ACHIEVING RESULTS F1 Manage a project F2 Manage a programme of complementary projects F3 Manage business processes F4 Develop and implement marketing plans for your area of responsibility F5 Resolve customer service problems F6 Monitor and solve customer service problems F7 Support customer service improvements F8 Work with others to improve customer service F9 Build your organisation's understanding of its market and customers F10 Develop a customer focused organisation F11 Manage the achievement of customer satisfaction F12 Improve organisational performance F13 Manage quality systems F14 Prepare for and participate in quality audits F15 Carry out quality audits F16 Manage the development and marketing of products/services in your area of responsibility F17 Manage the delivery of customer service in your area of responsibility F18 Prepare sales proposals and deliver sales presentations F19 Sell products/services to customers	<ul style="list-style-type: none"> Project Management (Introductory to Advanced) Business process management, mapping, re-engineering Operations Management Marketing & Market Research Sales Skills & Methods Negotiating & Influencing Skills Customer management systems and skills Quality management, Control, Audits

Figure 4

Having identified the development solution or solutions required, the next stage is to select the most appropriate approach, which normally is a question of choosing an Accredited or Non-accredited programme. The following sections will provide you with a guide to the key factors involved in choosing the most appropriate approach to take.

Choosing Development Solutions – Accredited or Non-accredited?

Accredited development programmes are always supported by recognised awarding organisations, delivered through approved providers and linked with The Standards. They are more likely to attract Government funding support than non-accredited programmes.

Accredited development solutions normally lead to attaining a recognised qualification through an intensive course or can be built up by a manager over a period of time, often in the workplace. The introduction of a points/credit system allows for greater flexibility and customisation of both the learning content as well as the method of delivery for the employer, the learner and the provider. Participation is through a combination of course attendance, work based learning and some form of assessment. In some cases, such as University Programmes for example, there will be a requirement to undertake exams.

A new structure has been introduced to help employers have a better understanding of the value and level of accredited programmes – the Qualifications and Credit Framework which is set out below (Figure 5).

Non-accredited development programmes are delivered by providers as either open programmes or on an in-house basis, in consultation with the employer, to agree content, duration and outcomes. Many providers now use The Standards to underpin the design and content of their programmes. Employers can achieve a high level of customisation if programmes are delivered in-house and to a cohort of managers for a single organisation.

On the other hand, non-accredited programmes tend to vary enormously in duration, delivery methods, content and alignment with business needs. They also tend to have little or no assessment and do not attract Government funding support.

Choosing Development Solutions – The Right Qualification Level

The new **Qualifications & Credit Framework (QCF)** has been created to provide a better understanding of where a particular qualification is positioned in relation to:

- The Level – or Challenge
- The Size – the number of credits required to achieve recognition at **Award**, **Certificate** and **Diploma** standards

The framework will also help employers evaluate the level of qualification that is appropriate for each level of management. It also shows how managers can progress through the various levels in line with their current or future role.

The chart below (Figure 5) shows how this will operate in practice. Individuals (managers) can enter the framework at a level that reflects the appropriate level of challenge and can then collect credits as they move across from Award – Certificate – Diploma or upwards as they complete and move to the next relevant level. To attain a qualification an individual must achieve the required number of credits as shown.

In terms of management related programmes the entry level would be Level 2, which is a suitable entry level for team leaders and newly appointed supervisors. A lot depends on the educational background of the individuals but this system is designed to help people with limited qualifications get started and progress over time. Going forward, there is a desire to have all management level programmes aligned with the QCF and underpinned with The Standards.

Challenge	Levels of Attainment	8			
		7			
		6			
		5			
		4			
		3			
		2			
		1			
		Entry			
				Award 1-12 Credits	Certificate 13-36 Credits
Size of programme undertaken					

Figure 5



Choosing Development Solutions – The Right Job Level

The next Chart (**Figure 6**) provides a guide to the level of qualification most suited to the manager's role. Again there will be different starting positions depending upon the educational background but also the level of knowledge required and the size of the manager's role. A middle manager role in one firm or organisation could be very different in another due to size of operation and complexity of the task.

As an employer it is best to approach an external expert in an awarding body, a provider or an independent advisor to help identify the most appropriate level for your managers.

The Standards have been written so that they are completely relevant at each level – it is the complexity of the role and the depth of knowledge required that will change and will be reflected in the types of programmes being offered.

Level of Qualification	Most suitable for	Typical Job Roles
8	At this level there is a requirement to demonstrate original understanding.	To be populated
7	Qualifications at this level are aimed at practicing or aspiring senior managers looking to develop their skills, from strategic decision making to leading organisational change.	Owner Managing Director Senior Manager Head of Division
6	The aim of Level 6 is to develop the core skills needed by senior managers to move on to the next level and would be more strategic in content.	Director Senior Manager Head of Division
5	Qualifications at this level are designed for senior managers with a high degree of autonomy for deploying resources and achieving strategic goals, providing the opportunity to develop their professional management skills, knowledge and understanding.	Senior Manager Middle Manager Head of Branch
4	Level 4 qualifications are normally designed to enable managers to progress from first line through middle management and prepare for the next level, focusing on greater understanding of the management role and developing management skills.	Middle Manager
3	Level 3 qualifications are suitable for First Line Management roles and have been designed to give practicing or aspiring first line managers a solid foundation in knowledge and skills to underpin their performance.	First Line Manager Senior Supervisor
2	These qualifications are designed for aspiring or new team leaders, helping them to develop the core skills needed to perform well in their new role.	Team leader Supervisor
1		
Entry		

Figure 6



Choosing Development Solutions – Options and Employer Considerations

The Options	Employer considerations
Accredited	Ensures the content of the programme is aligned with national standards and has been validated by an awarding body and delivered at the appropriate level. Normally leads to a qualification.
Customised/ Bespoke	Generally this approach depends on the number of employees you have to undertake the programme to justify costs and the willingness of the provider. New approaches to learning provide the opportunity for individuals to have more choice in the selection of learning modules and methods.
Individualised	Even as part of a formal programme each manager can develop their own learning journey.
In-house	Using your own facilities can reduce costs and increase links between learning and your business.
Off-site	If you don't have the facilities or if you want the learning to be delivered in a different environment.
Full Time	This approach should be used if there is a requirement to build a significant body of knowledge and skills in an intensive period. Costs are likely to be high.
Part Time	The learning is delivered over an agreed period, designed to meet the needs of the business and the individual in terms of resources, time and learning.
Own Time	Managers will complete the programme in their own time outside of working hours.
Part Time/ Own Time	Where the firm and the manager gives an agreed amount of time to participate on the course.
Modular	Each management subject/skill is delivered within a distinct module of learning.
Bite Sized Learning	The course is delivered in smaller/manageable portions to suit the learner and the business.
Online	This approach is used in two ways 1. E-learning – where parts of the course are delivered and assessed online 2. Online support – where learners have access to resources and course materials via the internet
Blended Learning	Is simply a mix of a number of delivery methods e.g. taught modules, online learning, in company coaching.

When selecting a programme you have a number of options to consider.

You want to ensure you have a programme that is delivered in a way that suits your business and your managers. Knowing what the options are (**Figure 7**) will help you work with providers to create and shape the development programme to deliver maximum impact.

These discussions with providers should take place at the earliest opportunity to let you understand what is possible and what the constraints might be.

Figure 7



Choosing Development Solutions – Checklist & Summary

Experience suggests that managers spend more time assessing the purchase of a new photocopier than they spend on finding the right development solutions. This is an investment and should be addressed with the same rigour (or more) as you would apply to the purchase of new equipment. The following 6 questions will help to ensure that you have all the information you need to make an informed decision.

6 Questions to consider when choosing the right accredited development solutions for your managers.

1. What do you want your business to achieve in the future?

Think about: Your business plan, new products or services, new technology, new organisational structures and systems.

2. What do you need your supervisors and managers to deliver?

Think about: What are your managers already capable of doing? How are they performing? What could or should they be doing in the future? Where are the gaps in performance and skills?

3. What can I do to fill the gaps?

Think about: Analyse the gaps and identify priorities. Is there a general need for all managers to raise their skills levels? Are there specific needs only? Are there individuals with specific needs?

4. Where can I get help and who should I approach?

Think about: Your local Sector Skills representative, providers of accredited management and leadership development programmes (Awarding Bodies & Local Providers). The Department for Employment MAP Advisors, Investors in People Advisors.

5. How do I ensure I have the best solution to develop my manager and build my business?

Think about: The proposed outcomes of the programme – for the business and for the individual, the method of delivery, the duration of the programme, the methods of assessment, the costs involved. Identify a number of options which have a good fit with your need and enter into discussion with the providers concerned to select the course which best meets your needs in terms of the above criteria.

6. What can I do to ensure the course is delivering what my business and my managers need?

Think about: Establish a robust monitoring and feedback system which covers both the providers and your manager's experience on an ongoing basis. Link the development content to projects in your business.

Other options

Management Apprenticeships

Management apprenticeships have been designed for employees in management or supervisory roles to develop knowledge and skills, improve performance and achieve practical qualifications. In addition to the work based learning the AppNi framework consists of

- Certificate in Management Level 3 (QCF)
- Technical Certificate Level 3
- Essential Skills in Application of Number and Communication*

*GCSE or A Level in Maths and/or English grades A – C may exempt the candidate from this part of the qualification.

There is no age restriction to taking on an apprenticeship and as long as the candidate and employer meet the Department for Employment and Learning (DEL) requirements, the cost of the programme will be provided by DEL in conjunction with the provider. The employer receives an incentive of £750 for each candidate who completes the Management Framework Aspects. The programme can be customised to meet your needs and, for example, delivery may be possible on site for groups of 10 or more and all programmes are supported by a professional team of Monitoring Officers, Tutors, Assessors and Verifiers.

Foundation Degrees

Foundation Degrees have been created in collaboration with employers for people in employment seeking to build knowledge and skills to enhance current job performance and help progress their careers. For employees aspiring to management and leadership roles or already in management positions there are opportunities to undertake foundation degrees in sector specific subjects including management modules as well as a specific Foundation Degree in Management and Leadership. This initiative is being co-ordinated by Foundation Degree Forward (FDF).

The typical format of a foundation degree will be a two year part time programme, delivered in the workplace or at a college with workplace mentors, masterclasses and assessments that are work based and student friendly. Fees are supported by the Department for Employment and Learning.

Useful resources

www.management-standards.org

www.nos-database.org.uk

www.delni.gov.uk

www.investni.com

www.nibusinessinfo.com

www.investorsinpeople.com

www.qub.ac.uk

www.ulster.ac.uk

www.open.ac.uk

www.fdf.ac.uk

www.managers.org.uk

www.i-l-m.com

www.belfastmet.ac.uk

www.nrc.ac.uk

www.nwrc.ac.uk

www.serc.ac.uk

www.src.ac.uk

www.swc.ac.uk