

Better Managers make better managers

An introductory toolkit to help busy managers with

- recruitment
- training & development
- performance management



NI Case Studies included

The Management Standards Centre is pleased to endorse this toolkit which is designed by MLN to assist owners and managers in SMEs in Northern Ireland to help develop their management and leadership talent in key areas. The booklet demonstrates how to apply the National Occupational Standards for Management and Leadership to key business issues. The standards add value as they outline the skills, knowledge, understanding and behaviours that managers need to possess in order to meet different management objectives effectively.

There are a growing number of case studies that show how organisations using the management and leadership standards have reaped benefits in terms of increased productivity. The standards give an organisation a sound structure for basing training upon and help them to understand what their managers may need in terms of development. Individual managers may themselves use the standards as a means of self-assessment and to realise what areas they need to concentrate on in order to raise their management and leadership skills.

Dr Kion Ahadi, Head of the Management Standards Centre

Aim of this Introductory Toolkit

The aim of this toolkit is to assist owners and managers in SMEs in Northern Ireland to develop their management and leadership talent in key areas such as

- Recruiting
- Training Needs Analysis & Planning
- Assessing and Managing Performance

By using these tools you will gain an insight into how to apply the National Occupational Standards for Management and Leadership (M & L) Standards as a straightforward means of

- Developing individuals
- Improving organisational practices
- Increasing performance.

As an introductory guide this booklet provides a series of tools and templates, which can be used by organisations of all sizes and sectors.

The examples and case studies will show how the M & L Standards can be applied in other ways to help your business grow through developing your management talent.

Bill Manson, Chief Executive, MLN

Note: this guide should be used in conjunction with the complete version of the Management & Leadership Standards available at www.management-standards.org



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Building management and leadership talent brings bottom line results

Don't just take our word for it...

■ Management and leadership development (MLD) works when it is:

1. A clear organisational priority with employers taking responsibility
2. Linked to business strategy with established processes and frameworks
3. Designed to build relevant competence and behaviours
4. Focused on long-term tenure of employees

The findings show that the extent to which **employers take responsibility for MLD** has proved to be the most critical factor over time.

Two other factors had a significant impact on performance over this four year period:

1. Where MLD was reported to have been **driven strategically** within organisations, with top-level support and strong links to business objectives
2. **Where MLD is competency-driven in that it is designed to address managers' abilities, motivations and potential to meet business needs**

DR Chris Mabey Management development Works – The Evidence¹

■ **95%** of those who had engaged in building management and leadership capability experienced tangible results; **83%** of engaged firms rated assistance as 'very good' or 'good'. Simply put, firms who have chosen to get involved in management and leadership development have not regretted their decision.

MLN / IBC Report Barriers to engaging in Management and Leadership 2008²

¹ DR Chris Mabey Management Development Works – The Evidence. Chartered Management Institute 2005

² MLN / IBC Report Barriers to engaging in Management and Leadership 2008



Good practice – makes business sense

The M & L Standards have been developed from benchmarking practical examples of effective performance to identify and describe 'best practice' or what works best – **delivering results** and **developing capabilities** – at various levels of management and all the key functions of leadership. In other words these descriptions are based on **real people doing real jobs**.

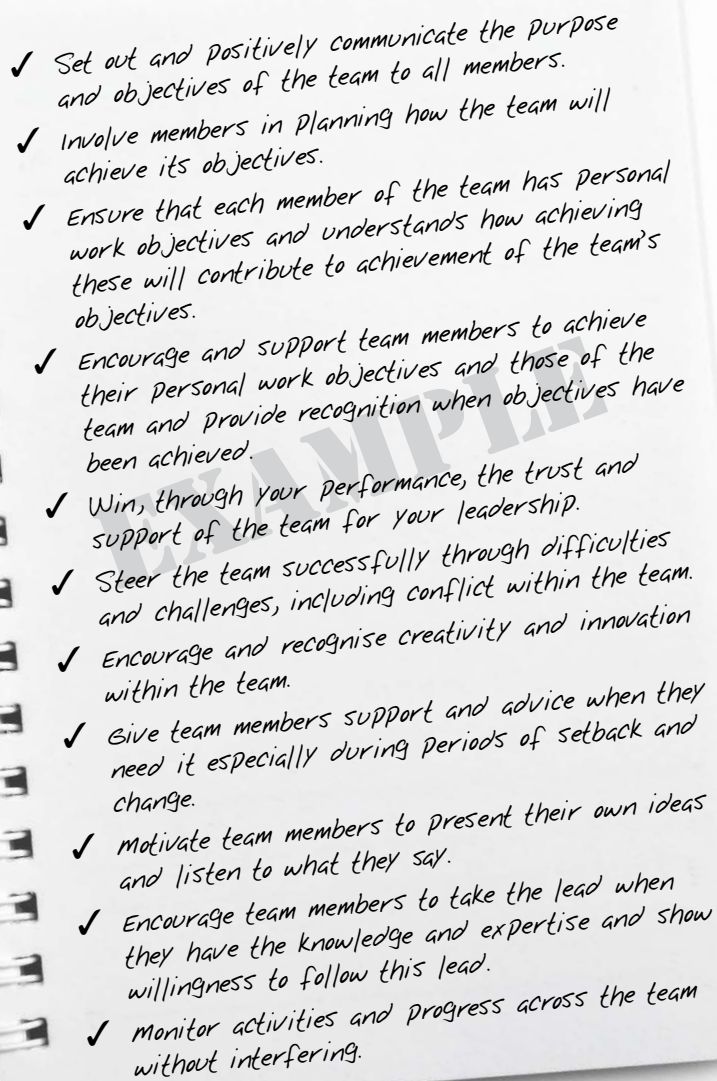
- Managing self and personal skills
- Providing direction
- Facilitating change
- Working with people
- Using resources
- Achieving results

Sometimes it is difficult to define how management and leadership should be provided in your business. This guide sets out to demonstrate how you can use the M & L Standards to make your job a lot easier to know and understand every aspect of a manager's role. We have taken 3 core areas of a typical manager's role to show you how the standards can be applied.

Let's look at the outcomes of effective performance as described in one of the units as an example.

PROVIDING LEADERSHIP FOR YOUR TEAM (Unit B5)

You can use the outcomes as a checklist of things that should be done by you and/or your managers:

- 
- ✓ Set out and positively communicate the purpose and objectives of the team to all members.
 - ✓ Involve members in planning how the team will achieve its objectives.
 - ✓ Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.
 - ✓ Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.
 - ✓ Win, through your performance, the trust and support of the team for your leadership.
 - ✓ Steer the team successfully through difficulties and challenges, including conflict within the team.
 - ✓ Encourage and recognise creativity and innovation within the team.
 - ✓ Give team members support and advice when they need it especially during periods of setback and change.
 - ✓ Motivate team members to present their own ideas and listen to what they say.
 - ✓ Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
 - ✓ Monitor activities and progress across the team without interfering.

You can adapt these standards to your particular need, for examples, see the case studies on page 16

Being a manager – what it takes

The job of managing and leading a business has been broken down into 6 key areas or 'competences' shown below.



These 6 key areas are expanded into 74 units which provide ready made checklists under the following headings:

- **Results** you would expect to see delivered in terms of effective performance
- **Behaviours** which you would expect to see demonstrated that underpin performance
- **Knowledge** which an effective manager should have developed or be developing

As well this you will find

- **Unit Summary**
What is the unit about? Who is this unit for?
- **Skills**
A list of the key skills leaders should apply when carrying out this part of their role.

The entire list of units are shown on the following pages.

A. MANAGING SELF AND PERSONAL SKILLS

- A1. Manage your own resources
- A2. Manage your own resources and professional development
- A3. Develop your personal networks

B. 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

C. 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

D. 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 improve develop and maintain their performance
- D14. Initiate and follow disciplinary procedures

F
ACHIEVING
RESULTS

RESOURCES
USING
E

MA
S
A

D. WORKING WITH PEOPLE (cont.)

- D15. Initiate and follow grievance procedures
- D16. Manage redundancies in your area of responsibility
- D17. Build and sustain collaborative relationships

E. 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. Identify assess and control health and safety risks
- 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

F. ACHIEVING RESULTS

- F1. Manage projects
- F2. Manage a programme of complementary projects
- F3. Manage business processes
- F4. Develop and implement marketing plans for your area of responsibility
- F5. Recognise and deal with customer queries, requests and 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 focussed 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

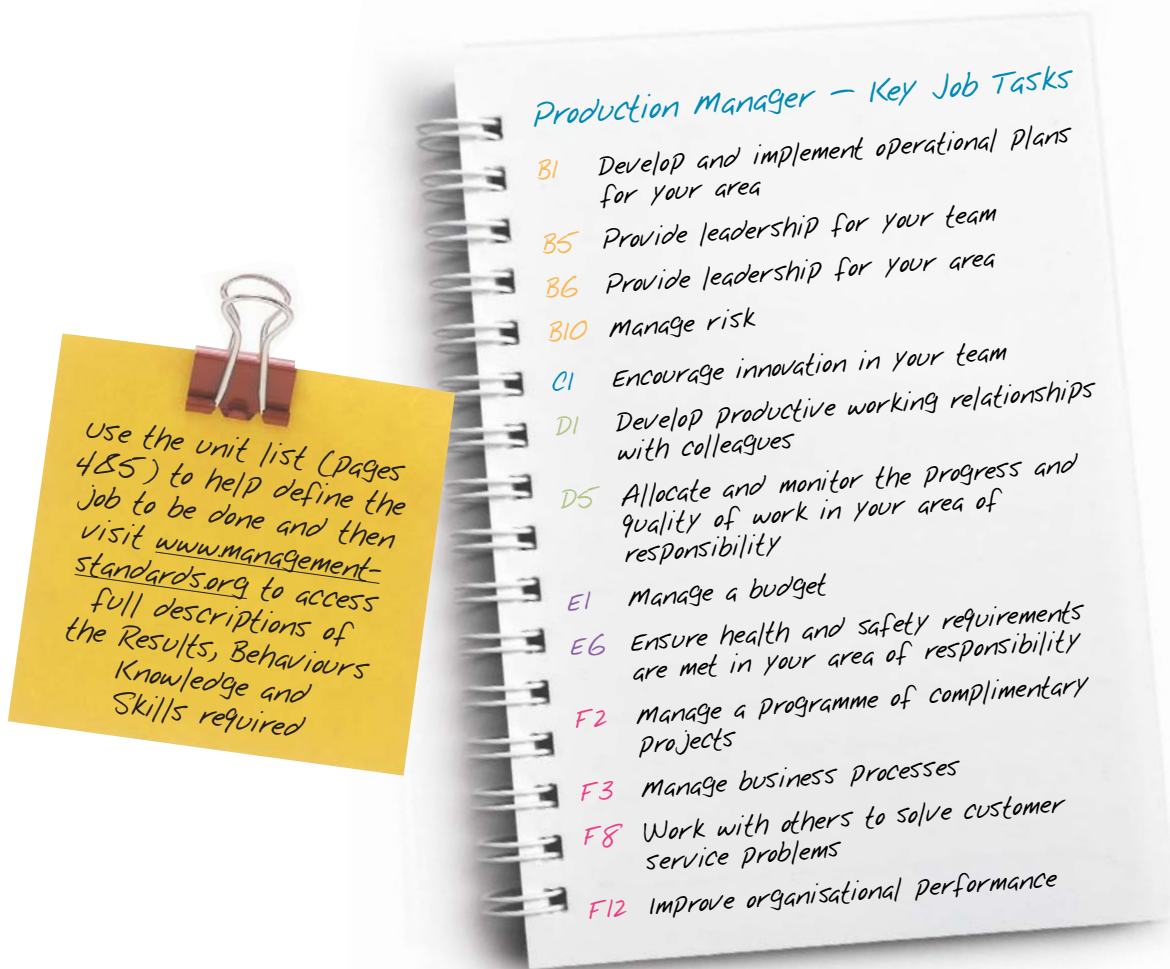
Recruitment – made easier

Definition: The process of describing the job that needs done, communicating with potential candidates and selecting the right person for the job.

Purpose: To be able to design jobs, write job descriptions and job adverts, along with identifying interview questions that provide evidence of competence.

Designing a Job and writing **Job Descriptions** can be time consuming and difficult for smaller organisations to get the right words to use. One of the simplest uses of the M & L Standards is to use the wealth of checklists and statements to create an accurate job description. Remember these are general descriptions that you can use to write the Job Description in a way that suits your organisation

By identifying the key tasks in the current or new job you can go to the list of units and find clear examples of the tasks (outcomes), behaviours and knowledge required. Lets take a typical production manager role, which could look like this e.g.



Each one of these units has a wealth of information for you to draw on to develop the job description you need for your business.

Transferring this information in to a **Job Advertisement** for internal promotion or external recruitment is now very straightforward

The following description of duties was taken from JobCentre Online and is fairly typical for supervisory and management posts.

“DIRECTLY MANAGE, DEVELOP, MOTIVATE AND ORGANISE TEAM TO EFFICIENTLY AND EFFECTIVELY ACHIEVE OBJECTIVES ENSURING QUALITY STANDARDS ARE ADHERED TO AT ALL TIMES”

This description could be further enhanced by the use of the M & L Standards, which provide a series of statements which underpin good performance. So how can we use the competences to write a more comprehensive job description?

- To directly manage, develop, motivate and organise the team to efficiently and effectively achieve objectives is covered by the following

B5. Provide leadership for your team

C2 Encourage innovation in your area of responsibility

E8. Manage physical resources

- Ensuring quality standards are adhered to at all times can be covered by the following competences

D5. Allocate and check work in your team

D6. Allocate and monitor the progress and quality of work in your area of responsibility

- These would all be underpinned by

E6. Ensure health and safety requirements are met in your area of responsibility

Writing Questions for Job interviews

The M & L Standards can also be used to produce high quality questions to test managers at interview. Effective questioning technique will include specifics such as

Good Practice Tip!

Give me an example when... Tell me about how you have...

You can also use the various statements to find out how managers would undertake a particular task. The example given is about how **someone would need to be able to plan change** and is taken from the Management Standard Unit C5 Plan Change. It requires all the following outcomes or capabilities to be identified and evidence provided.

PLAN CHANGE (UNIT C5)

OUTCOMES

1. Identify the procedures, systems, structures and roles that need to be changed and assess the gap between their current and required future state.
2. Identify and assess barriers to change.
3. Develop strategies and plans that set out the way forward.
4. Assess the risks and benefits associated with the strategies and plans and develop contingency arrangements.
5. Make sure your plans include short term “wins” as well as longer-term deliverables.
6. Develop a system for monitoring and assessing progress.
7. Develop a communication strategy for the change process that allows people to give feedback.
8. Identify training and support needs and plan how to meet these.

QUESTIONS

How did you analyse what needed to be changed?

What were the barriers to that change? What did you do?

Did you plan it all out? What did it entail?

What were the risks involved? How did you manage these?

What were the short term wins? What were you hoping to gain longer term? What did you achieve?

How did you monitor progress?

How do you get your peoples' views? How did you get them involved?

Did it require any further training for you or others?

Training – that makes a difference

Definition: The identification of training and development needs, normally on an annual basis, at managerial, departmental or organisational level in order for the organisation to perform effectively. Training and development needs can be analysed by (a) monitoring current performance to eliminate a skills shortage and (b) identifying future job / role requirements to build new capabilities.

Purpose: To ensure that training and development is planned to address any current or future performance issues in line with organisational objectives and is delivered in an effective and cost efficient manner.

By using the M & L Standards as a template of best practice you will be able to analyse how well individuals are performing and to identify any 'gaps'.

*Good
Practice
Tip!*

As a manager you can carry out the analysis of performance of the individual but best practice shows that it is more effective to have the individual manager analyse themselves.

EXAMPLE

The following example shows how one manager has self assessed against the requirements of the job she has to do.

She has simply used the M & L Standards as a means of identify what she does on a day to day basis (linked to her Job Description) and has applied an honest assessment of how well these tasks are done.

The main competences required in her role, include:

- Managing production processes
- Managing quality
- Managing people
- Managing projects
- Managing performance

In the example given this manager has highlighted what she 'can do' and provided evidence of this.



Further support and information is available from MLN in terms of the best practice guide M & L Lite or in the MLN Development Zone www.mln.org.uk

Funding up to £7000 is available for SME's to undertake Training Needs Analysis through the Department for Employment and Learning – MAP (Management Analysis & Planning) Scheme. For details contact MLN 02890 804209.

Management Analysis Programme (MAP)

The MAP initiative is designed and funded to assist SME's with the identification of management training and development needs and guidance with development planning to support ongoing business performance.

Details of the scheme are provided below.

Management Analysis Programme

Research has consistently shown that improved management practice leads to increased business productivity. In a busy schedule, management development often suffers – and that's exactly where the MAP programme helps your business by providing a good, structured, flexible approach to identifying and addressing your company needs.

The MAP programme is specifically designed for small to medium enterprises (10 to 250 employees). The analysis of your business is carried out on-site by a professional business adviser, who will provide you with a report detailing your:

- Management/leadership strengths and weaknesses.
- Areas for development.
- Management/leadership skills gaps.

Most importantly, you will receive a plan showing practical, achievable solutions to any areas that need attention.

The Department for Employment and Learning will meet the cost of the business analysis, (itself worth £1000) and will provide up to a further £6000 of funding (on a 40% basis), towards development activities arising from the completed training and development plan.

MAP can contribute to:

- Increased business performance and profitability.
- A greater understanding of the management and leadership issues within your business.
- Highlight areas of concern.
- Recommend constructive, positive solutions.
- Provide funding towards activities set out in your training and development plan.

For more information, contact:
Management Development Branch
2nd Floor, Lesley Buildings,
Belfast BT1 5EX
Tel: 028 9044 1774

**LEADERSHIP &
MANAGEMENT**
for better business



If you wish to discuss this opportunity please contact MLN on 02890 804202 or e-mail trina@mln.org.uk

Training Needs Analysis – A Production Manager

Manage the achievement of customer satisfaction (Unit F11)	Can Do	Evidence
<ol style="list-style-type: none"> 1 Ensure that colleagues are briefed on and understand the expectations of customers and their own roles and responsibilities in meeting these expectations, including any agreed standards of customer service. 2 Empower colleagues to deliver good customer service, including identifying and addressing their learning needs and providing other resources. 3 Ensure that clear and effective processes are in place to support customers and sort out their problems. 4 Ensure that the day to day behaviour of colleagues matches the organisation's customer focused values. 5 Develop a culture which nurtures, respects, values, recognises and rewards 'front line' colleagues who work with customers. 6 Establish and operate suitable processes for monitoring levels of customer satisfaction. 7 Make recommendations and propose plans to improve the level of customer satisfaction. 8 Demonstrate increasing levels of customer satisfaction with the organisation's products and/or services and processes. 	<p>Yes – as I have production targets and consistently hit them.</p>	<p>I have production targets to meet which I achieve in line with our delivery schedules most days.</p> <p>We operate standardised operating procedures and the feedback monitoring system from our customers confirms they are satisfied with our quality.</p>
Provide learning opportunities for colleagues (Unit D7)	Can Do	Evidence
<ol style="list-style-type: none"> 1 Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised. 2 Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve. 3 Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills. 4 Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities. 5 Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs. 6 Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales. 7 Work with colleagues to recognise and make use of un-planned learning opportunities. 8 Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues. 9 Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning. 10 Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience. 11 Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes. 12 Encourage colleagues to take responsibility for their own learning, including practicing and reflecting on what they have learned. 	<p>Yes I feel I am capable in this area. I have ample evidence and feedback to show that I cover all the aspects of this part of my job.</p>	<p>I conduct training reviews with all my staff and make sure my people are trained on their tasks. I have provided a full training report for each member of my team to HR.</p> <p>Last year we all completed health and safety and environmental awareness training.</p> <p>Two people were trained in the use of the IT upgrade and our productivity and safety targets have been met consistently.</p>

Provide leadership for your team (Unit B5)

- 1 Set out and positively communicate the purpose and objectives of the team to all members.
- 2 Involve members in planning how the team will achieve its objectives.
- 3 Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.
- 4 Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.
- 5 Win, through your performance, the trust and support of the team for your leadership.
- 6 Steer the team successfully through difficulties and challenges, including conflict within the team.
- 7 Encourage and recognise creativity and innovation within the team.
- 8 Give team members support and advice when they need it especially during periods of setback and change.
- 9 Motivate team members to present their own ideas and listen to what they say.
- 10 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
- 11 Monitor activities and progress across the team without interfering.

Implement Change (Unit C6)

- 1 Put into practice the strategies and plans for change in line with the available resources.
- 2 Design new work processes, procedures, systems, structures and roles to achieve the vision behind the change.
- 3 Identify, assess and deal with problems and barriers to change.
- 4 Monitor, document and communicate progress to all involved.
- 5 Recognise and reward people and teams who achieve results.
- 6 Maintain the momentum for change.
- 7 Make sure change is effective and assurance system

Manage programme of complimentary projects (Unit F2)

- 1 Make sure everyone involved is clear about how the programme links to strategic targets.
- 2 Take account of all essential needs and translate strategic targets into practical, efficient and effective actions.
- 3 Make sure everyone involved understands the critical aspects of putting the programme into practice and arrangements for dealing with contingencies.
- 4 Monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget.
- 5 Provide support to allow programme team members to perform efficiently and effectively.
- 6 Make recommendations which identify good practice and areas for improvement.
- 7 Tell everyone involved about important issues and the results of putting the programme into practice.

Can Do

No – not as well as I would like to. I would welcome some training in this area.

Can Do

*May need a little help with this as I don't seem to be able to sell the ideas and reasons behind the change to all the team at the right time.
Several of the workers are reluctant to change and block it at all costs.*

Can Do

This is an area which is proving to be more difficult for me as we move in to a period of growth.

Evidence

*I do set targets and achieve these but am not confident at giving feedback and recognition to people.
I find I get totally absorbed by the task or sidetracked by specific operational problems
At times I avoid giving specific negative feedback.
We are under great pressure to get the product out but I know I should give people more 'thank you's'.
There is a link here with my ability to implement change.*

Evidence

The latest change in production processes due to the new building extension did not go as well as we wanted. It was straightforward to me but the finishing section caused extra downtime as they did not fully understand how it was going to impact what they do and thought the team was going to be slit up.

Evidence

*I don't always plan projects very well and don't always report back the problems.
Feedback from my team and my colleagues indicates that I tend to work hard but not always providing the right information at the start and throughout the project.*

Developing Training Plans

Taking this example it is much easier now to see that this manager would benefit from training in areas such as

Planning, Providing Direction, Providing Feedback

Using the Standards you can easily identify the specific areas to focus on in terms of

Outcomes – being able to show you can do this task

Behaviours – being able to perform this task in the right way

Knowledge – being recognised as having the knowledge to do the task properly

In this case the training needs are assessed as

Planning – see unit F1

Providing Direction

see units B1 B9

Providing Feedback

see unit D5



Training & Development – Options & Solutions

Using the information provided during the Training Needs Assessment process along with the checklists within the Standards it is reasonable to suggest that this manager would benefit from a range of learning opportunities

1. On Job Coaching by the senior manager or more experience peer manager
2. A training programme dealing with general communications skills, briefing skills and providing feedback.
3. A general Management Development Programme which deals with leadership styles, managing change and managing projects

Further support and information is available in M & L Lite or on the MLN Development Zone www.mln.org.uk or phone 02890 804202.

Participants in the MAP Scheme will also be provided with a full range of options and opportunities appropriate to eligible SME's along with funding up to £7000.

Performance Management

Getting the best – from your team

Definition: A system that links the aims and objectives to individual roles enabling people to carry out their work to the best of their ability and achieve business results.

Purpose: To improve the overall performance of the organisation through the contribution of each individual manager (and other employees) defined by clear objectives, performance reviews and analysis of results.

Normally this is carried out on an annual basis and there is a strong link to the identification of training and development needs and creating a culture of continuous improvement and success. It may or may not be linked to reward – best practice suggests that it has an influence but would not be the only determining factor.

The M & L Standards are the benchmark of best practice in each area of the manager's role and can be easily applied to a Performance Management process. The question is – how do you and your managers compare to the best.

*Good
Practice
Tip!*

Many performance management systems are based on a top down approach. Best practice shows that the individual doing the job knows the job best and should do a self assessment which is then validated by the immediate manager usually by a face to face meeting.

EXAMPLE

The following example shows the individual manager's review of how she has performed in the past year and the assessment by the immediate Manager It is clear from this example that performance can be improved in some areas and can be linked to her training needs.

Further support and information is available in M & L Lite or on the MLN Development Zone www.mln.org.uk



Performance Management – A Production Manager

Manage the achievement of customer satisfaction (Unit F11)	Self assessment	Manager's assessment
<ol style="list-style-type: none"> 1 Ensure that colleagues are briefed on and understand the expectations of customers and their own roles and responsibilities in meeting these expectations, including any agreed standards of customer service. 2 Empower colleagues to deliver good customer service, including identifying and addressing their learning needs and providing other resources. 3 Ensure that clear and effective processes are in place to support customers and sort out their problems. 4 Ensure that the day to day behaviour of colleagues matches the organisation's customer focused values. 5 Develop a culture which nurtures, respects, values, recognises and rewards 'front line' colleagues who work with customers. 6 Establish and operate suitable processes for monitoring levels of customer satisfaction. 7 Make recommendations and propose plans to improve the level of customer satisfaction. 8 Demonstrate increasing levels of customer satisfaction with the organisation's products and/or services and processes. 	<p>Yes – as I have quality and time targets and usually hit them.</p> <p>For further evidence please refer to the year end Operation al Review of Key Performance Indicators</p>	<p>Yes I think you have created a good focus on customers and the team seems to be grasping the idea of internal and external customers. You consistently hit all the targets set.</p>
Provide leadership for your team (Unit B5)	Self assessment	Manager's assessment
<ol style="list-style-type: none"> 1 Set out and positively communicate the purpose and objectives of the team to all members. 2 Involve members in planning how the team will achieve its objectives. 3 Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives. 4 Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved. 5 Win, through your performance, the trust and support of the team for your leadership. 6 Steer the team successfully through difficulties and challenges, including conflict within the team. 7 Encourage and recognise creativity and innovation within the team. 8 Give team members support and advice when they need it especially during periods of setback and change. 9 Motivate team members to present their own ideas and listen to what they say. 10 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead. 11 Monitor activities and progress across the team without interfering. 	<p>No – not as well as I would like to</p> <p>I do set targets and achieve these but am not confident at giving feedback and recognition to people. I find I get totally absorbed by the task or sidetracked by specific operational problems</p> <p>At times I avoid giving specific negative feedback</p> <p>We are under great pressure to get the product out but I know I should give people more 'thank you's'. There is a link here with my ability to implement change.</p>	<p>I think you are maybe being a little hard on your self and it is clear that you have made great progress with the team in the last year. It might be worthwhile to set time aside at team meetings to listen to peoples' ideas but make sure you go back to people with a response otherwise they'll not make any further suggestions. Maybe as an organisation we could all give a little more acknowledgement and thanks so lets try to work on that also over the next six months or so.</p> <p>I would be happy to consider some specific training in this area so let's discuss.</p>
Provide learning opportunities for colleagues (Unit D7)	Self assessment	Manager's assessment
<ol style="list-style-type: none"> 1 Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised. 2 Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve. 	<p>Yes I am good at this I conduct training reviews and make sure my people are all trained.</p>	<p>You have a good approach to learning and development and have put in place sound systems for training your people.</p>

- 3 Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills.
- 4 Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.
- 5 Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.
- 6 Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
- 7 Work with colleagues to recognise and make use of un-planned learning opportunities.
- 8 Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.
- 9 Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.
- 10 Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.
- 11 Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.
- 12 Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.

Implement change (Unit C6)

- 1 Put into practice the strategies and plans for change in line with the available resources.
- 2 Design new work processes, procedures, systems, structures and roles to achieve the vision behind the change.
- 3 Identify, assess and deal with problems and barriers to change.
- 4 Monitor, document and communicate progress to all involved.
- 5 Recognise and reward people and teams who achieve results.
- 6 Maintain the momentum for change.
- 7 Make sure change is effective and assurance systems

Manage a programme of complementary projects (Unit D7)

- 1 Make sure everyone involved is clear about how the programme links to strategic targets.
- 2 Take account of all essential needs and translate strategic targets into practical, efficient and effective actions.
- 3 Make sure everyone involved understands the critical aspects of putting the programme into practice and arrangements for dealing with contingencies.
- 4 Monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget.
- 5 Provide support to allow programme team members to perform efficiently and effectively.
- 6 Make recommendations which identify good practice and areas for improvement.
- 7 Tell everyone involved about important issues and the results of putting the programme into practice.

Last year we all completed health and safety and environmental awareness training. Two people were trained in the use of the IT upgrade and our productivity and safety targets have been met consistently.

Well done. This is maybe something that you could help other managers to set up e.g. Joe in dispatch.

Self assessment

May need a little help with this as I don't seem to be able to sell the ideas and reasons behind the change. Several of the workers are reluctant to change and block it at all costs.

Manager's assessment

Yes I agree you have inherited some difficult people in your team. For the next big process change in October I will work (coach) with you and we will look at ways to get some of the resisters on board.

Self assessment

No – not really strong in this area. I tend to approach every project with the same determination and perhaps need to prioritise better and possibly delegate more.

Manager's assessment

Look at ways in which to build in contingency and isolate critical and non-critical actions. Agreed – it is an area I see that is proving difficult for others and we will consider doing a Project Management Programme in June.

Local N.I. Case Studies

THE CEDAR FOUNDATION

The Cedar Foundation used the M & L Standards to develop a competence framework, which reflects the organisational values.

The Cedar Foundation's vision is to play a leading role in the achievement of a community in which people with disabilities are valued and participate as equal citizens. Its mission is to deliver a range of services, which empower and support people with disabilities to be fully included in their communities.



Company info

Established in 1941 with headquarters in Belfast, The Cedar Foundation has a province-wide impact through a significant number of regional operations. It has a staff of around 230 which is supported by a tremendous network of volunteers. Some 12 members of the management team are going through management and leadership development using the M & L Standards as the basic building blocks.

The Cedar Foundation aims to deliver our mission by living and upholding values such as:

■ Respect for the Individual

The Cedar Foundation will ensure that the needs, views and aspirations of Service Users are central to all activities undertaken by the organisation.

■ Equality of Opportunity

The Cedar Foundation will ensure equality of opportunity for all within the organisation's Services and Programmes.

■ Pursuit of Excellence

The Cedar Foundation is committed to continually improving its Services by striving for:

- Excellence in Customer Care
- Excellence in Staff Training and Development
- Excellence in Service Delivery.

■ Openness and Accountability

The Cedar Foundation will act in an open and honest way and accept responsibility for its actions.

■ Teamwork and Partnership

The Cedar Foundation will involve Service Users, Staff and the wider community in developing and delivering services.

■ Commitment and Enthusiasm

The Cedar Foundation strives to achieve a 'can do' culture, delivering our Services with energy, integrity, commitment and enthusiasm.



Initially the senior managers were assessed externally and this process was both developmental and complemented the organisation's appraisal process. As a result of the learning from this process the organisation developed a Competence Framework aimed at senior management level and used the M & L Standards to identify a series of outcomes (whats) and behaviours (hows) to guide leadership practices on a day to day basis.



"The Cedar Foundation wanted to build the confidence of all the senior management team to deal effectively with all key stakeholders, including service users, funders and staff," said Deputy Chief Executive Eileen Thomson. "It wanted to achieve greater delegation from the directorate to the managers to enable them to develop services within their area of expertise. To ensure leaders focus not just on outcomes we wanted to specify behaviours which are congruent with our organisational values."



Eileen continued: "The senior management team is now one of the most effective, competent and highly focused teams in the community and voluntary sector in the UK."

The Cedar Foundation's Competence Framework draws on the M & L Standards shows a clear link to the organisational values and includes competences related to:

- Leadership
- Managing Operations
- Innovation
- Continuous Improvement
- Managing Self

So on a day to day basis what does The Cedar Foundation expect its leaders to demonstrate:

- The vision of the future, the rationale for change and the associated benefits are clearly expressed to all involved
- Key goals and priorities are established
- Strategies for achieving the vision are identified and communicated clearly to all involved
- New work processes, systems, structures/roles are designed towards achieving the vision and associated culture
- Problems and barriers to change are identified, analysed and resolved promptly, as they arise
- Progress is communicated frequently, is understood by all involved, and is celebrated
- People and teams who achieve results are recognised and rewarded
- Training is provided, where required, towards facilitating and implementing the change programme
- Change is effective and meets the requirements of the organisation

The approach has clearly yielded success for the organisation and its service users. The Cedar Foundation continues to use the framework to develop its managers and on a regular basis updates the framework in line with new challenges and new practices. In terms of performance the framework has served the organisation and its clients well:

"As a result (of it) greater numbers of disabled children, young people and adults are having access to a greater range of higher quality services."

THE MCAVOY GROUP

The McAvoy Group have used the M & L Standards to help them redesign their appraisal system for managers.

Company info

The McAvoy Group is a family owned business manufacturing fast track, off site buildings for both public and private sector customers across Europe. The company has been in the off-site construction business since 1973. As a result, the Group has unrivalled experience and knowledge of modular (volumetric) building techniques. We are now a market leader in off-site building solutions. The company have two purpose-built, state-of-the-art manufacturing plants, totalling 170,000 sq ft. These are equipped with the latest production machinery. Services include quantity surveying, transport with our own fleet of vehicles, outfitting (electrical, mechanical, plumbing and air-conditioning), as well as paving and landscaping.

Turnkey solutions cover design, engineering and off-site manufacture in two modern factories in Northern Ireland, where around 300 people are employed. Modules are then transported by us and constructed on-site by our skilled and experienced technicians, thereby ensuring complete quality control.

The Vision of the organisation is

To achieve profit and growth by being the No 1 choice for high quality, fast track, off-site building solutions in Northern Ireland, Great Britain and Ireland. Underpinning the vision is a series of values relating to

- Client focus
- Innovation in products and services
- Quality products and services
- Eliminating waste from our operations and supply chain
- Promoting proactive teamwork within and between teams
- Developing commitment, expertise, flexibility and professionalism in all people
- Fulfilling responsibilities to the community and environment

Anne Watson HR Manager explains:

“We already had an appraisal system in place, but we wanted to rejuvenate it and reinforce its effectiveness; we also wanted to put in place a process to ensure that our managers were developed in a more systematic way.

We researched the M & L Standards and initially thought that they were a sound common sense approach which would enable us to set our management standard, although we did have to modify them to suit our business and our language.

We got a team of managers and supervisors together and re-evaluated our company values and then asked ourselves what behaviours we wanted our **senior managers** and **middle managers** to demonstrate. We used the M & L Standards as a guide and decided upon a format with positive and negative indicators.

We liked the competencies such as

- achieving results,
- working with people and
- using resources

although we did tailor them to mirror our business.

The M & L Standards were an excellent guide and we used them to consider what we believed a good leader and manager should be doing within the McAvoy Group. It saved us a lot of time and we do use them when considering new appointments.”



WOODLOCK JOINERY

Woodblock Joinery is one of a number of small businesses, which have used the M & L Standards as a means of developing supervisory staff.

Company info

Woodlock Joinery Limited started trading in 1960s as a subsidiary of the family building business to produce timber windows to service its own needs but expanded to supply the commercial market. In the next 25 years, it expanded into doors and stairs with markets in NI, RoI and GB.

The company has shifted its emphasis from a mass produced, standardised, product for the public housing sector to servicing the custom private sector with a quality product, often manufactured to specific requirements. The product line is now focused on the manufacture of window and door sets. In 1995, it was taken over by the management team. A second restructuring of the management team in 2004 led to the emergence of the present management team, a commitment to the Investors in People programme and the introduction of new technology to a largely manual production process. This led to a focus on workflow, team and process efficiency and people motivation. The Investors in People programme was driven largely by the MD, supported by Invest NI through the employment of a Business Improvement Manager.

With over 40 years specialised joinery experience, Woodlock can assure customers a wealth of knowledge and expertise in all aspects of windows and doorsets, from consultation to installation. The company now employs over 70 people and continues to expand by investing in new products, technology and markets.

Faced with a period of significant growth MD Adrian Loughran saw the need to upskill and empower his team leaders and used the M & L Standards to assess the team Leaders' capabilities.

"we identified a number of gaps and put in place a training programme for all the supervisors to ensure consistent practice in the factory.

We looked at competences relating to Quality, effective teamwork, managing performance and managing health and safety.

The standards became our standard and our way of supervising people.

It has helped because all the team leaders now know what is expected of them and how they should be leading and managing their team."



Case studies supplied by PDQ Solutions

Management National Occupational Standards and NVQ's

For owners and managers in SME's it is useful to know and understand the link between the M & L Standards and National Vocational Qualifications (NVQ's)

Management National Occupational Standards draw together the key functions of managing people, resources, information, energy and quality and can be linked to a series of flexible awards NVQ's at **Levels 3, 4 and 5**.

These NVQ's are aimed at

- **Supervisors**
- **First line managers**
- **Middle & Senior managers,**

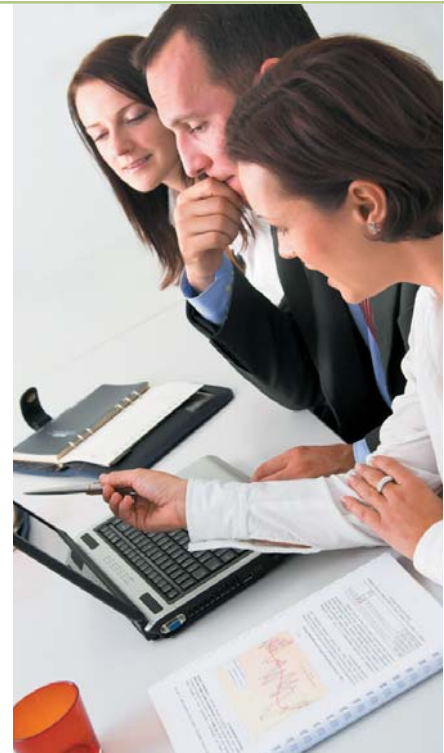
and relate to the following management areas: managing self and personal skills, providing direction, facilitating change, working with people, using resources and achieving results.

Because the role of a manager in a small organisation is likely to be broader than that in a large one, the management NVQ's are considerably flexible in their structure. Therefore, a range of alternative options can be found within most of the awards which enable organisations and individuals to match closely their work-related training and development needs to these qualifications.

The **Level 3** NVQ is broadly aimed at supervisors who are responsible for the control of activities and work output of small teams. Whilst this includes roles such as senior Chargehand and junior office manager, the qualification is not solely aimed at a discrete level of organisational hierarchy. It is as appropriate for those who manage "sideways" and "upwards" in the context of a project group, as for those people who have regular charge over a fixed team. This qualification is intended to be the first stage in a progression leading to first line, middle and senior management, and may be used as stepping-stone to gaining an NVQ in a more specialised area.

Level 4 qualifications are aimed at those individuals with more personal responsibility and autonomy in their management role than the Level 3 supervisors. Although people at this level are often referred to as "first line managers", individuals may find that the focus of their work could include managing projects or technical matters as well as people.

The **Level 5** qualifications are intended for those managers who are responsible for the control of activities and work output of other managers.



About the Management Standards Centre

The Management Standards Centre (MSC) is the government recognised standards setting body for the management and leadership areas across the UK.

Upgrading the skills of managers is fundamental to the Government's aim to raise UK productivity and competitiveness. The MSC is responsible for developing and maintaining the suite of National Occupational Standards (NOS) for management and leadership. The standards describe the level of performance expected in employment for a range of management and leadership functions and activities.

As an employer led organisation which champions management and leadership, the MSC is working with the Alliance of Sector Skills Councils to identify and address the skills gaps and shortages on a sector by sector basis thereby contributing to the profitability of the UK.

Our Vision

To create a UK partnership of employers and other key stakeholders to lead the professional development of all those working in the field of management and leadership.

Our Mission

To fulfil the needs of employers by developing a skilled management workforce through promoting our nationally recognised set of standards and qualifications which have full employer relevance and 'ownership'.

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The staff at MLN would be happy to assist managers in Northern Ireland with any queries regarding the management and leadership standards. Anyone wishing to receive a CD-ROM or hard copy version of the full standards should contact MLN on 02890 804202.

www.mln.org.uk

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This guide has been designed by MLN to support the Department for Employment & Learning, management and leadership development strategy 'Leading...to success'



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